LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Anderson UHSD

CDS Code: 45698560000000

School Year: 2024-25

LEA contact information:
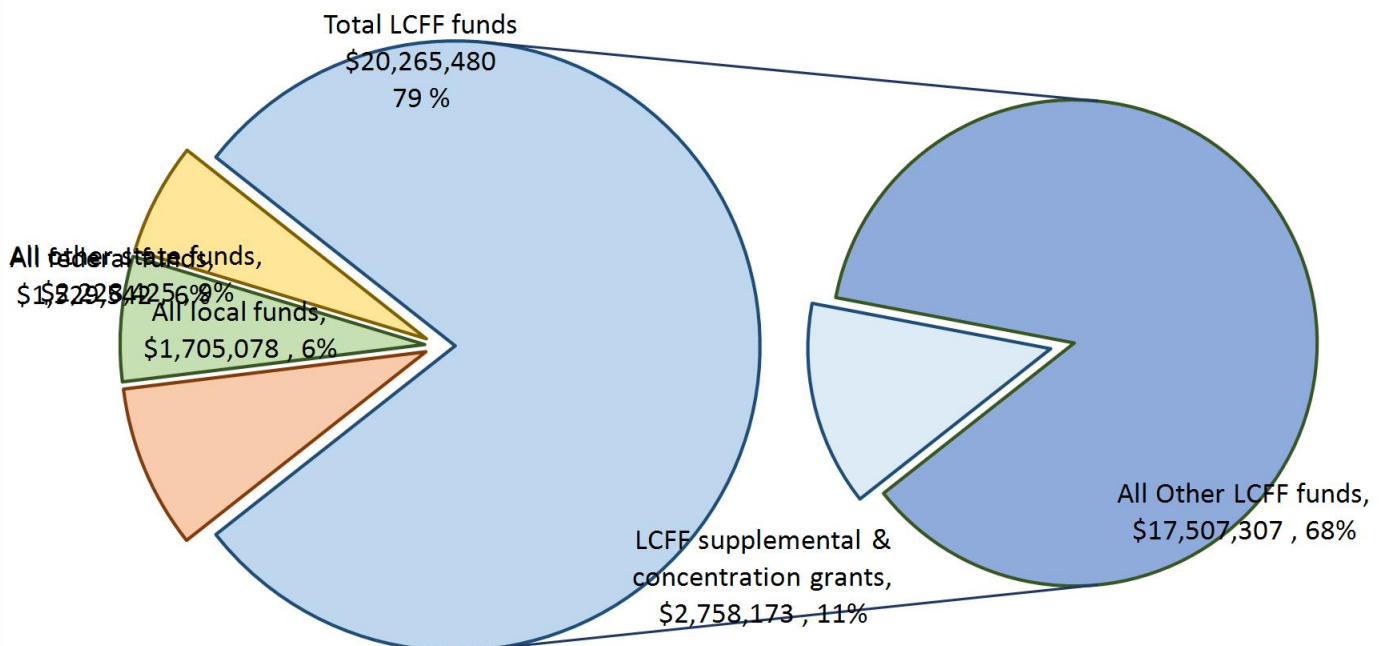
Brian Parker

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$20,265,480
79 %

All other state funds,
$1,323,842 , 5%

All federal funds,
$2,298,056 , 9%

All local funds,
$1,705,078 , 6%

LCFF supplemental & concentration grants,
$2,758,173 , 11%

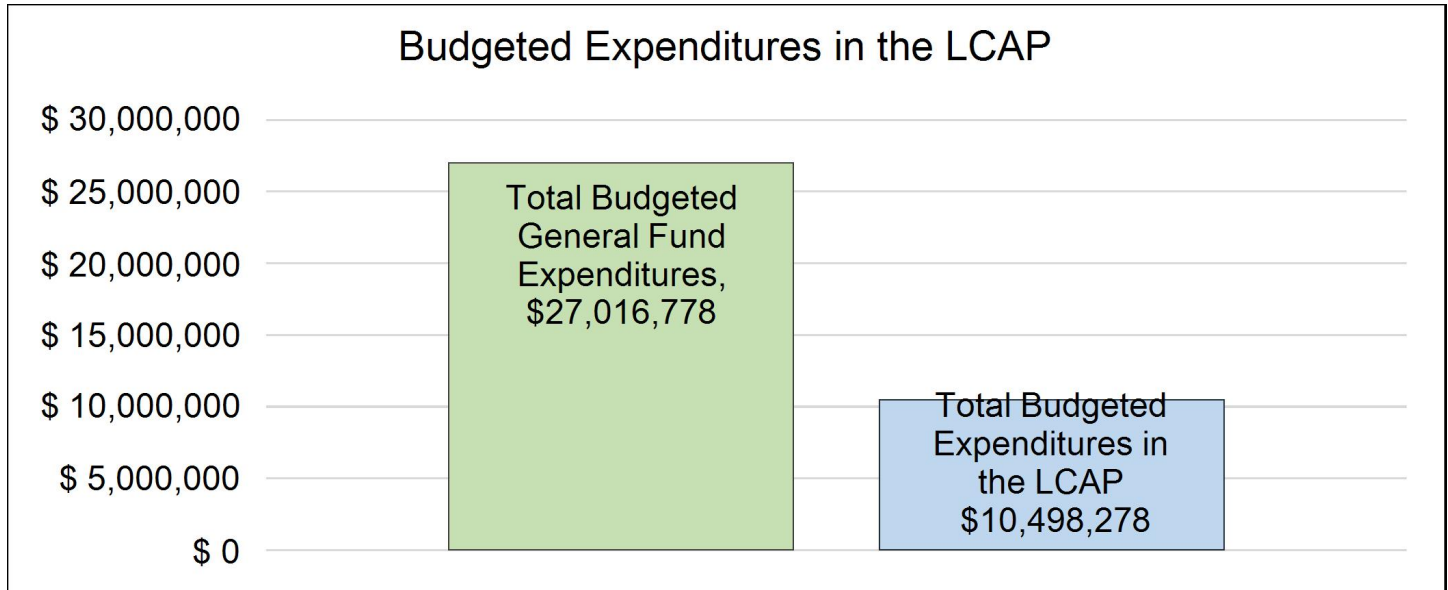All Other LCFF funds,
$17,507,307 , 68%

This chart shows the total general purpose revenue Anderson UHSD 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 UHSD is $25,728,525, of which $20,265,480 is Local Control Funding Formula (LCFF), $2,228,425 is other state funds, $1,705,078 is local funds, and $1,529,542 is federal funds. Of the $20,265,480 in LCFF Funds, $2,758,173 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 30,000,000	
$ 25,000,000	Total Budgeted General Fund Expenditures, $27,016,778
$ 20,000,000	
$ 15,000,000	
$ 10,000,000	Total Budgeted Expenditures in the LCAP $10,498,278
$ 5,000,000	
$ 0	

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

The text description of the above chart is as follows: Anderson UHSD plans to spend $27,016,778 for the 2024-25 school year. Of that amount, $10,498,278 is tied to actions/services in the LCAP and $16,518,500 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
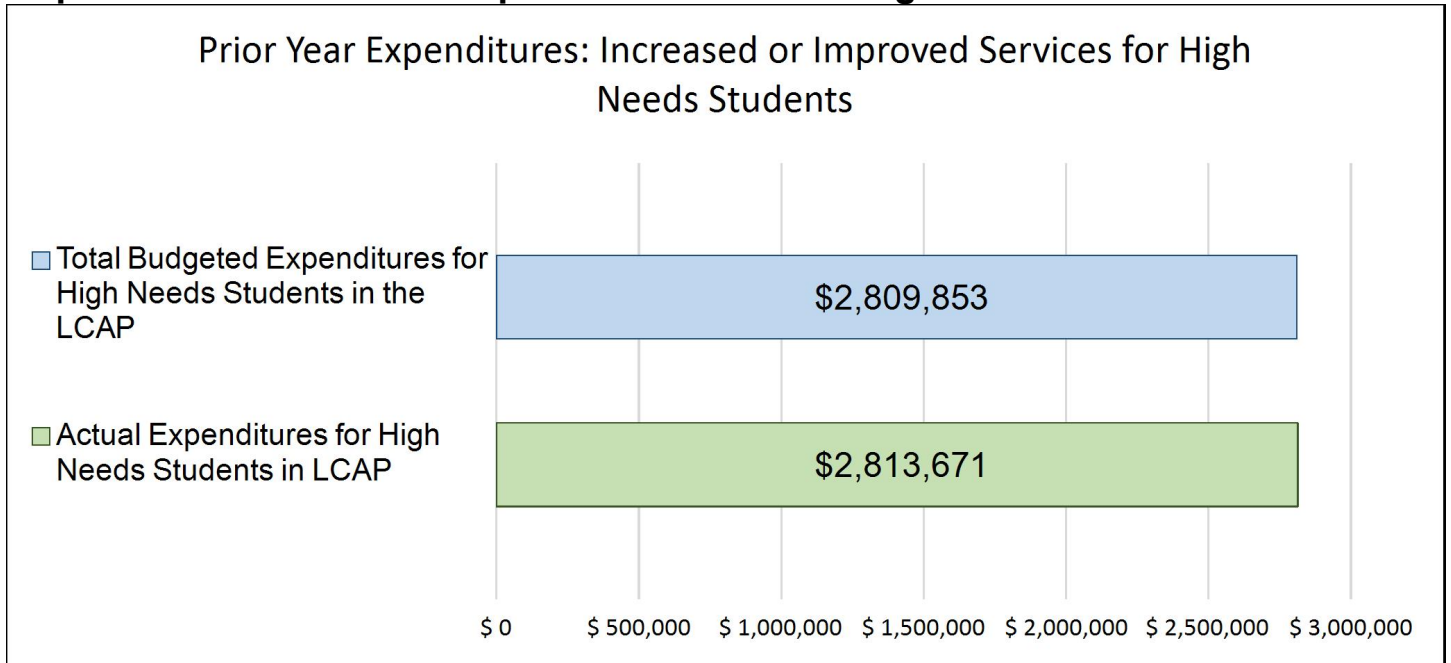
Core instructional services including core special education services,
routine plant maintenance, custodial expenses, utilities, and general administration expenses.

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

In 2024-25, Anderson UHSD is projecting it will receive $2,758,173 based on the enrollment of foster youth, English learner, and low-income students. Anderson UHSD must describe how it intends to increase or improve services for high needs students in the LCAP. Anderson UHSD plans to spend $3,034,195 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP
$2,809,853

☐ Actual Expenditures for High Needs Students in LCAP
$2,813,671

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

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

The text description of the above chart is as follows: In 2023-24, Anderson UHSD's LCAP budgeted $2,809,853 for planned actions to increase or improve services for high needs students. Anderson UHSD actually spent $2,813,671 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anderson UHSD	Brian Parker Superintendent	bparker@auhsd.net (530) 378-0568

Goals and Actions

Goal

Goal #	Description
1	All students will be progressing toward graduation in an identified CTE pathway or in "A-G" course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. College and career indicator	2019 Baseline - 53.5% prepared	2020 - 54.8% prepared	2022 - 61% prepared	2023 - 42.7% prepared	100% prepared
2. A-G completion rate	2020 Baseline - 35.7%	2021 - 35.3%	2022 - 26.5%	2023 - 35.3%	60% A-G completion rate
3. CTE pathways at each site	3 CTE pathways at each comprehensive site	3 CTE pathways at each comprehensive site	3 CTE pathways at each comprehensive site	2023 AHS - 3 Pathways AG Mechanics Agri Science Food Service and Hospitality 12 Pathways (2024-25) WVECHS - 3 Pathways AG Mechanics Agri Science Food Service and Hospitality 12 Pathways (2024-25)	4 CTE pathways at each comprehensive site

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				ROP - 15 (Pathways offered)	
4. CTE completer rate	Baseline for class of 2020 - 30%	2021 - 41.5%	2022 - 43.3%	2023 - 66%	45% CTE completer rate for the class of 2024
5. EAP scores	2019 Baseline English Exempt or Conditionally Exempt is 56.36% Math Exempt or Conditionally Exempt is 28.33%	2021 English Exempt or Conditionally Exempt is 54.2% Math Exempt or Conditionally Exempt is 34%	2022 English Exempt or Conditionally Exempt is 58.1% Math Exempt or Conditionally Exempt is 30.6%	2023 English Exempt or Conditionally Exempt is 51.3% Math Exempt or Conditionally Exempt is 33.2%	English Exempt or Conditionally Exempt = 62.36% Math Exempt or Conditionally Exempt = 35%
6. SBAC Summative ELA and Math scores	2019 Baseline English mean scale score is 2592 Math mean scale score is 2558	2021 English mean scale score is 2571 Math mean scale score is 2541	2022 English mean scale score is 2575 Math mean scale score is 2531	2023 English mean scale score is 2569 Math mean scale score is 2544	English mean scale score at 2747 Math mean scale score at 2711
7. Students completing a Dual Enrolled course, by district and school site	2020 Baseline 385 students completed at least one DE course AUHS - 80 (16.3% of site) WVECHS - 292 (35.6% of site) ANTHS - 18 (15.7% of site) OHS - 3 (3.7% of site)	2021 376 students completed at least one DE course AUHS - 84 (27.9)% of site) WVECHS - 245 (53.3% of site) ANTHS - 21 (34.4% of site) OHS - 26 (22.2% of site)	2022 598 students completed at least one DE course AUHS - 96 (18.8% of site) WVECHS - 438 (56.9% of site) ANTHS - 12 (11.1% of site) OHS - 32 (17.4% of site)	2023 662 students completed at least one DE course AUHS - 199 (25.3% of site) WVECHS - 452 (57.7% of site) ANTHS - 9 (5.2% of site) OHS - 2 (1.6% of site)	770 students complete at least one DE course

