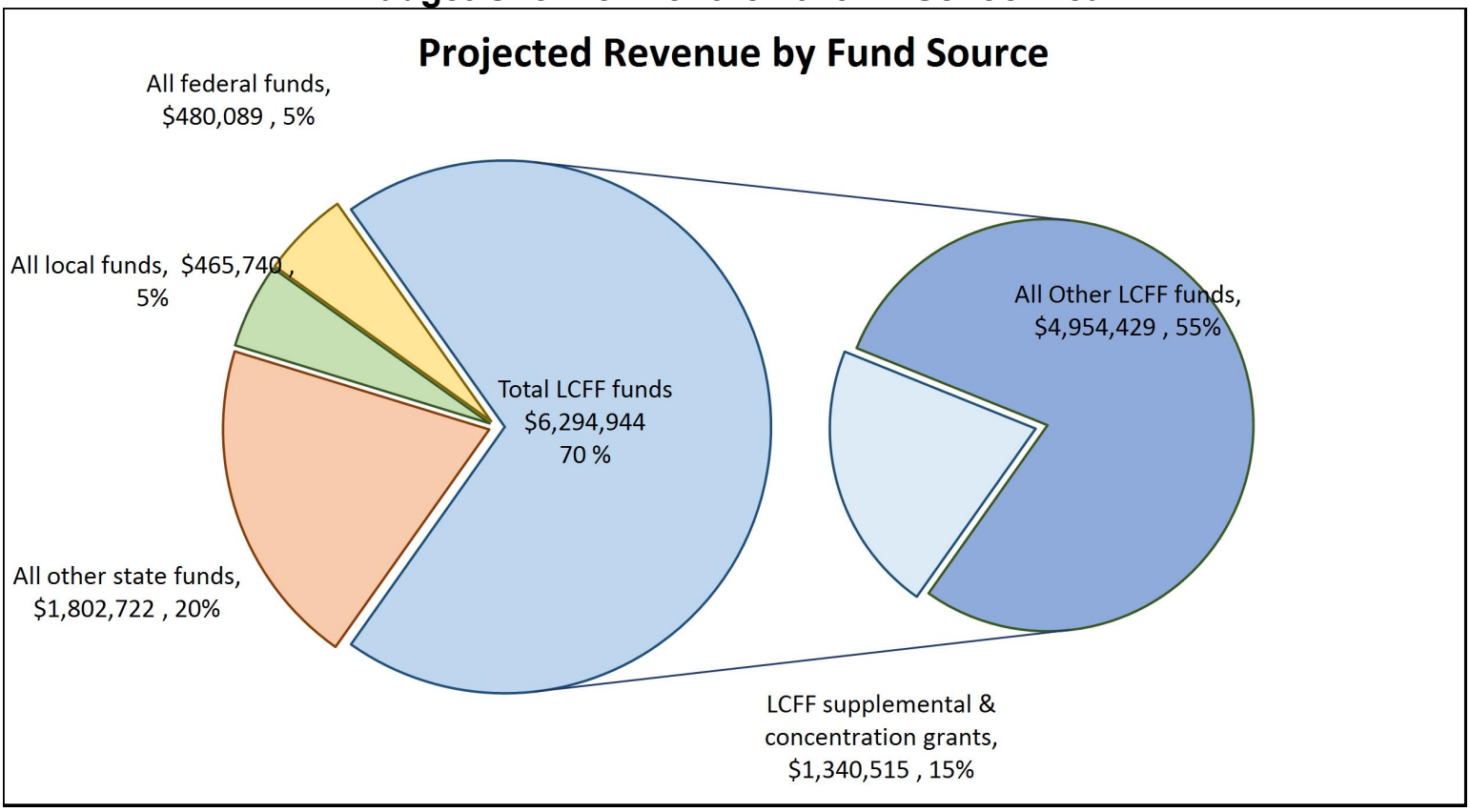
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name:
CDS Code:
School Year: 2026-27
LEA contact information:
Kristin Larson
Superintendent
klarson@avpanthers.org
(707) 895-3774

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

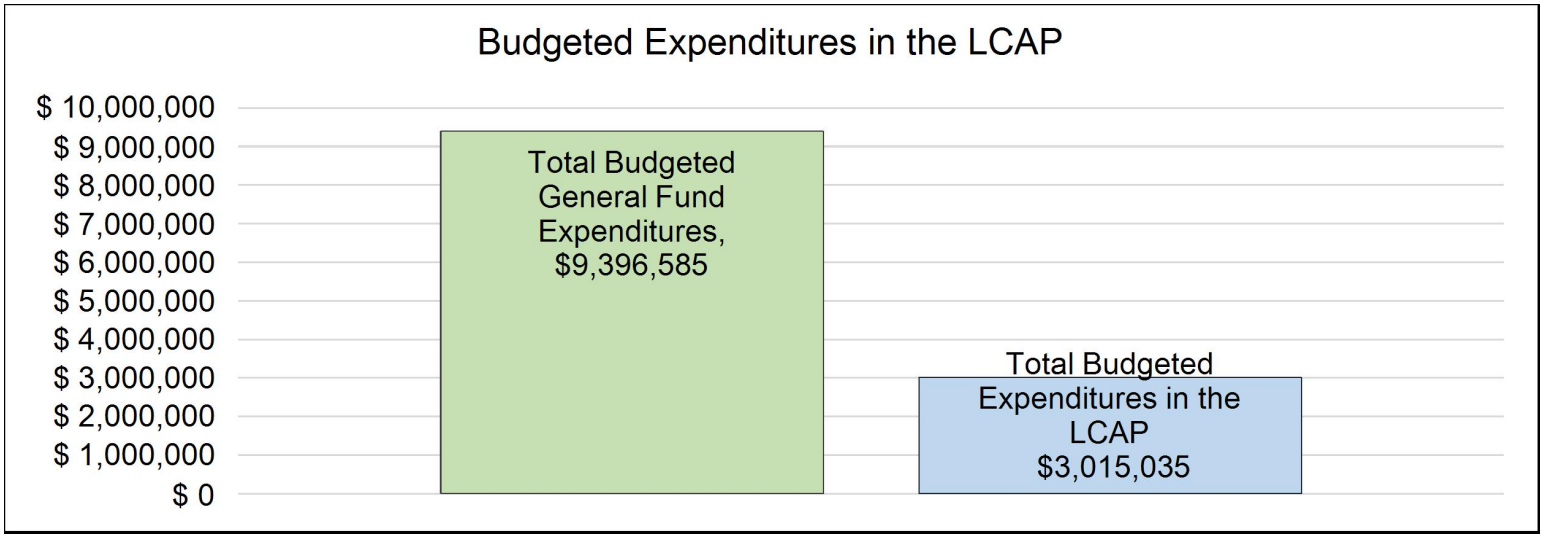


This chart shows the total general purpose revenue expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for is $9,043,495, of which $6,294,944 is Local Control Funding Formula (LCFF), $1,802,722 is other state funds, $465,740 is local funds, and $480,089 is federal funds. Of the $6,294,944 in LCFF Funds, $1,340,515 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: plans to spend $9,396,585 for the 2026-27 school year. Of that amount, $3,015,035 is tied to actions/services in the LCAP and $6,381,550 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following:

- Special Education
- Transportation
- Facilities (maintenance, custodial, grounds, utilities)
- A-G, ELOP,
- General administration costs
- Contribution to Cafeteria