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. Graduation rate	2020 four-year adjusted cohort graduation rate is 86.3%	2021 - 88.9%	2022 - 84.4%	2023 - 87.1%	Four-year adjusted cohort graduation rate of 92%
9. Graduation rate for students with disabilities	2020 four-year adjusted cohort graduation rate for students with disabilities is 65.6%	2021 - 82%	2022 - 80.7%	2023 - 80%	Four-year adjusted cohort graduation rate of 92%
10. EL Reclassification rate with individual counts for Newcomer 0-3 years (EL) At-risk of becoming LTEL (AR-LTEL) Long-term English Learner (LTEL) Reclassified English Proficient (RFEP)	2020 EL Reclassification rate is 23.1% EL - 15 AR-LTEL - 0 LTEL - 30 RFEP - 9	2021 EL Reclassification rate is 8.3% EL - 7 AR-LTEL - 0 LTEL - 41 RFEP - 4	2022 EL Reclassification rate is 0% EL - 21 AR-LTEL - 8 LTEL - 52 RFEP - 0	2023 EL Reclassification rate is - 10.3% EL - 18 AR-LTEL - 6 LTEL - 54 RFEP - 3	EL Reclassification rate of 30%
11. Proficiency rate for the Summative ELPAC	2019 Baseline proficiency rate for the Summative ELPAC was 32.36%	2021 proficiency rate for the Summative ELPAC was 21.74%	2022 proficiency rate for the Summative ELPAC was 33.3%	2021 proficiency rate for the Summative ELPAC was 41.3%	Summative ELPAC proficiency rate of 90%
12. Percent of teacher miss-assignments	2020 Baseline of 0%	2021 - 0%	2022 - 0%	2023 - 0%	0% teacher miss-assignments
13. Implementation and access of adopted State standards for all	2020 - 100%	2021 - 100%	2022 - 100%	2023 - 100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students, including ELD standards					
14. Access to standards-aligned instructional materials	2020 - 100%	2021 - 100%	2022 - 100%	2023 - 100%	100%
15. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	27% of students passed their AP tests with a score of 3 or higher	28% of students passed their AP tests with a score of 3 or higher	30% of students passed their AP tests with a score of 3 or higher	62% of students passed their AP tests with a score of 3 or higher.	30% of students will pass their AP tests with a score of 3 or higher

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Anderson Union High School District made great strides in achieving their goals in four metrics (CTE completer rate, percent of teacher mis-assignments, implementation and access of adopted State standards for all students, including ELD standards, and access to standards-aligned instructional materials). Five of the metric goals remained stagnant (either small increases or decreases in data), five of the goals were not met, and one metric (percentage of pupils who have passed an advanced placement examination with a score of 3 or higher) will not be reported until the beginning of the 2024-25 school year. However, progress was made on 9 of the 15 metric goals, which demonstrates that many of the programs and services utilized to achieve the goals were effective. A comparison of AUHSD California School Board Dashboard information is difficult to compare from (2021-22) to (2022-23) due to the reporting of metrics changing. However, we can report that Suspension Rate is (Red), English Language Arts, Mathematics, and English Learner Progress is (Yellow), Graduation Rate (Orange), and College and Career Readiness (Medium). The courses, programs, and services utilized to achieve this goal include Shasta-Trinity ROP, College Connection, maintaining Medical Biology, Medical Chemistry, AG Chemistry, Personal Finance, Statistics, and Calculus courses, professional development on college and career readiness, college and career awareness events and activities, maintaining or increasing dual enrollment course options, expanding counseling services, English Language Development courses, math intervention courses, summer school, tutoring support, Edgenuity program for credit recovery, concurrent enrollment at adult education, implementing the TAG program with the addition of the Access course, psychologist services for special education students, developing common benchmark assessments, the Indian Education Program, maintaining or increasing elective course offerings, maintaining Anderson Community Day School, additional nursing services, maintaining administrative services, and developing the Sustainable Building and Construction Trades program. There were not any substantive differences in planned actions and actual implementation of these actions.

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.

The overall implementation of the actions to achieve Goal 1 were implemented as planned. There were not any major material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Shasta-Trinity ROP (effective, increases CCI) - Program provides additional CTE courses and career training to our students.
College Connection (effective, increases CCI) - Program provides students the opportunity to take additional dual enrollment courses.
Maintaining Medical Biology, Medical Chemistry, AG Chemistry, Personal Finance, Statistics, and Calculus courses (effective, increases elective and A-G course offerings) - All courses are in an A-G course of study.
Professional development on college and career readiness and college and career awareness events and activities (effective, college and career awarness) helps educators understand current trends in college and career readiness activities.
Maintaining or increasing dual enrollment course options (effective, increase CCI)
Expanding counseling services and tutoring support (stagnant) increased services helped in some areas, however, it was not effective in all areas (attendance, discipline, and academic achievement).
English Language Development courses (effective, provides ELD support).
Math intervention courses (effective, helps students proceed to grade level courses).
Summer school, Edgenuity program for credit recovery, concurrent enrollment at adult education (Effective, helps students recover course credits for graduation).
Implementing the TAG program with the addition of the Access course (Effective, provides general education students additional tutoring services).
Psychologist services for special education students (Mandatory)
Developing common benchmark assessments (In-progress, teachers are still developing benchmark assessments).
Indian Education Program (Effective, helps Indian Education students with tutoring and other cultural supports).
Maintaining Anderson Community Day School (Effective, provides an alternative education environment for students who struggle in traditional school settings).
Additional nursing services (effective, provides additional services to students in need).
Maintaining administrative services (Effective, provides support needed to operate district schools and programs).
Developing the Sustainable Building and Construction Trades program (Effective, program will be implemented during the 2024-25 school year).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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.

Goals and Actions

Goal

Goal #	Description
2	Schools will provide a safe, orderly, and responsive learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Attendance rate	2020 Baseline was 86.7%	2021 - 87.6%	2022 - 81.7%	2023 - 92.02%	90% or higher
2. Decrease chronic absentee rate	2019 Baseline for Chronic absentee rate is 23.2% (Dataquest)	2021 - 12.4%	2022 - 18.3%	2023 - 16.3%	10% or lower
3.. Decrease chronic absentee rate for students of special populations	2019 chronic absentee rate for students of special populations (local metrics): SWD (34%) SED (28.4%) Foster (23.5%) Homeless (67.4%) EL students (5.2%)	2021 chronic absentee rate for student of special populations(local metrics): SWD (20.3%) SED (15.4%) Foster (9.1%) Homeless (18.4%) EL (3.1%)	2022 chronic absentee rate for student of special populations(local metrics): SWD (19.1%) SED (23.5%) Foster (27.3%) Homeless (25%) EL (14.1%)	2023 chronic absentee rate for student of special populations(local metrics): SWD (15.9%) SED (25.1%) Foster (25%) Homeless (27.8%) EL (24%)	Chronic absentee rate for students of special populations: SWD (10%) SED (10%) Foster (10%) Homeless (10%) EL students (5% or less)
4. Suspension rate	2019 Baseline was 8.4%	2021 - 5.8%	2022 - 7.4%	2023 - 10.7%	4% or lower
5. Decrease suspension rate for students of special populations	2019 suspension rate for students of special populations (Dataquest): SWD (11.1%) SED (10.4%)	2021 suspension rate for student of special populations(local metric): SWD (13.3) SED (12.9%)	2022 suspension rate for student of special populations(local metric): SWD (9.5) SED (5.3%)	2023 suspension rate for student of special populations(local metric): SWD (13.8%) SED (12.9%)	Suspension rate for students of special populations: SWD (4%) SED (4%) Foster (4%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster (15%) Homeless (17%) EL students (5.1%)	Foster (22.2%) Homeless (28.5%) EL (19.1%)	Foster (3.1%) Homeless (1.3%) EL (6.4%)	Foster (27.3%) Homeless (19%) EL (10.2%)	Homeless (4%) EL students (4%)
6. Expulsion rate	2019 Baseline was 0.35%	2021 - 0.12%	2022 - 0.06%	2023 - 0.06%	.1% or lower
7. Dropout rate	2020 Baseline is 2.1%	2021 - 2.7%	2022 - 4.5%	2023 - 4.9%	1% or lower
8. Survey of school repair	2021 Baseline is 100%	2022 is 100%	2023 is 100%	2024 is 100%	100%
9. CHKS student survey for school climate and student data for belonging and safety	2021 Baseline with 946 (66%) responding (local metric)	2022 - 902 (63%) responding	2023 - (67%)	Won't be proctored until the spring.	100% responding

Goal Analysis

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

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

Anderson Union High School District made great strides in achieving their goals in three metrics (Attendance Rate, Expulsion Rate, and Survey of School Repair). The Chronic Absentee Rate did not meet the overall goal, however, improvement was achieved from the original baseline percentage. Four of the goals were not met, and one metric (percentage of pupils completing the California Healthy Kids Survey) will not be reported until the beginning of the 2024-25 school year. However, progress was made on 4 or the 8 metric goals, which demonstrates that many of the programs and services utilized to achieve the goals were effective. A comparison of AUHSD California School Board Dashboard information is difficult to compare from (2021-22) to (2022-23) due to the reporting of metrics changing. However, we can report that Suspension Rate is (Red), English Language Arts, Mathematics, and English Learner Progress is (Yellow), Graduation Rate (Orange), and College and Career Readiness (Medium). The courses, programs, and services utilized to achieve this goal include maintaining Teachers on Special Assignment (TOSA), Campus Supervisors, School Resource Officers, nutrition services, Saturday School, home to school transportation, maintaining or expand extracurricular and co-curricular activities, maintaining quality school facilities, curriculum development, student board member representative, Aeries Communicate for attendance communication, professional development for staff,

counseling services to increase attendance and other students supports, and providing extracurricular and co-curricular transportation. There were not any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of the actions to achieve Goal 1 were implemented as planned. There were not any major material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Teachers on Special Assignment (TOSA), Campus Supervisors, School Resource Officers, Counseling services to increase attendance and other students supports - (Mixed results) Attendance rates increased, however, chronic absenteeism and suspension rates increased.
Nutrition services (Effective) increased additional food service staff.
Saturday School (Effective) increased attendance and academic remediation.
Home to school transportation - (Effective) maintained or increased home to school transportation.
Maintaining or expand extracurricular and co-curricular activities (Effective) Maintained or expanded extracurricular and co-curricular activities.
Curriculum development - (Effective) Teachers adopted new curriculum and collaborated to research new curriculum adoption opportunities.
Student board member representative (Effective) Student board member was selected to represent the AUHSD student body.
Aeries Communicate for attendance communication - (Effective) 100% of the school sites utilized Aeries Communicate to communicate student attendance information.
Professional development for staff - (Effective) School staff were given opportunities to participate in professional development sessions throughout the school year.
Providing extracurricular and co-curricular transportation - (Effective) Transportation for extracurricular and co-curricular activities was provided to students at existing or expanded levels from previous school years.

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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.

Goals and Actions

Goal

Goal #	Description
3	The schools and district will develop and maintain a systematic method for partnering with parents and community members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Percentage of parents engage in post secondary planning with students as indicated by student 4-year plan	Updated baseline due to COVID will be re-established for 2021	52.2% parents engage in post-secondary planning	55% parents engage in post-secondary planning	57% parents engage in post-secondary planning	100%
2. Number of parent surveys completed	2021 Baseline of 458 (40.5%)	280 completed (25.4%)	364 completed (32.2%)	148 completed (11.2%)	100%
3. Number of parents satisfied that the school/district communicates effectively with parents	2021 Baseline through annual parent survey is 59.7%	97 completed (14.2%)	64.7%	73.3%	100%
4. Number of parents that report they feel welcomed and encouraged to be involved in school	2021 Baseline through annual parent survey is 62.5%	97 completed (65.2%)	66.7%	80.2%	100%
5. Site Council meeting participation by targeted groups	2020 Baseline is 100%	Site principals report 100% participation from targeted groups in site council	Site principals report 100% participation from targeted groups in site council	Site principals report 100% participation from targeted groups in site council	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Sign-in sheets collected from school meetings and school engagement activities	First year of data collection due to COVID-19	100%	100%	100%	100%

Goal Analysis

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

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

Anderson Union High School District made great strides in achieving their goals in two metrics (Site Council participation, and sign-in sheets collected from engagement meetings), however, goals were not met on four of the six metrics. The courses, programs, and services utilized to achieve this goal include Aeries Communicate, AUHSD Climate/LCAP survey, family outreach events, college and career preparation activities, and individualized counseling for unduplicated pupils. There were not any substantive differences in planned actions and actual implementation of these actions.

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.

The overall implementation of the actions to achieve Goal 1 were implemented as planned. There were not any major material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Aeries Communicate - (ineffective) - Response rates to surveys continue to decrease.
AUHSD/Climate/LCAP Survey - (effective) valuable data was utilized from survey responses.
Family Outreach Events - (effective) the number of events and number of attendees at outreach events continues to increase.
College and Career Preparation Activities - (effective) the number of parents engaging in post-secondary planning continues to increase.
Individualized Counseling for Unduplicated Pupils - the number of parents/students engaging in post-secondary planning continues to increase.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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.

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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.

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

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

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.

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anderson UHSD	Brian Parker Superintendent	bparker@auhsd.net (530) 378-0568

Plan Summary [2024-25]

General Information

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

The Anderson Union High School District 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 1,535 individuals. A significant portion of these students, approximately 63.8%, are socioeconomically disadvantaged, and 14.2% 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, allowing students to earn college credits while still in high school. Both schools have College and Career Access Pathways (CCAP) partnerships with Shasta 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 (ROP) 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 will 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 based on the 2023 California School Dashboard, it is evident that the district serves a diverse student population. Among these students, 63.8% are identified as socioeconomically disadvantaged, 14.2% students with disabilities, 4.4% are English Learners, and 1% are Foster Youth. The Dashboard provides a comprehensive overview of the district's performance across various indicators, offering insights into areas of strength and opportunities for improvement. In terms of academic achievement, the district has shown varying levels of progress. Performance in English Language Arts (Yellow - 23.1 points below standard - increased by 38.5%) and Mathematics (Yellow - 97.4 points below standard - increased by 24.3 points) is a critical area of focus. The Dashboard indicates that while there have been some improvements in ELA and mathematics scores, they both remain a challenging subject for many students. The data indicates the need for continued emphasis on effective teaching

strategies, 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 that some students are making significant strides in acquiring English proficiency (Yellow - 40% making progress - increased by 6.1%), but there is still a number of students who require more support. The district's efforts to provide targeted English Language Development programs, coupled with professional development for teachers on effective strategies for English Learners, are crucial steps toward improving these outcomes. The College and Career Readiness indicator is another critical measure of the district's performance (Medium - 43.7% prepared). The Dashboard data reflects the success of initiatives aimed at preparing students for life after high school, including Dual Enrollment programs, Career Technical Education (CTE) pathways, and Advanced Placement (AP) courses. However, there is room for growth in expanding access to these opportunities, particularly for students from socioeconomically disadvantaged backgrounds. Strengthening partnerships with local colleges and industries can further enhance the range of options available to students, ensuring they are well-prepared for both college and career pursuits. Graduation rates (Orange - 84.1%) are a key indicator of the district's ability to support students through to the completion of their high school education. The Dashboard shows that AUHSD has made commendable progress in this area the past few years, with graduation rates reflecting steady improvement. This success can be attributed to various support systems in place, such as academic counseling, credit recovery programs, and mentorship initiatives. The Suspension rate is an important metric that reflects the district's approach to student behavior and discipline. The Dashboard shows that our current suspension rate is high (Red - 10.7% suspended). The district's commitment to implementing restorative justice practices and positive behavior interventions is a step in the right direction. These approaches aim to address behavioral issues constructively, focusing on conflict resolution and support rather than punitive measures. Continued efforts in this area are essential to creating a positive school climate.

AUHSD and individual schools within the LEA have qualified for Comprehensive Support and Improvement, Differentiated Assistance, or Equity Multiplier funding. AUHSD is currently in Differentiated Assistance due to Students with Disabilities (SWD) being in the red category of Suspension rates and low CAASPP completion rates on the 2023 Dashboard. Anderson Community Day qualified for CSI and Equity Multiplier funding due to their low performance levels on the 2023 Dashboard, prior year nonstability rates that were greater than 25 percent, and prior year socioeconomically disadvantaged pupil rates that were greater than 70 percent per the California Department of Education's (CDE) Stability Rate Report. North Valley qualified for CSI and Equity Multiplier funding due to their low graduation rate on the 2023 Dashboard, prior year nonstability rates that were greater than 25 percent, and prior year socioeconomically disadvantaged pupil rates that were greater than 70 percent per the California Department of Education's (CDE) Stability Rate Report.

Reflections: Technical Assistance

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

Anderson Union High School District is currently receiving Differentiated Assistance due to Students with Disabilities (SWD) being in the red category of suspension rates and low CAASPP completion rates on the 2023 Dashboard. To enhance CAASPP exam completion rates among students with disabilities, the district has implemented several targeted initiatives. One key strategy is the appointment of a Teacher on Special Assignment (TOSA) who is specifically tasked with monitoring test completion rates. This role involves closely tracking the participation of students with disabilities in the CAASPP examinations, identifying barriers to completion, and implementing solutions to address these challenges. The TOSA works collaboratively with teachers, students, and parents to ensure that students with disabilities receive the necessary support and accommodations to successfully complete their exams. In parallel with efforts to improve test completion

rates, the district is also focused on reducing the suspension rates of students with disabilities. Participation in the Students with Disabilities Support Cohort, facilitated by the Shasta County Office of Education, is a central component of this strategy. Through this cohort, district staff engage in regular discussions about best practices and improvement strategies aimed at supporting students with disabilities. The cohort provides a platform for sharing evidence-based practices that have been proven to reduce suspension rates, and it fosters a collaborative approach to implementing these practices within the district. Additionally, professional development and training for staff are emphasized to ensure that educators are equipped with the skills and knowledge necessary to effectively support students with disabilities. This includes training on positive behavior interventions, restorative justice practices, and other strategies designed to create a more inclusive and supportive school environment.

Anderson Community Day qualified for CSI due to their low performance levels on the 2023 Dashboard and North Valley qualified for CSI due to their low graduation rate on the 2023 Dashboard. One of the critical objectives for North Valley High School is to improve its graduation rates. To achieve this objective, the district and LEA have been actively working 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. Both schools have implemented a number of similar programs and initiatives that are intended to improve the overall learning experience for students at both sites. One of the cornerstone strategies at both school sites 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 Dunamis Life and Marriage Family Therapists (LMFT) 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. Elevate Youth Solutions Counseling is another critical resource, offering tailored support to students to help them overcome obstacles and achieve their academic potential. By addressing 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 both sites. 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 at both sites is a crucial component of our strategy. Training 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. In addition to the programs and initiatives detailed above, North Valley utilizes Hope City Redding Youth Mentoring and Edgenuity for Credit Recovery, which are designed to support student success and address diverse educational needs. These programs provide mentorship and flexible credit recovery options, aiming to enhance academic achievement and ensure more students graduate on time. Anderson Community Day utilizes the RULER program, which is an evidence-based and well-designed classroom initiative that systematically promotes students' social and emotional competence. Additionally, Youth Options Shasta Anger Management program is utilized to help students manage anger and improve their emotional regulation.

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 and Anderson Community Day.

Support for Identified Schools

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

Anderson Community Day qualified for Comprehensive Support and Improvement (CSI) due to their low performance levels (red) on the 2023 Dashboard and North Valley qualified for CSI due to their low graduation rate (red) on the 2023 Dashboard. One of the critical objectives for North Valley High School is to improve its graduation rates. To achieve this objective, the district and LEA have been actively working 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. Both schools have implemented a number of similar programs and initiatives that are intended to improve the overall learning experience for students at both sites. One of the cornerstone strategies at both school sites 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 Dunamis Life and Marriage Family Therapists (LMFT) 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. Elevate Youth Solutions Counseling is another critical resource, offering tailored support to students to help them overcome obstacles and achieve their academic potential. By addressing 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 both sites. 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 at both sites is a crucial component of our strategy. Training 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. In addition to the programs and initiatives detailed above, North Valley utilizes Hope City Redding Youth Mentoring and Edgenuity for Credit Recovery, which are designed to support student success and address diverse educational needs. These programs provide mentorship and flexible credit recovery options, aiming to enhance academic achievement and ensure more students graduate on time. Anderson Community Day utilizes the RULER program, which is an evidence-based classroom initiative that systematically promotes students' social and emotional competence. Additionally, Youth Options Shasta Anger Management program is utilized to help students manage anger and improve their emotional regulation.

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 has been utilizing a multi-faceted monitoring and evaluation framework to ensure progress is being achieved to meet CSI goals. The district has implemented a continuous improvement cycle to evaluate and refine strategies, programs, and initiatives. This involves setting clear goals, implementing evidence-based interventions, monitoring progress, and making necessary adjustments based on data and stakeholder feedback. The foundation of our monitoring and evaluation framework is a robust data collection and analysis of data on student performance, attendance, behavior, and other relevant metrics. Systems and records that have been analyzed include; California School Dashboard data, Aeries reports, CALPADS reports, surveys, and administrative records. Specifically, data on CAASPP test completion rates, suspension incidents, graduation rates, and academic performance have been analyzed to identify trends, gaps, and areas for improvement. These reports are reviewed by district administrators, school principals, and relevant staff to assess the effectiveness of the implemented programs, initiatives, and strategies. The district has also conducted meetings with parents, teachers, students, and community members to gather feedback and provide updates on the progress of the plan when applicable. This collaborative approach ensures that all stakeholders are informed, involved, and invested in the success of our initiatives.

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 Survey - February 1 - March 1, 2024 An LCAP feedback survey was sent to 3,264 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. 148 people responded to the survey by the March 1 deadline and valuable information was included in the responses from various stakeholders. Most questions offered either multiple choice or short answer responses. Below are the questions from the survey; - Please check the box next to the description that best describes you. - What school site do you primarily identify with at AUHSD? - Please rank how you think that Local Control and Accountability Plans can best support student success? - Please rank what information captured in the LCAP is most important/meaningful to support student success? - Please rank what programs are most important/meaningful to your student's success at AUHSD? - My school promotes a culture of academic and career preparation excellence. - My school offers a rigorous course of study that includes enrichment opportunities and elective offerings.

Educational Partner(s)	Process for Engagement
	- Technology used in the classroom is improving the quality of learning. - My school connects learning to real world experiences. - My school provides interventions and support to struggling students. - My student demonstrates the following college and career readiness skills. - How frequently do you currently refer to the AUHSD LCAP for information? - AUHSD would welcome any additional comments regarding LCFF. - My school provides clean and well-maintained facilities and properties. - My school creates a welcoming and safe environment for students and families in our community. - My school is an inviting place for students to learn. - My school encourages active partnerships between school and family. - My school keeps me well informed of school activities and events. - AUHSD schools assure students feel connected to staff and/or school. - What school activities do you feel increase a student's connectedness to school? - How do AUHSD schools encourage school connectedness? - The District would welcome any additional comments regarding school connectedness. - Please complete the sentence that follows by checking one or more boxes below. I have partnered with the Anderson Union High School District by... - I volunteered in the following ways: - What communication format do you prefer? - What did we miss? Please insert questions or make comments that we may not have captured in our survey. Thank you very much for your valuable input.

Educational Partner(s)	Process for Engagement
West Valley Early College High School Site Council	October 11, 2023 - A 2023-24 LCAP presentation was delivered to the WVECHS School Site Council. The presentation included an Infographic, LCAP Overview for Parents, and LCAP Plan Summary. Once the presentation commenced, discussion about progress towards goals ensued and information regarding the development of the 2024-25 LCAP was communicated to participating members. All members were encouraged to participate on the LCAP Parent Advisory Committee that would be meeting in the spring of 2024.
Anderson High School Site Council	October 12, 2023 - A 2023-24 LCAP presentation was delivered to the WVECHS School Site Council. The presentation included an Infographic, LCAP Overview for Parents, and LCAP Plan Summary. Once the presentation commenced, discussion about progress towards goals ensued and information regarding the development of the 2024-25 LCAP was communicated to participating members. All members were encouraged to participate on the LCAP Parent Advisory Committee that would be meeting in the spring of 2024.
Parent Advisory Committee Solicitation	May 3, 2024 - An Aeries Communicate solicitation notification was sent to 2,053 parents and guardians of AUHSD students to participate in the development of the 2024-25 AUHSD LCAP on the AUHSD LCAP Parent Advisory Committee. The notification was also posted online to various district/school websites and district/school site social media accounts.
Student Advisory Committee Solicitation	May 3, 2024 - An Aeries Communicate solicitation notification was sent to 1,559 students to participate in the development of the 2024-25 AUHSD LCAP on the AUHSD LCAP Student Advisory Committee. The notification was also posted online to various district/school websites and district/school site social media accounts.
North Valley and Anderson Community Day Meeting (Equity Multiplier Meeting)	May 3, 2024 - A staff meeting was held with North Valley, Anderson Community Day, and Oakview teachers. The AUHSD Director of Curriculum and Instruction met with staff to gather feedback about the development of the 2024-25 AUHSD LCAP. Staff members were encouraged to review information about programs and services in the 2023-24 LCAP that was presented during the meeting and offer feedback directly to the Director of Curriculum and Instruction or their bargaining unit president. An Equity Multiplier presentation was presented to staff of Anderson Community Day and North Valley about Equity Multiplier funding and the development of the required

Educational Partner(s)	Process for Engagement
	focus goal for each school. Staff members were directed to develop the goal during an upcoming staff meeting and communicate the results to the Director of Curriculum and Instruction.
AUHSD Dual Enrollment Parent Night	May 6, 2024 - A solicitation announcement was made to 52 parents who were in attendance at the Dual Enrollment Parent Night meeting to participate in the development of the 2024-25 AUHSD LCAP on the AUHSD LCAP Parent Advisory Committee.
Anderson High School Site Council	May 6, 2024 - A solicitation announcement was made to all members in attendance at the site council meeting to participate in the development of the 2024-25 AUHSD LCAP on the AUHSD LCAP Parent Advisory Committee.
West Valley Early College High School Site Council	May 8, 2024 - A solicitation announcement was made to all members in attendance at the site council meeting to participate in the development of the 2024-25 AUHSD LCAP on the AUHSD LCAP Parent Advisory Committee.
Parent Advisory Committee Meeting	May 9, 2024 - The first AUHSD LCAP Parent Advisory Committee Meeting was held at Anderson High School. A 2023-24 LCAP presentation was delivered to the committee members which included an Infographic, LCAP Overview for Parents, and LCAP Plan Summary. Results of the 2024-25 LCAP survey were also presented to committee members. Once the presentation concluded, a discussion ensued about programs and services that were currently being offered in the district and everyone agreed to share their thoughts about the direction of those services at the next meeting scheduled for May 23, 2024.
West Valley Early College High School Staff Meeting	May 15, 2024 - The AUHSD Director of Curriculum and Instruction met with WVECHS staff to gather feedback about the development of the 2024-25 AUHSD LCAP. Staff members were encouraged to review information about programs and services in the 2023-24 LCAP that was presented during the meeting and offer feedback directly to the Director of Curriculum and Instruction or their bargaining unit president.
CSEA President Meeting	May 16, 2024 - The AUHSD Director of Curriculum and Instruction met with the president of AUHSD CSEA to gather feedback from bargaining units members about the development of the 2024-25 AUHSD LCAP. Before the meeting occurred, the CSEA president

Educational Partner(s)	Process for Engagement
	solicited feedback from bargaining unit members to communicate during the meeting.
Student Advisory Committee Meeting	May 16, 2024 - The AUHSD LCAP Student Advisory Committee Meeting was held at WVECHS during the school day. A 2023-24 LCAP presentation was delivered to the committee members which included an Infographic, LCAP Overview for Parents, and LCAP Plan Summary. Results of the 2024-25 LCAP survey were also presented to committee members. Once the presentation concluded, a discussion ensued about programs and services that were currently being offered in the district and students shared their thoughts about the quality of those programs and services. Feedback was issued directly to the AUHSD Director of Curriculum and Instruction.
CTA President Meeting	May 21, 2024 - The AUHSD Director of Curriculum and Instruction met with the president of AUHSD CTA to gather feedback from bargaining units members about the development of the 2024-25 AUHSD LCAP. Before the meeting occurred, the CTA president solicited feedback from bargaining unit members to communicate during the meeting.
Anderson High School Staff Meeting	May 23, 2024 - The AUHSD Director of Curriculum and Instruction met with AHS staff to gather feedback about the development of the 2024-25 AUHSD LCAP. Staff members were encouraged to review information about programs and services in the 2023-24 LCAP that was presented during the meeting and offer feedback directly to the Director of Curriculum and Instruction.
Parent Advisory Committee Meeting	May 23, 2024 - The second AUHSD LCAP Parent Advisory Committee Meeting was held at West Valley High School. The committee discussed current programs and services and offered feedback in the development of the 2024-25 AUHSD LCAP.

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

The Anderson Union High School District values the insights and recommendations of its educational partners, which play a crucial role in shaping the Local Control Accountability Plan each year. Feedback from various stakeholders, including the California Teachers Association (CTA), California School Employees Association (CSEA), Parent Advisory Committee, Student Advisory Committee, teachers, support staff, and community members, influenced the development of the 2024-25 LCAP. After soliciting feedback from stakeholders during various meetings and LCAP survey collection, all stakeholders were happy with the three main broad goals that were developed from the 2023-24 LCAP and recommended to continuing with the goals during the development of the 2024-25 LCAP. Specifically, the Student Advisory

Committee appreciated the district's dedication to providing Dual Enrollment, CTE, ROP, and College Connection program opportunities. They also were excited about the implementation of the new Sustainable Building and Construction Trades program that will be implemented during the 2024-25 school year. The Parent Advisory Committee communicated they appreciated the Dual Enrollment, CTE, ROP, and College Connection program opportunities provided to students. They also appreciated funding allocated to School Resources Officers, Campus Supervisors, communication outreach activities, transportation, facilities, counseling services, and AUHSD's commitment to maintaining or expanding extracurricular and co-curricular programs. Bargaining unit members communicated they appreciated AUHSD's commitment to maintaining or increasing elective course offerings, implementing common benchmark assessments, intervention courses and programs, counseling services, upgrading instructional materials, and professional development opportunities. By integrating feedback from CTA, CSEA, Parent Advisory Committee, Student Advisory Committee, teachers, support staff, and community members, the 2024-25 LCAP addresses the needs and priorities of all stakeholders. This collaborative process ensures that the district's goals and strategies are aligned with the collective vision for student success and school improvement.

Equity Multiplier - North Valley High School and Anderson Community Day are committed to fostering an educational environment that promotes academic achievement, reduces suspension rates, increases graduation rates, increases attendance rates, and enhances overall student engagement. Both schools qualified for Equity Multiplier funding due to their prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent according to the California Department of Education's (CDE) Stability Rate Report. During a meeting with staff at North Valley and Anderson Community Day this school year, the Director of Curriculum and Instruction accepted feedback from staff in the development of an Equity Multiplier Focus Goal to improve student outcomes at both school sites receiving Equity Multiplier funding. After discussing the purpose of Equity Multiplier funding and possible programs and services that could be utilized with Equity Multiplier resources, staff developed a comprehensive plan to improve student outcomes at both school sites. By focusing on academic achievement, suspension rates, graduation rates, attendance, and the performance of vulnerable groups, the school aims to address critical areas that impact student success. These goals are aligned with California's LCAP priorities, ensuring that the school's efforts contribute to the broader objectives of improving conditions of learning, state standards, pupil achievement, pupil engagement, school climate, course access, and other pupil outcomes. By utilizing a Teacher on Special Assignment (TOSA), Paxson Patterson Career and Technical Education (CTE) modules, Positive Behavioral Interventions and Supports (PBIS), comprehensive counseling services, and other support programs, the school aims to address the diverse needs of its student population, including English Language Learners (ELLs), foster youth, homeless students, students with disabilities, and socioeconomically disadvantaged students. By the end of the 2026-2027 academic year, North Valley High School will increase overall academic achievement by 10%, reduce suspension rates by 5%, raise graduation rates by 10%, improve attendance rates by 10%, and improve the College and Career Indicator rate by 10%. By the end of the 2026-2027 academic year, Anderson Community Day will increase overall academic achievement by 10%, reduce suspension rates by 15%, and improve attendance rates by 10%.

The TOSA will play a pivotal role in monitoring and supporting the academic progress of students, particularly those from vulnerable groups such as ELLs, foster youth, and homeless students. The TOSA will help to develop individualized learning plans, provide targeted interventions, offer behavior support, and coordinate with classroom teachers to ensure that instructional strategies are tailored to meet the specific needs of each student. The TOSA will also track student performance data, identify areas of concern, and implement corrective measures to address student deficiencies. The School Resource Officer will help maintain a safe and positive school climate by building relationships with students and addressing behavioral issues proactively. The presence of the School Resource Officer will contribute to reducing suspension rates by implementing restorative justice practices and providing support to students in conflict. This role will also involve collaborating with staff to develop and implement safety protocols, ensuring a secure learning environment for all students.

Counseling services will be expanded to provide students with the support they need to succeed academically and personally. Special attention will be given to the unique needs of ELLs, foster youth, and homeless students, ensuring that they receive the necessary resources and guidance to overcome barriers to success. Counselors will also collaborate with the TOSA and classroom teachers to develop and implement support plans tailored to the needs of these students. Professional development for staff will focus on enhancing their ability to support ELLs, foster, and homeless youth. Training sessions will cover best practices for differentiation and strategies for addressing the unique needs of these student populations. The integration of Paxson Patterson CTE modules in an elective course offering will enhance college and career readiness by providing students with practical, hands-on learning experiences. These modules will cover various career pathways, allowing students to explore their interests and develop skills that are directly applicable to the workforce. By offering these CTE modules, both schools aim to increase student engagement, improve attendance rates, and provide alternative pathways to graduation for students who may not be inclined towards traditional academic routes. The CTE modules will also incorporate state standards, ensuring that students receive a well-rounded education that prepares them for both college and career opportunities. Shasta-Trinity ROP and Adult Education concurrent enrollment programs will offer students additional pathways to achieve their academic and career goals. These programs will provide opportunities for students to earn credits, gain practical skills, and explore career options. The summer school program will provide additional academic support to students who need to recover credits or improve their skills in specific subject areas. By providing opportunities for learning and growth during the summer months, we aim to reduce learning loss and prepare students for the upcoming school year.

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.

The Anderson Union High School District is committed to ensuring that all students are college or career-ready upon graduation. To achieve this, the district has established a broad LCAP goal that focuses on increasing College and Career indicator rates, A-G completion rates, improving CAASPP scores, increasing graduation rates, reducing suspension rates, increasing attendance, expanding the number of Career and Technical Education (CTE) pathways offered at each comprehensive school site, increasing Advanced Placement (AP) scores, and enhancing the overall student learning experience. The courses, programs, and services utilized to achieve this goal include Shasta-Trinity ROP, College Connection, maintaining Medical Biology, Medical Chemistry, AG Chemistry, Personal Finance, Statistics, and Calculus courses, professional development on college and career readiness, college and career awareness events and activities, maintaining or increasing dual enrollment course options, expanding counseling services, English Language Development courses, math intervention courses, summer school, tutoring support, Edgenuity program for credit recovery, concurrent enrollment at adult education, implementing the TAG program with the addition of the Access course, psychologist services for special education students, developing common benchmark assessments, the Indian Education Program, maintaining or increasing elective course offerings, maintaining Anderson Community Day School, additional nursing services, maintaining administrative services, and developing the Sustainable Building and Construction Trades program.

To evaluate the effectiveness of the LCAP goal on college and career readiness, AUHSD has identified several key metrics. These metrics provide a comprehensive overview of student performance and progress, allowing the district to make data-driven decisions and adjust strategies as needed. The College and Career Indicator (CCI) rate measures the percentage of students who are prepared for post-secondary education or careers upon graduation. This metric includes factors such as completion of A-G courses, Career Technical Education (CTE) pathway completion, Advanced Placement (AP) exam scores, and dual enrollment in college courses. By tracking the CCI rate, AUHSD can assess the overall effectiveness of its college and career readiness initiatives and identify areas for improvement. The A-G completion rate measures the percentage of students who complete the required A-G coursework needed for admission to the University of California and California State University systems. This metric is critical for evaluating college readiness and ensuring that students have

access to higher education opportunities. AUHSD aims to increase the A-G completion rate by providing targeted support and resources to students, including tutoring, summer school, and academic counseling. Improvement on CAASPP (California Assessment of Student Performance and Progress) scores is a key metric for assessing academic achievement and readiness. By tracking CAASPP scores, AUHSD can identify areas where students may need additional support and implement targeted interventions to improve performance. This metric also helps the district evaluate the effectiveness of its instructional strategies and professional development programs. Increasing graduation rates is a critical component of the LCAP goal. By ensuring that more students successfully complete high school, AUHSD aims to prepare them for post-secondary education and career opportunities. The district tracks graduation rates to evaluate the impact of its programs and initiatives, identifying strategies that are effective in supporting student success. Reducing suspension rates is essential for creating a positive school climate and supporting student engagement. AUHSD monitors suspension rates to identify trends and implement restorative practices that address behavioral issues and promote a supportive learning environment. This metric is also important for evaluating the impact of professional development and counseling services on student behavior and school climate. Increasing the academic achievement of ELLs, foster and homeless youth, and students with disabilities is a priority for AUHSD. The district tracks the performance of these student groups on standardized assessments, graduation rates, and other key metrics to evaluate the effectiveness of its support programs and interventions. By focusing on these vulnerable populations, AUHSD aims to close achievement gaps and ensure equitable access to educational opportunities. Increasing the number of CTE pathways offered at each comprehensive school site is a key strategy for promoting career readiness. AUHSD tracks the availability and enrollment in CTE programs to evaluate the impact of its initiatives and ensure that students have access to a wide range of career-focused learning opportunities. Increasing AP scores is an important metric for evaluating college readiness. By tracking AP exam performance, AUHSD can assess the effectiveness of its AP programs and identify areas where students may need additional support. This metric also provides insights into the impact of professional development and instructional strategies on student achievement in advanced coursework.

To achieve the LCAP goal of college and career readiness, AUHSD has implemented a variety of programs and services designed to support student achievement and engagement. These initiatives provide targeted support to students, ensuring they have the resources and opportunities needed to succeed. The Shasta-Trinity ROP program will provide students with hands-on, career-oriented learning experiences. This program offers students pathways to explore and gain professional skills in various careers, increasing their engagement and relevance to future career opportunities. College Connection is a one-year alternative education program conducted in partnership with Shasta College. It allows selected high school seniors to attend Shasta College daily to concurrently earn high school and college credit. It is a great opportunity for students to gain confidence, responsibility, and focus to become a successful college student. Professional development for staff will focus on enhancing their ability to support college and career readiness. Training sessions will cover best practices for college and career advising and strategies for supporting diverse learners. Additionally, the district will conduct college and career awareness events and activities to inform students and parents about post-secondary opportunities and pathways. These events will include college fairs, career days, and workshops on college applications and financial aid. To monitor student progress and ensure that all students are meeting academic standards, the district will develop common benchmark assessments. These assessments will be administered regularly and used to inform instruction and intervention strategies. Increasing dual enrollment course options will provide students with the opportunity to earn college credits while still in high school. This will not only prepare students for the rigors of college-level coursework but also reduce the time and cost required to complete a college degree. The district will also expand counseling services to ensure that all students have access to personalized academic, career, and social emotional counseling. Counselors will work with students to develop individualized education and career plans, monitor their progress, and provide additional support as needed. The district will implement English Language Development (ELD) courses to support ELLs in achieving academic proficiency. These courses will focus on developing students' English language skills while also providing content instruction in core subjects. Math intervention courses will be offered to

students who need additional support in mathematics. These courses will provide targeted instruction to help students build foundational math skills and succeed in more advanced coursework. Additionally, the district will offer summer school and tutoring support to help students who need additional academic assistance. The Edgenuity program for credit recovery will provide students with an alternative pathway to earn credits and stay on track for graduation. Concurrent enrollment at adult education will also be available to students who need to complete additional credits to graduate. This will provide a flexible and accessible option for students to earn the credits they need. The district will maintain or increase elective course offerings to provide students with a well-rounded education and opportunities to explore their interests. Personal Finance, Statistics, Calculus, Medical Biology, Medical Chemistry, and AG Chemistry are a few of the courses that will be maintained to ensure that students have access to a rigorous and comprehensive curriculum. Additionally, the district will maintain the TAG program, which includes the Access course to provide additional academic support to identified at-risk students. Maintaining current school site administration ensures continuity in leadership and the effective implementation of educational programs and initiatives. Strong leadership is essential for fostering a positive school climate, supporting staff, and driving student achievement. The district will develop the Sustainable Building and Construction Trades program to provide students with the skills and knowledge needed for careers in the construction and trades industry. This program will focus on sustainable building practices and technologies, preparing students for the growing demand for environmentally responsible building and construction professionals. The Indian Education Program will provide culturally relevant support and resources to Native American students, helping them succeed academically and culturally. Additional nursing services will also be provided to ensure that all students have access to health care and support.

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 Baseline - 42.7%			Target Outcome - 70%	
1.2	AUHSD A-G completion rate	2023-24 Baseline - 35.3%			Target Outcome - 40%	
1.3	Number of Career and Technical Education pathways offered at each comprehensive school site	2023-24 Baseline - 3 CTE pathways offered at each comprehensive school site			Target Outcome - 5 CTE pathways offered at each comprehensive school site	
1.4	AUHSD CTE completer rate	Baseline for Class of 2023 - 66%			Target Outcome - 70%	
1.5	CAASPP Summative ELA and Math performance	2023-24 Baseline English mean scale score - 2569			Target Outcome English mean scale score - 2700	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math mean scale score - 2544			Math mean scale score - 2700	
1.6	AUHSD Dual Enrollment course completion rate	2023-24 Baseline - 651 students completed at least one DE course AUHS - 199 WVECHS - 452			Target Outcome - 750 students completed at least one DE course AUHS - 250 WVECHS - 500	
1.7	AUHSD Graduation rate	2023-24 four-year adjusted cohort graduation rate - 87.1%			Target Outcome - 90%	
1.8	Graduation rate for Students with Disabilities	2023-24 four-year adjusted cohort graduation rate for students with disabilities - 80%			Target Outcome - 85%	
1.9	English Language Learner Reclassification rate	2023-24 ELL Reclassification rate - 10.3%			Target Outcome - 25%	
1.10	Proficiency rate for Summative ELPAC	2023-24 Baseline proficiency rate for the Summative ELPAC - 41.3%			Target Outcome - 60%	
1.11	Percent of teacher misassignments	2023-24 Baseline - 0%			Target Outcome - 0%	
1.12	Implementation of adopted California Common Core State Standards.	2023-24 Baseline - 100%			Target Outcome - 100%	
1.13	Access to California Common Core State	2023-24 Baseline - 100%			Target Outcome - 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards instructional materials.					
1.14	Percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher	2023-24 Baseline - Students passing their AP tests with a score of 3 or higher - 27%			Target Outcome - 40%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Career and Technical Education program support	Upgrade CTE instructional materials, technology, equipment, and provide CTE specific professional development and support student travel and participation opportunities. Electives will be aligned to CTE courses that are specific to industry sector pathways.	$285,991.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Shasta-Trinity ROP program support	The Shasta-Trinity ROP program will provide students with hands-on, career-oriented learning experiences. This program offers students pathways to explore and gain professional skills in various careers, increasing their engagement and relevance to future career opportunities.	$976,565.00	No
1.3	Upgrade instructional materials	Upgrade instructional materials and textbooks. New textbooks will be purchased in order to align courses with standards-aligned curriculum.	$200,858.00	No
1.4	CTE pathway development	Maintain Natural Resources pathway development at AUHS and implement the new Ag Farm Power & Machinery pathway. Maintain Introduction to Manufacturing pathway at West Valley and implement new Natural Resources pathway at West Valley High School.	$90,386.00	No
1.5	College Connection program	Continue to provide College Connection program opportunity to AUHSD students.	$161,138.00	No
1.6	Expand College Connection enrollment opportunities	Expand College Connection enrollment opportunities for unduplicated students.	$111,112.00	Yes
1.7	Maintain Medical Biology and Medical Chemistry	Maintain Medical Biology and Medical Chemistry as part of the three year science graduation requirement.	$80,428.00	Yes
1.8	Continued professional development for college and career readiness	Professional development for staff will focus on enhancing their ability to support college and career readiness. Training sessions will cover best practices for college and career advising and strategies for supporting diverse learners.	$14,200.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Provide college awareness and preparation activities to increase student and educational partner awareness and understanding	AUHSD will conduct college and career awareness events and activities to inform students and parents about post-secondary opportunities and pathways. These events will include college fairs, career days, and workshops on college applications and financial aid.	$5,700.00	No
1.10	Maintain or increase Dual Enrollment college courses	Maintain or increase Dual Enrollment courses.	$739,177.00	Yes
1.11	Additional counseling services for Emotionally Disturbed program	Provide additional counseling for Emotionally Disturbed students at West Valley High School.	$57,011.00	Yes
1.12	Maintain guidance and counseling support services	Maintain guidance and counseling support services at pre-expanded level. Guidance counselors will update, maintain, and communicate students' academic plan.	$727,988.00	No
1.13	English Language Arts intervention and support	The district will implement English Language Development (ELD) courses to support students in achieving academic proficiency. These courses will focus on developing students' English language skills while also providing content instruction in core subjects.	$53,798.00	No
1.14	Tutoring support services	Provide in-school and after school tutoring support services to students. After school tutoring is provided through Project Share at no cost to the district. In-school tutoring is conducted during the Primetime or Achievement Period during the regular school day	$0.00	No
1.15	Summer School	Provide Summer School for course remediation and enrichment opportunities when applicable.	$67,688.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Credit Recovery	Continued implementation of Edgenuity program to provide improved credit recovery and student learning opportunities. Bright Thinker program will be utilized in alternative education as an alternate credit recovery program.	$132,236.00	No
1.17	Mathematics intervention and support	Provide math intervention and support classes.	$97,299.00	No
1.18	Maintain concurrent enrollment at Anderson Adult School.	Maintain concurrent enrollment at Anderson Adult School.	$22,076.00	No
1.19	Maintain Personal Finance, Statistics and/or Calculus course access.	Courses of Personal Finance, Statistics and Calculus will be maintained to allow students a greater opportunity to earn math credits and math proficiency in the four-year math course sequence.	$96,897.00	Yes
1.20	Provide additional support and supplies for special education students	Provide additional support and supplies for special education students.	$55,181.00	No
1.21	Maintain TAG program with Access course	The district will maintain the TAG program, which includes the Access course to provide additional academic support to identified at-risk students.	$70,474.00	No
1.22	Additional psychologist services	Additional psychologist services to serve district-wide at-risk students identified for increased supports prior to IEP designations, as well as for special education and transitional IEP services.	$22,590.00	No
1.23	Benchmark assessments	Refine common benchmark assessment system for English, math, and science in order to identify and target student learning for all students, guide instruction, credit recovery needs and enrich department collaboration.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.24	Maintain current school site administrative services	Maintain current school site administrative services.	$766,632.00	No
1.25	Indian Education program	Maintain Indian Education program for additional services to Native American students.	$23,561.00	No
1.26	Professional development	Professional development will focus on the use of benchmark data and PLC practices, restorative justice practices, social/emotional learning, student engagement, trauma-informed practices, parent outreach and other general site instructional needs. Costs for this are detailed in Goal #2.	$5,000.00	No
1.27	Maintain or increase elective offerings	Maintain or increase elective offerings. Some elective offerings are now dual enrolled and costs for those sections are reflected in Action Item 1.11.	$54,133.00	Yes
1.28	Community Day School	The district will continue to provide a Community Day School for at-risk 9-10 grade students. Additionally, a second Community Day classroom will be maintained to expand services to 11-12 grade students.	$184,553.00	Yes
1.29	Maintain Agriculture Chemistry	Maintain AG Chemistry as part of the three year science course sequence.	$39,294.00	Yes
1.30	Additional course offerings and interventions in continuation education	Provide additional social emotional learning and academic support interventions sections within continuation education, as well as additional academic counseling services.	$94,068.00	No
1.31	Additional course offerings and interventions in alternative education	Provide additional elective and academic support interventions sections within continuation education and independent study, with smaller class sizes in continuation education in addition to the social emotional learning and academic counseling services for continuation education highlighted in previous action.	$224,746.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.32	Additional seven instructional minutes daily	Student instructional day has been modified to include seven additional instructional minutes daily.	$30,016.00	Yes
1.33	Achievement period	Achievement period is provided within instructional day for at risk unduplicated pupils.		Yes
1.34	Shasta-Trinity ROP program support	The district will continue to provide expanded ROP program opportunities to serve a greater number of unduplicated pupils.	$467,171.00	Yes
1.35	Provide additional nursing services	Provide additional nursing services to address student health needs to prevent barriers to school attendance.	$70,063.00	Yes
1.36	Develop Construction Trades pathway	Develop Construction Trades pathway to increase and diversify CTE offerings.	$119,294.00	Yes
1.37	Provide English Language Development intervention and support	A separate ELD support and intervention class will be provided based on total numbers of ELD students enrolled. ELD support and interventions will be provided within the regular core and academic support course offerings.	$26,797.00	No
1.38				
1.42				
1.44				

Action #	Title	Description	Total Funds	Contributing
1.47				**1.47**
1.50				**1.50**

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.

The Anderson Union High School District has developed a broad LCAP goal focused on providing a safe, orderly, and responsive learning environment for all students. The decision to establish a broad LCAP goal centered on safety, orderliness, and responsiveness is driven by the recognition that these elements are crucial to the overall educational experience. Research consistently shows that students who feel safe and supported are more likely to attend school regularly, engage in their studies, and achieve academic success. Conversely, a lack of safety and support can lead to increased absenteeism, higher suspension and expulsion rates, and ultimately, higher dropout rates. To ensure progress towards this goal, AUHSD has identified several key metrics to improve upon in upcoming school years; increasing attendance rates for all students, decreasing chronic absentee rates for all students, decreasing chronic absentee rates for students of special populations, decreasing suspension rates for all students, decreasing suspension rates for students of special populations, decreasing expulsion rates, decreasing drop out rates, maintaining good school facilities, and improving the completion rate of the California Healthy Kids Survey for school climate. Programs and services utilized to achieve the goal include maintaining Teachers on Special Assignment (TOSA), Campus Supervisors, School Resource Officers, nutrition services, Saturday School, home to school transportation, maintaining or expand extracurricular and co-curricular activities, maintaining quality school facilities, curriculum development, student board member representative, Aeries Communicate for attendance communication, professional development for staff, counseling services to increase attendance and other students supports, and providing extracurricular and co-curricular transportation.

Attendance is a critical indicator of student engagement and success. AUHSD aims to increase the attendance rate for all students, recognizing that regular school attendance is essential for academic achievement. Chronic absenteeism, defined as missing 10% or more of school days, is a significant concern that can hinder students' academic progress. AUHSD is committed to decreasing the chronic absenteeism rate for all students, with particular attention to special populations who may face additional challenges in maintaining regular attendance. By reducing chronic absenteeism, the district aims to improve academic outcomes and ensure that all students have access to continuous learning opportunities. Reducing suspension and expulsion rates is crucial for maintaining a positive school climate and ensuring

that students remain engaged in their education. AUHSD aims to decrease suspension rates for all students and special populations by implementing restorative practices, providing behavioral support, and promoting positive discipline strategies. Additionally, the district is focused on decreasing the expulsion rate to ensure that students are given the opportunity to learn and grow within the school environment. Preventing students from dropping out is a key priority for AUHSD. By addressing factors that contribute to dropout, such as poor attendance, academic struggles, and behavioral issues, the district aims to decrease the dropout rate and ensure that all students have the opportunity to graduate and pursue their post-secondary goals. Well-maintained facilities are essential for creating a safe and conducive learning environment. AUHSD is committed to maintaining high standards for school facilities, ensuring that they are clean, safe, and conducive to learning. Regular maintenance and improvements are prioritized to provide students and staff with a positive and functional environment. The California Healthy Kids Survey (CHKS) is a valuable tool for assessing school climate and identifying areas for improvement. AUHSD aims to improve the completion rate of the CHKS to gather comprehensive data on students' perceptions and experiences. This information will guide the district in implementing targeted interventions to enhance school climate and address students' needs.

To achieve these goals, AUHSD has implemented a range of programs and services designed to support a safe, orderly, and responsive learning environment. These initiatives are tailored to address the diverse needs of the student population and ensure that all students have access to the resources and support they need to succeed. The TOSA plays a crucial role in monitoring and supporting student attendance, behavior, and academic progress. This position involves working closely with administrators, teachers, students, and families to identify barriers to success and implement targeted interventions. Campus supervisors and school resource officers (SROs) are essential for maintaining a safe and orderly school environment. These individuals work to prevent and address safety concerns, build positive relationships with students, and promote a culture of respect and responsibility. Their presence on campus helps deter negative behaviors and ensures that students feel safe and supported. The Aeries Communicate system is used for various forms of communication, enabling timely and effective communication between the school and families. This system helps keep parents and guardians informed about their child's attendance and provides a platform for addressing attendance issues promptly. Saturday School offers students the opportunity to receive additional academic support and recover missed instructional time. This program helps address attendance issues, behavior issues, and provides a structured environment for students to catch up on their studies. Maintaining or expanding extracurricular and co-curricular activities is essential for promoting student engagement and well-being. These activities provide students with opportunities to explore their interests, develop new skills, and build positive relationships with peers and staff. Participation in extracurricular activities is associated with improved academic performance, higher attendance rates, and a stronger sense of school connectedness. Reliable transportation is critical for ensuring that students can attend school regularly. AUHSD provides home-to-school transportation services to support families and remove barriers to attendance. By offering safe and reliable transportation, the district helps ensure that all students have access to education. Providing transportation for extracurricular and co-curricular activities ensures that all students can participate in these valuable experiences. Access to transportation removes barriers for students who may not have other means of getting to and from activities, supporting their engagement and involvement in school life. AUHSD is committed to maintaining high standards for school facilities, ensuring that they are safe, clean, and conducive to learning. Regular maintenance and improvements are prioritized to provide students and staff with a positive and functional environment. Professional development for staff is essential for equipping educators with the skills and knowledge needed to support diverse learners effectively. Training sessions focus on strategies for improving attendance, behavior management, and supporting special populations. Additionally, the district focuses on curriculum development to ensure that instructional materials and methods are aligned with state standards and best practices. Counseling services play a critical role in addressing students' social, emotional, and academic needs. Counselors work with students individually and in groups to provide support, develop personalized plans, and connect them with additional resources. Providing counseling services helps ensure that all students have access to the support they

need to succeed. The CHKS is a valuable tool for assessing school climate and identifying areas for improvement. AUHSD aims to improve the completion rate of the CHKS to gather comprehensive data on students' perceptions and experiences. Including a student board member in district decision-making processes ensures that students' voices are heard and considered. This role provides valuable insights into students' needs and perspectives, helping to inform policies and practices that support a positive school climate. Nutrition services are vital for ensuring that students have access to healthy meals, which are essential for their physical and mental well-being. By providing nutritious meals, the district supports students' ability to focus and perform academically.

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 Baseline - 92.2%			Target Outcome - 95%	
2.2	AUHSD Chronic Absentee rate	2023-24 Baseline - 16.3%			Target Outcome - 5%	
2.3	AUHSD Chronic Absentee rate for students of special populations	2023-24 Baseline - Chronic Absentee Rate for sub-groups: SWD (15.9%) SED (25.1%) Foster (25%) Homeless (27.8%) EL students (24%)			Target Outcome - Chronic Absentee Rate for sub-groups: SWD (5%) SED (10%) Foster (10%) Homeless (10%) EL students (10%)	
2.4	AUHSD Suspension rate	2023-24 Baseline - 10.7%			Target Outcome - 4%	
2.5	AUHSD Suspension rate for students of special populations	2023-24 Suspension Rate for students of special populations: SWD (13.8%) SED (12.9%) Foster (27.3%) Homeless (19%) EL students (10.2%)			Target Outcome - Suspension Rate for students of special populations: SWD (5%) SED (7%) Foster (10%) Homeless (10%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL students (5%)	
2.6	AUHSD Expulsion rate	2023-24 Baseline - 0.06%			Target Outcome - 0.05%	
2.7	Decrease AUHSD Dropout rate	2023-24 Baseline - 4.9%			Target Outcome - 2%	
2.8	Maintain the good condition of all school facilities based upon the Survey of School Repair	2023-24 Baseline - 100%			Target Outcome - 100%	
2.9	Improve the completion rate of the California Healthy Kids Survey for school climate	2023-24 Baseline - 66% Completion Rate			Target Outcome - 80%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	TOSA sections	Student attendance will increase, discipline incidents will decrease, and academic performance will improve as a result of maintaining TOSA at AUHS and WVHS (.40 FTE each).	$106,559.00	Yes
2.2	Campus Supervisors	Student attendance will increase and discipline incidents will decrease as a result of maintaining expanded campus supervisor hours.	$26,875.00	Yes
2.3	Resource Officers	AUHSD will continue to partner with the Shasta County Probation Department to provide juvenile detention officers at Anderson, West Valley, and Alternative Education schools. School safety, student attendance, and student behaviors will improve as a result of the partnership.	$506,866.00	Yes
2.4	Nutrition Services	Students access to proper nutrition will continue through access to the NSLP food program. The Universal Free Meals Program will be maintained in the 2024-25 school year extending free meal opportunities for all students. No contributions from the General Fund is projected at this time. AUHSD intends to expand menu options, incorporate more scratch cooking, and provide upgrades to school kitchens.	$55,000.00	No
2.5	Saturday School	Saturday School will be utilized as a resource to improve student achievement, increase attendance, and act as an alternative restorative justice program.	$6,716.00	No
2.6	Home to School Transportation	Maintain current levels of home to school transportation for all students.	$913,426.00	No
2.7	Extracurricular and co-curricular activities	Maintain current level of extracurricular and co-curricular opportunities for students.	$772,246.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Facilities	Ensure school facilities are in good condition.	$1,193,118.00	No
2.9	Curriculum development	Certificated staff will develop common curriculum in new courses (Ex. math, science, and ethnic studies).	$11,520.00	No
2.10	Student board member	Maintain student representative as a member of the AUHSD Governing Board.	$50.00	No
2.11	Attendance	Student attendance will improve with utilization of Aeries to communicate with parents and guardians regarding attendance. Attendance will increase through the implementation of a recognition and incentive programs for positive attendance at each school site on a quarterly basis. Staff will participate in SART and SARB training to ensure that students with attendance issues are identified to provide appropriate support and intervention services.	$9,980.00	No
2.12	Professional development	Professional development will focus on the use of benchmark data, PLC practices, restorative justice, social/emotional learning, student engagement, trauma-informed practices, stakeholder outreach, English Language Learners, Students with Disabilities, Foster and Homeless Students, and other site instructional needs.	$35,000.00	No
2.13	Counseling services	Student academic performance, attendance and discipline will improve with counseling services.	$329,924.00	No
2.14	Additional extracurricular and co-curricular transportation	Provide additional extracurricular and co-curricular transportation options for students.	$20,000.00	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.

The Anderson Union High School District has established a broad LCAP goal focused on developing and maintaining a systematic method for partnering with parents, guardians, and community members in the ongoing development of district programs and services. Parent and guardian involvement in education is a key factor in student success. Research has consistently demonstrated that students whose families are actively involved in their education perform better academically, exhibit better behavior, and are more motivated. By establishing a systematic method for partnering with parents, guardians, and community members, AUHSD aims to harness the insights and strengths of these stakeholders to support student achievement. This collaborative approach ensures that educational programs and services are tailored to meet the needs of students and families, fostering an environment conducive to student growth and success.

To evaluate the effectiveness of the goal on developing and maintaining systematic partnerships, AUHSD has identified several key metrics. These metrics provide a comprehensive overview of stakeholder engagement and participation, allowing the district to make data-driven decisions and adjust strategies as needed. One of the key metrics is the percentage of parents and guardians who complete post-secondary planning with students and counselors as indicated by their 4-year plan. This metric measures the level of parental involvement in academic and career planning, which is crucial for preparing students for post-secondary success. By tracking this percentage, AUHSD can assess the effectiveness of its outreach and support efforts in engaging parents and guardians in meaningful educational planning activities. The stakeholder response percentage to the annual climate survey is another important metric. This survey gathers feedback from parents, guardians, students, and community members on various aspects of the school environment and educational experience. High response rates indicate strong stakeholder engagement and provide valuable insights into areas of success and areas needing improvement. AUHSD uses this feedback to inform its strategies and ensure that its programs and services are meeting the needs of the community. All schools in the district will utilize Aeries Communicate to communicate with parents and guardians in their preferred communication preference. This metric tracks the effectiveness of the district's communication efforts, ensuring that information is disseminated in a way that is accessible and convenient for all stakeholders. Effective communication is essential for keeping parents and guardians informed and engaged in their children's education. Each school site will conduct at least five outreach events each school year. These events provide opportunities for

parents, guardians, and community members to engage with the school, learn about educational programs, and provide input on district initiatives. Tracking the number and attendance of these events helps the district assess its outreach efforts and identify opportunities to strengthen community engagement. School Site Council membership will meet all requirements of the California Education Code. This metric ensures that the council, which plays a key role in school governance and decision-making, includes a diverse and representative group of stakeholders. Meeting these requirements ensures that the council is effectively supporting the development and implementation of district programs and services. Sign-in sheets collected from school meetings and engagement activities will track stakeholder participation. This metric provides a quantitative measure of engagement, helping the district assess the effectiveness of its outreach and identify areas for improvement. High levels of participation indicate strong community investment in the educational process.

To achieve the goal of systematic partnerships, AUHSD has implemented a variety of programs and services designed to support and engage parents, guardians, and community members. These initiatives provide multiple avenues for involvement and ensure that stakeholders have the resources and support needed to participate effectively.

Aeries Communicate is a key tool for facilitating effective communication between the district and its stakeholders. This software allows the district to send targeted messages to parents and guardians in their preferred communication method, ensuring that important information is accessible and timely. By utilizing Aeries Communicate, AUHSD aims to enhance transparency and keep stakeholders informed about educational programs and events. The AUHSD climate survey is conducted annually to gather feedback from parents, guardians, students, and community members. This survey provides valuable insights into the perceptions and experiences of stakeholders, helping the district identify strengths and areas for improvement. The feedback collected through the survey informs the development and refinement of district programs and services, ensuring they are responsive to the needs of the community. Effective communication of outreach events is essential for ensuring strong participation. AUHSD uses multiple channels, including school and district websites, Aeries Communicate, and social media, to inform stakeholders about upcoming events. By ensuring that all parents, guardians, and community members are aware of these opportunities, the district aims to maximize engagement and involvement. Individualized counseling services are provided to unduplicated pupils and students with disabilities to ensure they receive the support and guidance needed for academic success. Counselors work closely with students and their families to develop personalized education plans and provide ongoing support. This targeted approach ensures that all students have access to the resources and assistance they need to achieve their educational goals. AUHSD conducts a variety of college and career preparation activities to support students and engage their families in the planning process. These activities include workshops on college applications, financial aid, and dual enrollment opportunities. By involving parents and guardians in these activities, the district aims to ensure that students are well-prepared for post-secondary success. The district emphasizes the importance of accurate and timely communication with parents and guardians. Data confirmation processes ensure that contact information is up-to-date, enabling effective communication throughout the school year. This process also involves verifying student information, ensuring that all stakeholders are informed and engaged in their children's education.

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 secondary planning with students and counselors as indicated by their 4-year plan.	2023-24 Baseline - 61%			Target Outcome - 80%	
3.2	Stakeholder response percentage to annual climate survey.	2023-24 Baseline - 7%			Target Outcome - 50%	
3.3	All schools will utilize Aeries Communicate to communicate with parents and guardians in their preferred communication preference.	2023-24 Baseline - 100%			Target Outcome - 100%	
3.4	All school sites will conduct at least five outreach events each school year.	2023-24 Baseline - 100%			Target Outcome - 100%	
3.5	School Site Council membership will meet all requirements of California Education Code.	2023-24 Baseline - 100%			Target Outcome - 100%	
3.6	Sign-in sheets collected from school meetings and engagement activities to track stakeholder participation.	2023-24 Baseline - 100%			Target Outcome - 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Aeries Communicate Software	The district will continue to utilize Aeries Communicate as a platform for communication to parents via phone calls, e-mails and/or text messaging.	$6,565.00	No
3.2	AUHSD climate survey	A survey will be submitted to all AUHSD educational stakeholders for feedback each school year to evaluate the impact of programs and services offered in the district.	$800.00	No
3.3	Communication of outreach events	Increase parent participation at school sites by communicating information about councils, committees, events, and programs through a variety of communication formats (Aeries Communicate, social media, newsletters, website, dialer, etc).	$3,540.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Individualized counseling for unduplicated pupils and students with disabilities	Parent outreach to unduplicated and special education students through individualized counseling. 10% of AUHSD school counselor's workdays will be dedicated to outreach and postsecondary planning for these sub-groups.	$70,465.00	No
3.5	Conduct outreach events	Provide ongoing stakeholder outreach events to educate, inform and support stakeholder needs.	$900.00	No
3.6	College and career preparation activities	Conduct college and career awareness activities and outreach events (FAFSA completion, SAT/ACT prep, college application workshops, field trips, college dress-up days, guest speakers, college and career fairs, etc.) as a strategy to increase student and educational partners awareness about college and career options.	$4,120.00	No
3.7	Parent and guardian communication and data confirmation	In addition to data confirmation, implement a systematic process to update student, parent, guardian contact information during meetings, events, and activities, including parents of unduplicated pupils and students of exceptional needs.	$5,931.00	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 has established an Equity Multiplier Focus Goal aimed at increasing academic student achievement, reducing suspension rates, increasing graduation rates, improving attendance, enhancing the academic achievement of English Language Learners (ELLs), foster, and homeless youth, and increasing college and career readiness at North Valley High School and Community Day School. These ambitious goals aligns with all California LCAP priorities and will utilize a number of programs, services, and initiatives to achieve the desired student outcomes. Both schools serve a diverse student population with a significant number of the students identified as either Socioeconomically Disadvantaged, English Language Learners, Foster, Homeless, or Students with Disabilities. North Valley and Community Day qualified for Equity Multiplier funding due to their prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent according to the California Department of Education's (CDE) Stability Rate Report. These goals were developed in collaboration with staff at both school sites as well as students, parents, community members and administrators.

Improving academic achievement is a core component of the Equity Multiplier goal. This involves not only raising test scores and grades but also ensuring that students are engaged and motivated to learn. Reducing suspension rates is critical to creating a positive school climate and ensuring that all students have the opportunity to succeed. High suspension rates can disproportionately affect ELLs, foster, homeless, and other student sub-groups, contributing to a cycle of disengagement and academic failure. By implementing restorative justice practices and providing additional support through the School Resource Officer and counseling services, both schools aim to address behavioral issues proactively and reduce the need for suspensions. Graduation rates are a key indicator of school success and student readiness for post-secondary opportunities. The Equity Multiplier goal includes specific strategies to support students at risk of not graduating, such as targeted interventions by the TOSA, availability of summer school, and adult education programs. These initiatives help students stay on

track for graduation by providing them with the academic support they need. Regular attendance is essential for academic success and overall student well-being. Both schools recognize that student groups may face barriers to consistent attendance, such as transportation issues, family responsibilities, or unstable living conditions. By providing comprehensive support services and creating a welcoming school environment, the Equity Multiplier goal aims to improve attendance rates and ensure that all students can fully participate in their education. Preparing students for college and career success is a central objective of the Equity Multiplier goal. The inclusion of Shasta-Trinity ROP programs provide students with additional pathways to achieve their academic and career goals. These programs offer opportunities for students to earn credits, gain practical skills, and explore career options, thereby increasing their readiness for post-secondary success. The TOSA plays a crucial role in the implementation of the equity multiplier goal by overseeing the academic progress and coordinating interventions for at-risk students. This role involves regular data analysis, facilitating professional development sessions, and working closely with teachers, counselors, and the School Resource Officer to ensure a comprehensive approach to student support. The integration of Paxson Patterson CTE modules provides students with hands-on, career-oriented learning experiences that enhance engagement and academic achievement. These modules are incorporated into the curriculum to offer students pathways to explore various careers and develop practical skills. Counseling services are essential for addressing the social and emotional needs of students. School counselors provide individual and group counseling sessions, helping students navigate personal challenges and stay focused on their academic goals. College and career counseling is also a key component, ensuring that students are well-prepared for post-secondary opportunities. The School Resource Officer will contribute to a positive school climate by building relationships with students and addressing behavioral issues proactively. This role includes implementing restorative justice practices and collaborating with staff to develop and enforce safety protocols. Professional development for staff focuses on enhancing their ability to support the various student subgroups at both school sites. Training sessions cover best practices for differentiation, responsive teaching, and strategies for addressing the unique needs of student populations. Summer school programs provide additional academic support to students who need to recover credits or improve their skills in specific subject areas. Shasta-Trinity ROP and adult education concurrent enrollment programs offer students additional pathways to achieve their academic and career goals. These programs provide opportunities for students to earn credits, gain practical skills, and explore career options.

The Equity Multiplier Focus Goal for North Valley High School and Anderson Community Day represents a comprehensive and strategic approach to improving academic achievement, reducing suspension rates, increasing graduation rates, improving attendance, enhancing the academic achievement of ELLs, foster, and homeless youth, and increasing college and career readiness. By aligning with California LCAP priorities and utilizing a Teacher on Special Assignment, Paxson Patterson CTE modules, counseling services, a School Resource Officer, professional development for staff, summer school programs, Shasta-Trinity ROP, and adult education concurrent enrollment, each school is committed to creating a supportive and high-achieving educational environment. Through continuous monitoring and evaluation, both schools ensure that its strategies are effective and that progress is being made toward its goals. The collaboration and dedication of all stakeholders are essential to the success of these initiatives, and the schools will remain committed to achieving its goals and supporting the success and well-being of every student.

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.	2023-24 Baseline North Valley High School - 73% Anderson Community Day - 72.8%			North Valley High School - 83% Anderson Community Day - 83%	
4.2	Improve academic achievement of all students at North Valley High School and Anderson Community Day.	2023-24 Baseline North Valley High School Math CAASPP Proficiency Rates - Red Category (269.9 points below standard) North Valley High School English CAASPP Proficiency Rates - Orange Category (184.3 points below standard)			North Valley High School Math CAASPP Proficiency Rates - 242 points below standard North Valley High School English CAASPP Proficiency Rates - 165 points below standard	
4.3	Improve the School Climate for all students at North Valley High School and Anderson Community Day, specifically reducing School Suspension rates.	2023-24 Baseline North Valley High School - 19.6% Anderson Community Day - 64.7%			North Valley High School - 14% Anderson Community Day - 50%	
4.4	Improve the Graduation rate for all students at North Valley High School.	2023-24 Baseline - Red Category (42.4%)			Graduation rate - 53%	
4.5	Improve the College and Career Readiness rate	2023-24 Baseline - Very Low (0%)			College Career Indicator Rate - 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for all students at North Valley High School.					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Teacher on Special Assignment (TOSA)	The TOSA plays a crucial role in the implementation of the Equity Multiplier goal by overseeing the academic progress and coordinating interventions for at-risk students. This role involves regular data analysis, facilitating professional development sessions, and working closely with teachers, counselors, and the School Resource Officer to ensure a comprehensive approach to student support.	$124,556.00	No
4.4		.		

Action #	Title	Description	Total Funds	Contributing
4.8		.		
4.9	CTE Program Support	The Paxton Patterson CTE modules will be implemented as an alternative to ROP and allow for greater CTE completion by students at North Valley and Community Day. Modules provide students with hands-on, career-oriented learning experiences that enhance engagement and academic achievement.	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,758,173	$153,480

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
16.066%	0.000%	$0.00	16.066%

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
1.6	**Action:** Expand College Connection enrollment opportunities **Need:** Unduplicated students are traditionally under represented in higher education and struggle to meet college readiness indicators. **Scope:**	By providing the College Connection program, all students including unduplicated students, will have opportunities to earn college credit at no cost as well as meet college readiness indicators through successful completion of dual enrolled courses. The program also allows for additional college readiness skills by having students attend directly on the community college campus. By providing College Connections in a schoolwide basis, the district can guarantee an adequate number of student enrollments to ensure the program can be	Number of unduplicated students participating successfully in the College Connection program

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	viable. However due to greater number of unduplicated students requesting the program, expanded support for the program has been necessary.	
1.7	**Action:** Maintain Medical Biology and Medical Chemistry **Need:** Three year science requirement **Scope:** Schoolwide	Providing these additional medical based courses within the sequence of our new three year science requirement, will better prepare students desiring to pursue medical careers or allied health careers in conjunction with ROP and the community college.	Three year science completion data. Number of students completing Medical Biology and Medical Chemistry.
1.10	**Action:** Maintain or increase Dual Enrollment college courses **Need:** Unduplicated students are traditionally under represented in higher education and struggle to meet college readiness indicators. **Scope:** Schoolwide	By providing dual enrollment opportunities, all students including unduplicated students, will have opportunities to earn college credit at no cost as well as meet college readiness indicators through successful completion of a dual enrolled course. The district has successfully partnered with Shasta College in expanding the number of dual enrolled units students can earn each school year to 15 semester units and continues to look for opportunities to provide more courses that are dual enrolled, facilitated or articulated with the community college. By providing dual enrollment in a schoolwide basis, the district can guarantee an adequate number of student enrollments to ensure dual enrollment with the college.	Number of dual enrolled courses/ Number of college units earned by students
1.11	**Action:** Additional counseling services for Emotionally Disturbed program **Need:**	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
	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		
1.19	**Action:** Maintain Personal Finance, Statistics and/or Calculus course access. **Need:** Fourth year math course options are needed for students performing at a variety of proficiencies. **Scope:** Schoolwide	By providing these additional math course options, students will have a variety of fourth year math courses to best suit their needs for not only fulfilling their graduation requirement but also better preparing them for them for post secondary success.	Math credit completion, Math test scores
1.23	**Action:** Benchmark assessments **Need:** To increase student academic proficiency on district and state assessments **Scope:** LEA-wide	These software programs provide teachers with current district benchmark assessment data allowing them to refine instruction to target the needs of all students to increase proficiency. Providing teacher release time to refine district assessment ensures that district assessment are aligned with statewide assessments.	Benchmark assessment data, credit recovery data, student academic progress data
1.27	**Action:** Maintain or increase elective offerings **Need:**	By providing a greater number of elective offerings, students will have more options to find courses of interest. Elective offerings will span	Elective offering course enrollment and credit completion, 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
	Greater elective options needed to increase student engagement and increase co-curricular and extra-curricular participation. **Scope:** Schoolwide	CTE, fine arts, college preparatory, and physical education.	
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	By providing a Community Day School expanded to serve all grade levels 9-12, the district can adequately serve unduplicated pupils with intensive academic and behavioral supports to foster academic success of these pupils and allow for transition to less restrictive academic environments (e.g comprehensive campus, continuation education, ROP participation, etc.)	CDS student enrollment data, CDS unduplicated pupil data, CDS student academic achievement data, CDS student transition data
1.29	**Action:** Maintain Agriculture Chemistry **Need:** The district implemented a 3 year science requirement and therefore needed to develop the 3 year sequence of courses for students participating in the Agric science pathway. **Scope:** Schoolwide	Ag Chem fulfills the 3rd year requirement.	3rd year science completer data
1.31	**Action:** Additional course offerings and interventions in alternative education	By providing a greater number of elective course offerings, continuation education students will have greater opportunities for credit completion and by providing a greater number of academic	Continuation education student academic proficiency and credit completion, discipline and

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: Expanded interventions and supports needed for continuation education students **Scope:** 　Schoolwide	support periods, continuation education students will gain greater academic proficiency. Smaller class sizes will allow for more individualized academic support and monitoring.	behavior data, graduation rates
1.32	**Action:** Additional seven instructional minutes daily **Need:** Student academic proficiency and credit completion **Scope:** 　Schoolwide	By providing seven additional instructional minutes daily, the school sites are able to provide additional instructional time within the school day and maximize the effectiveness of their master schedule.	Student achievement data (e.g. credit completion, grad rate, assessment data, etc.).
1.34	**Action:** Shasta-Trinity ROP program support **Need:** CTE completion **Scope:** 　LEA-wide	ROP program support will provide additional CTE completion opportunities for unduplicated pupils beyond the CTE offerings provided on campus.	CTE completion data
1.35	**Action:** Provide additional nursing services **Need:** Student health needs create barriers to regular attendance for unduplicated students **Scope:**	The school nurse will be able to work with a greater number of unduplicated students and families in obtaining health services referrals, documenting required immunizations, and implementing any necessary health protocols at school necessary to increase student attendance and health outcomes	Attendance 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
	LEA-wide		
1.36	**Action:** Develop Construction Trades pathway **Need:** Provide students with career technical skills to meet industry sector needs. **Scope:** Schoolwide	By providing a Construction Trades pathway, the district is meeting the needs of all students including unduplicated students by providing a high demand industry sector career technical pathway.	Number of student participating in Construction Trades pathway and/or number of CTE completers.
2.1	**Action:** TOSA sections **Need:** Attendance rates, student behaviors and discipline **Scope:** Schoolwide	TOSAs are assigned 2 periods daily to support site administration and school counselors in addressing attendance, student behaviors and discipline, working primarily with unduplicated student populations to provide support elements in our enhanced SART process to yield early interventions and supports in removing barriers to school attendance and discipline. Action is provided on a school wide basis as this is consistent with the way most student programs are administered, alleviating administrative burden and any stigma associated with identification as an unduplicated student service.	Attendance, discipline, and suspension rates
2.2	**Action:** Campus Supervisors **Need:** Attendance rates, student behaviors and discipline **Scope:** Schoolwide	Expanded campus supervisor hours will provide additional supervision to address student behaviors and discipline as well as attendance. Action is provided on a school wide basis as this is consistent with the way most student programs are administered, alleviating administrative burden and any stigma associated with identification as an unduplicated student service.	Attendance, discipline, and suspension 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
2.3	**Action:** Resource Officers **Need:** Attendance rates, student behaviors and discipline, tobacco use **Scope:** Schoolwide	The district has partnered with the Shasta County Probation department to staff each school site with a juvenile detention officer to support site administration and school counselors in addressing attendance, student behaviors and discipline, working primarily with unduplicated student populations to provide additional supports and interventions thereby removing barriers to school attendance and academic performance.	Attendance, discipline, and suspension rates, tobacco use violations
2.14	**Action:** Additional extracurricular and co-curricular transportation **Need:** Lack of transportation to attend extra curricular and co-curricular events **Scope:** Schoolwide	Provides the needed transportation to extra curricular and co-curricular events to allow unduplicated students to engage in these activities.	Number of students attending extra curricular and co-curricular events

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
1.33	**Action:** Achievement period **Need:**	By providing an achievement period, the school sites are able to imbed interventions within the instructional day.	Student achievement data (e.g. credit completion, grad rate, assessment data, etc.).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Student academic proficiency and credit completion **Scope:** Limited to Unduplicated Student Group(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.

Funds will be used primarily to increase course access and offerings, academic support and interventions, other student support services and parent engagement activities as described in the various strategies detailed in the actions for Goals #1-4. Following is a brief description of how the actions/services are principally directed to increase and improve outcomes for foster youth, English learners and low-income students (unduplicated students) and a description of effectiveness of program.
Increase course access and offerings (Dual Enrollment, Ag Chem, Med Chem, Med Bio, Earth Science, various electives and expanded CTE offerings, Statistics, Personal Finance, AP Calculus)

These courses provide unduplicated students (EL, FY, and LI) with greater A-G opportunities and Career Technical Pathway completion, thereby increasing college readiness and employability. For unduplicated students desiring to enter the workforce upon graduation, possession of the needed job skills for the current job market better prepares them for employment. For unduplicated students desiring post-secondary opportunities, increasing college readiness skills is crucial in eliminating the need to remediate post-secondary thereby decreasing financial barriers faced by many of these students. Dual enrolled courses allow unduplicated students with the opportunity to earn college credit while still in high school at no cost thereby decreasing the financial barriers faced by many of these students. Increased elective offerings at the Alternative Education site specifically increases students' ability to complete courses in a timely fashion and meet graduation requirements on time.

Academic support and interventions (Individualized Academic Support classes, Access courses, Math and English interventions, ELD, summer school, smaller class sizes, and expanded CDS offerings) all provide necessary tiered instruction models for our lowest performing students thereby increasing student achievement and progress towards graduation. Individualized Academic Support classes and summer school provide low performing students with greater remediation opportunities also increasing progress towards graduation and allowing students to continue at the comprehensive campuses rather than Alternative Education. EL student needs will be addressed through a scaffolding approach with supports built into a smaller ELA and a separate ELD class if student enrollment numbers warrant a dedicated section. Increased instructional technology support is necessary to fully integrate technology in the classroom to ensure career readiness for our students in the 21st century job market. As additional technology has been necessary to implement CAASPP testing, delivery of common core instruction, and CTE course development, the trained staff necessary to support the teachers and students in the classroom is an important support service.

Other student support services (additional academic and social emotional counseling, campus supervision, nursing services and expanded TOSA support)
Again, typically our unduplicated (EL, FY, and LI) students are those in greatest need of these additional support services. Our unduplicated students often have attendance and discipline issues that create educational barriers. Through support services provided by counselors, campus supervision and TOSAs working to curb attendance and discipline related issues, our unduplicated students remain in the classroom a greater number of instructional days, thereby allowing improved academic achievement.

The district plans to spend $3,004,179 to provide services described above and the district has implemented qualitative actions representing 1.64% with the combination of all these actions exceeding the MPP of 16.07%. These services will be provided in a districtwide, schoolwide, and targeted basis due to the high concentration of unduplicated students districtwide and site-specifically. While all students will benefit, the strategies were developed and principally focused to improve services for the unduplicated students. Unduplicated students will benefit through increased course offerings and student support services, thereby enabling them to successfully graduate in an A-G course of study and/or CTE pathway with a combination of employability skills, college readiness, and college unit completion.

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. The additional concentration grant add-on funding will be used to fund a portion of the staffing costs associated with the actions described in the LCAP related to additional section offerings (Med Bio, Med Chem, Dual Enrollment, Personal Finance, Statistics, Calculus, Ag Chem, electives including expansion of CTE, additional courses and interventions at continuation ed) as well as additional staff providing direct services to students such as psychologists, nurse, campus supervisors, TOSA's, and resource officers.

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	23.72 to 1	33.07 to 1
Staff-to-student ratio of certificated staff providing direct services to students	21.53 to 1	19.67 to 1

2024-25 Total 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	17,167,762	2,758,173	16.066%	0.000%	16.066%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,290,526.00	$1,613,820.00	$226,880.00	$367,052.00	$10,498,278.00	$5,289,344.00	$5,208,934.00

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 program support	All	No			Specific Schools: Anderson Union High School West Valley High School		$0.00	$285,991.00		$233,130.00		$52,861.00	$285,991.00	
1	1.2	Shasta-Trinity ROP program support	All	No			Specific Schools: Anderson Union High School North Valley High School West Valley High School 11-12		$0.00	$976,565.00	$976,565.00				$976,565.00	
1	1.3	Upgrade instructional materials	All	No			All Schools		$0.00	$200,858.00		$200,858.00			$200,858.00	
1	1.4	CTE pathway development	All	No			Specific Schools: Anderson Union High School / West Valley High		$90,386.00	$0.00		$90,386.00			$90,386.00	

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									
1	1.5	College Connection program	All Seniors	No			Specific Schools: Anderson Union High School West Valley High School 12		$161,138.00	$0.00	$161,138.00				$161,138.00	
1	1.6	Expand College Connection enrollment opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School 12		$0.00	$111,112.00	$111,112.00				$111,112.00	
1	1.7	Maintain Medical Biology and Medical Chemistry	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School		$80,428.00	$0.00	$80,428.00				$80,428.00	
1	1.8	Continued professional development for college and career readiness	All	No			All Schools		$0.00	$14,200.00	$9,200.00			$5,000.00	$14,200.00	
1	1.9	Provide college awareness and preparation activities to increase student and educational partner awareness and understanding	All	No			All Schools		$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	School wide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley		$739,177.00	$0.00	$739,177.00				$739,177.00	

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	1.11	Additional counseling services for Emotionally Disturbed program	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: West Valley High School 9-12 ED students		$57,011.00	$0.00	$57,011.00				$57,011.00	
1	1.12	Maintain guidance and counseling support services	All	No			All Schools		$727,988.00	$0.00	$727,988.00				$727,988.00	
1	1.13	English Language Arts intervention and support	All	No			Specific Schools: Anderson High School / West Valley High School		$53,798.00	$0.00				$53,798.00	$53,798.00	
1	1.14	Tutoring support services	All	No			All Schools Specific Schools: Anderson Union High School / West Valley High School		$0.00	$0.00	$0.00				$0.00	
1	1.15	Summer School	All	No			All Schools		$62,665.00	$5,023.00	$21,273.00	$46,415.00			$67,688.00	
1	1.16	Credit Recovery	All	No			All Schools		$93,012.00	$39,224.00		$93,012.00		$39,224.00	$132,236.00	
1	1.17	Mathematics intervention and support	All	No			Specific Schools: Anderson Union High School West Valley High School		$97,299.00	$0.00		$97,299.00			$97,299.00	

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	1.18	Maintain concurrent enrollment at Anderson Adult School.	All	No			All Schools		$22,076.00	$0.00			$22,076.00		$22,076.00	
1	1.19	Maintain Personal Finance, Statistics and/or Calculus course access.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School		$96,897.00	$0.00	$96,897.00				$96,897.00	
1	1.20	Provide additional support and supplies for special education students	Students with Disabilities	No			All Schools		$0.00	$55,181.00			$55,181.00		$55,181.00	
1	1.21	Maintain TAG program with Access course	All Students with Disabilities Students with disabilities and identified at-risk general education students	No			Specific Schools: Anderson High School / West Valley High School		$70,474.00	$0.00		$70,474.00			$70,474.00	
1	1.22	Additional psychologist services	All Students with Disabilities	No			All Schools		$22,590.00	$0.00		$22,590.00			$22,590.00	
1	1.23	Benchmark assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.24	Maintain current school site administrative services	All	No			All Schools		$710,508.00	$56,124.00	$766,632.00				$766,632.00	
1	1.25	Indian Education program	Native American students	No			All Schools		$13,149.00	$10,412.00				$23,561.00	$23,561.00	
1	1.26	Professional development	All	No			All Schools		$5,000.00	$0.00			$5,000.00		$5,000.00	
1	1.27	Maintain or increase elective offerings	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$54,133.00	$0.00	$54,133.00				$54,133.00	

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	1.28	Community Day School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$179,203.00	$5,350.00	$184,553.00				$184,553.00	
1	1.29	Maintain Agriculture Chemistry	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School		$39,294.00	$0.00	$39,294.00				$39,294.00	
1	1.30	Additional course offerings and interventions in continuation education	All	No			Specific Schools: North Valley High School		$94,068.00	$0.00				$94,068.00	$94,068.00	
1	1.31	Additional course offerings and interventions in alternative education	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: North Valley High School		$223,546.00	$1,200.00	$224,746.00				$224,746.00	
1	1.32	Additional seven instructional minutes daily	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School/West Valley High School		$30,016.00	$0.00	$30,016.00				$30,016.00	
1	1.33	Achievement period	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Anderson High School/West Valley High School									1.17
1	1.34	Shasta-Trinity ROP program support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	11-12		$0.00	$467,171.00	$467,171.00				$467,171.00	
1	1.35	Provide additional nursing services	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$70,063.00	$0.00	$70,063.00				$70,063.00	

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
			Low Income			Low Income										
1	1.36	Develop Construction Trades pathway	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School/West Valley High School		$119,294.00	$0.00	$119,294.00				$119,294.00	
1	1.37	Provide English Language Development intervention and support	All English Learners	No			Specific Schools: Anderson High School		$26,797.00	$0.00	$26,797.00				$26,797.00	
1	1.44						Specific Schools:									
1	1.47															
1	1.50															
2	2.1	TOSA sections	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School / West Valley High School		$106,559.00	$0.00	$106,559.00				$106,559.00	
2	2.2	Campus Supervisors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School		$26,875.00	$0.00	$26,875.00				$26,875.00	
2	2.3	Resource Officers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School, North Valley High School, West Valley High		$0.00	$506,866.00	$506,866.00				$506,866.00	

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									
2	2.4	Nutrition Services	All	No			All Schools		$0.00	$55,000.00		$55,000.00			$55,000.00	
2	2.5	Saturday School	All	No			Specific Schools: Anderson Union High School West Valley High School		$6,716.00	$0.00	$6,716.00				$6,716.00	
2	2.6	Home to School Transportation	All	No			All Schools		$0.00	$913,426.00	$913,426.00				$913,426.00	
2	2.7	Extracurricular and co-curricular activities	All	No			Specific Schools: Anderson Union High School West Valley High School		$452,297.00	$319,949.00	$544,609.00	$227,637.00			$772,246.00	
2	2.8	Facilities	All	No			All Schools		$548,646.00	$644,472.00	$1,023,419.00		$169,699.00		$1,193,118.00	
2	2.9	Curriculum development	All	No			9-10		$0.00	$11,520.00		$11,520.00			$11,520.00	
2	2.10	Student board member	All	No			All Schools		$0.00	$50.00	$50.00				$50.00	
2	2.11	Attendance	All	No			All Schools		$800.00	$9,180.00	$7,980.00		$2,000.00		$9,980.00	
2	2.12	Professional development	All	No			All Schools		$5,000.00	$30,000.00		$25,000.00		$10,000.00	$35,000.00	
2	2.13	Counseling services	All Students with Disabilities	No			All Schools		$0.00	$329,924.00		$262,467.00		$67,457.00	$329,924.00	
2	2.14	Additional extracurricular and co-curricular transportation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Anderson High		$0.00	$20,000.00	$20,000.00				$20,000.00	

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
						Low Income	School/West Valley High School									
3	3.1	Aeries Communicate Software	All	No			All Schools		$0.00	$6,565.00				$6,565.00	$6,565.00	
3	3.2	AUHSD climate survey	All	No			All Schools		$800.00	$0.00	$800.00				$800.00	
3	3.3	Communication of outreach events	All	No			All Schools		$0.00	$3,540.00	$3,540.00				$3,540.00	
3	3.4	Individualized counseling for unduplicated pupils and students with disabilities	Students with Disabilities Unduplicated and Special Education Students	No			All Schools		$70,465.00	$0.00	$55,947.00			$14,518.00	$70,465.00	
3	3.5	Conduct outreach events	All	No			All Schools		$0.00	$900.00		$900.00			$900.00	
3	3.6	College and career preparation activities	All	No			All Schools		$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		$2,300.00	$3,631.00	$5,931.00				$5,931.00	
4	4.1	Teacher on Special Assignment (TOSA)	All	No			Specific Schools: North Valley High School / Community Day School		$124,556.00	$0.00		$124,556.00			$124,556.00	
4	4.2						Specific Schools:									
4	4.9	CTE Program Support	All	No			Specific Schools: North Valley High School / Community Day School		$0.00	$20,000.00		$20,000.00			$20,000.00	

2024-25 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
17,167,762	2,758,173	16.066%	0.000%	16.066%	$3,034,195.00	1.170%	18.844 %	**Total:**	$3,034,195.00
								LEA-wide Total:	$821,787.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,212,408.00

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	1.6	Expand College Connection enrollment opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School 12	$111,112.00	
1	1.7	Maintain Medical Biology and Medical Chemistry	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$80,428.00	
1	1.10	Maintain or increase Dual Enrollment college courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$739,177.00	
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	$57,011.00	

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	1.19	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	$96,897.00	
1	1.23	Benchmark assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.27	Maintain or increase elective offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$54,133.00	
1	1.28	Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$184,553.00	
1	1.29	Maintain Agriculture Chemistry	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$39,294.00	
1	1.31	Additional course offerings and interventions in alternative education	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: North Valley High School	$224,746.00	
1	1.32	Additional seven instructional minutes daily	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School/West Valley High School	$30,016.00	
1	1.33	Achievement period	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Anderson High School/West Valley High School		1.17
1	1.34	Shasta-Trinity ROP program support	Yes	LEA-wide	English Learners Foster Youth Low Income	11-12	$467,171.00	
1	1.35	Provide additional nursing services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,063.00	
1	1.36	Develop Construction Trades pathway	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School/West Valley High School	$119,294.00	

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 (%)
2	2.1	TOSA sections	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School / West Valley High School	$106,559.00	
2	2.2	Campus Supervisors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$26,875.00	
2	2.3	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	$20,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,611,839.00	$9,702,152.00

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	1.1	CTE instructional materials and technology.	No	$219,333.00	$448,537.00
1	1.2	ROP program support	No	$575,990.00	$573,239.00
1	1.3	CTE pathway brochures.	No		
1	1.4	Skills USA maintained to support non-Ag CTE pathways	No		
1	1.5	Electives will be aligned to provide CTE courses that are specific to industry sector pathways.	No		
1	1.6	Upgrade instructional materials.	No	$440,000.00	$230,858.00
1	1.7	Maintain Natural Resources pathway development at AUHS.	No	$26,368.00	$17,936.00
1	1.8	College Connection program	No	$160,009.00	$160,636.00
1	1.9	Expand College Connection enrollment opportunities.	Yes	$17,400.00	$111,112.00
1	1.10	Maintain Medical Biology and Medical Chemistry	Yes	$81,877.00	$81,651.00

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	1.11	Continued professional development for college and career readiness.	No	$5,700.00	$13,200.00
1	1.12	Guidance counselors will update, maintain, and communicate students' academic plan.	No		
1	1.13	Provide college awareness and preparation activities to increase student and educational partner awareness and understanding.	No	$4,250.00	$4,250.00
1	1.14	Increasing college exempt status on EAP.	No		
1	1.15	Maintain or increase Dual Enrollment courses.	Yes	$691,369.00	$727,093.00
1	1.16	Additional counseling services for ED program.	Yes	$55,171.00	$55,370.00
1	1.17	Maintain guidance and counseling support services.	No	$665,598.00	$727,093.00
1	1.18	English Language Arts intervention and support.	No	$53,756.00	$66,428.00
1	1.19	Tutoring support services.	No		
1	1.20	Summer School			
1	1.21	Summer School	No	$54,127.00	$59,879.00
1	1.22	Implement Edgenuity program for credit recovery.	No	$144,853.00	$133,007.00
1	1.23	Mathematics intervention and support.,	No	$76,694.00	$96,890.00
1	1.24	Maintain concurrent enrollment at Anderson Adult School.	No	$21,482.00	$21,459.00

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	1.25	Maintain Math IIA and Math IIB	No		
1	1.26	Maintain Personal Finance, Statistics and/or Calculus course access.	Yes	$109,576.00	$132,026.00
1	1.27	Provide additional support and supplies for special education students.	No	$17,500.00	$47,267.00
1	1.28	Implement TAG program with Access course.	No	$180,446.00	$131,917.00
1	1.29	Additional psychologist services	No	$51,824.00	$0.00
1	1.30	Implement common benchmark assessments.	No	$72,670.00	
1	1.31	Maintain additional technology staffing.	Yes	$17,068.00	$0.00
1	1.32	Maintain current school site administrative services.	No	$723,983.00	$673,275.00
1	1.33	Indian Education program	No	$18,510.00	$18,510.00
1	1.34	Professional development.	No		
1	1.35	ELD class will be maintained.	Yes	$26,453.00	$0.00
1	1.36	Maintain/increase elective offerings.	Yes	$181,697.00	$53,650.00
1	1.37	Broad course of study (EC 51220 [a-i])	No		
1	1.38	Aid support for Community Day School	No	$48,931.00	$19,568.00

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	Community Day School	Yes	$332,456.00	$187,113.00
1	1.40	Maintain Ag Chemistry	Yes	$45,360.00	$49,143.00
1	1.41	Additional course offerings and interventions in continuation education	No		
1	1.42	Additional psychologist services	Yes	$34,544.00	$0.00
1	1.43	Additional 7 instructional minutes daily	Yes		
1	1.44	Achievement period	Yes		
1	1.45	ROP program support	Yes	$397,863.00	$376,107.00
1	1.46	Additional course offerings and interventions in continuation education	Yes	$63,289.00	$145,666.00
1	1.47	Provide additional nursing services	Yes	$68,297.00	$68,518.00
1	1.48	Develop Construction Trades pathway	Yes	$50,375.00	$0.00
1	1.49	Maintain TAG program with Access course.	Yes	$107,881.00	$0.00
2	2.1	TOSA sections	Yes	$105,135.00	$103,218.00
2	2.2	Campus Supervisors	Yes	$25,507.00	$25,536.00

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)
2	2.3	Resource Officers	No	$188,099.00	$166,122.00
2	2.4	Nutrition Services	No	$95,000.00	$167,762.00
2	2.5	Saturday School	No	$5,498.00	$6,509.00
2	2.6	Home to School Transportation	No	$874,626.00	$940,395.00
2	2.7	Extracurricular activities	No	$643,229.00	$652,225.00
2	2.8	Facilities	No	$1,123,940.00	$1,178,601.00
2	2.9	Curriculum	No	$9,600.00	$11,520.00
2	2.10	Student Board member	No	$50.00	$50.00
2	2.11	Attendance	No	$9,649.00	$9,649.00
2	2.12	Tier II and Tier III training	No	$5,000.00	$0.00
2	2.13	Social Emotional Learning (SEL)	No		
2	2.14	Professional development	No	$4,500.00	$27,500.00
2	2.15	Counseling services	No	$123,107.00	$192,474.00
2	2.16	Resource Officers	Yes	$154,622.00	$340,744.00

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)
2	2.17	Additional Counseling Services	Yes	$80,952.00	$100,759.00
2	2.18	Additional extracurricular and co-curricular transportation and materials	Yes	$20,000.00	$49,715.00
2	2.19	Professional development	Yes	$206,250.00	$206,250.00
3	3.1	Aeries Communicate Software	No	$5,750.00	$5,968.00
3	3.2	Surveys and parental input	No	$750.00	$750.00
3	3.3	Communications	No	$3,540.00	$3,540.00
3	3.4	Individualized counseling students with disabilities	No	$75,085.00	$71,917.00
3	3.5	Parent outreach events	No	$900.00	$900.00
3	3.6	College preparation activities	No	$2,750.00	$2,750.00
3	3.7	Parent contact	No	$5,600.00	$5,900.00

2023-24 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)
2,963,477	$2,809,853.00	$2,813,671.00	($3,818.00)	1.640%	1.640%	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	1.9	Expand College Connection enrollment opportunities.	Yes	$17,400.00	$111,112.00		
1	1.10	Maintain Medical Biology and Medical Chemistry	Yes	$81,877.00	$81,651.00		
1	1.15	Maintain or increase Dual Enrollment courses.	Yes	$691,369.00	$727,093.00		
1	1.16	Additional counseling services for ED program.	Yes	$55,171.00	$55,370.00		
1	1.26	Maintain Personal Finance, Statistics and/or Calculus course access.	Yes	$109,576.00	$132,026.00		
1	1.31	Maintain additional technology staffing.	Yes	$17,068.00	$0.00		
1	1.35	ELD class will be maintained.	Yes	$26,453.00	$0.00		
1	1.36	Maintain/increase elective offerings.	Yes	$181,697.00	$53,650.00		
1	1.39	Community Day School	Yes	$332,456.00	$187,113.00		
1	1.40	Maintain Ag Chemistry	Yes	$45,360.00	$49,143.00		
1	1.42	Additional psychologist services	Yes	$34,544.00	$0.00		
1	1.43	Additional 7 instructional minutes daily	Yes			.47	.47
1	1.44	Achievement period	Yes			1.17	1.17

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	1.45	ROP program support	Yes	$397,863.00	$376,107.00		
1	1.46	Additional course offerings and interventions in continuation education	Yes		$145,666.00		
1	1.47	Provide additional nursing services	Yes	$68,297.00	$68,518.00		
1	1.48	Develop Construction Trades pathway	Yes	$50,375.00	$0.00		
1	1.49	Maintain TAG program with Access course.	Yes	$107,881.00	$0.00		
2	2.1	TOSA sections	Yes	$105,135.00	$103,218.00		
2	2.2	Campus Supervisors	Yes	$25,507.00	$25,536.00		
2	2.16	Resource Officers	Yes	$154,622.00	$340,744.00		
2	2.17	Additional Counseling Services	Yes	$80,952.00	$100,759.00		
2	2.18	Additional extracurricular and co-curricular transportation and materials	Yes	$20,000.00	$49,715.00		
2	2.19	Professional development	Yes	$206,250.00	$206,250.00		

2023-24 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)
$17,207,506	2,963,477	0.00%	17.222%	$2,813,671.00	1.640%	17.991%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o 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:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

- 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- o 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.

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

  - o 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.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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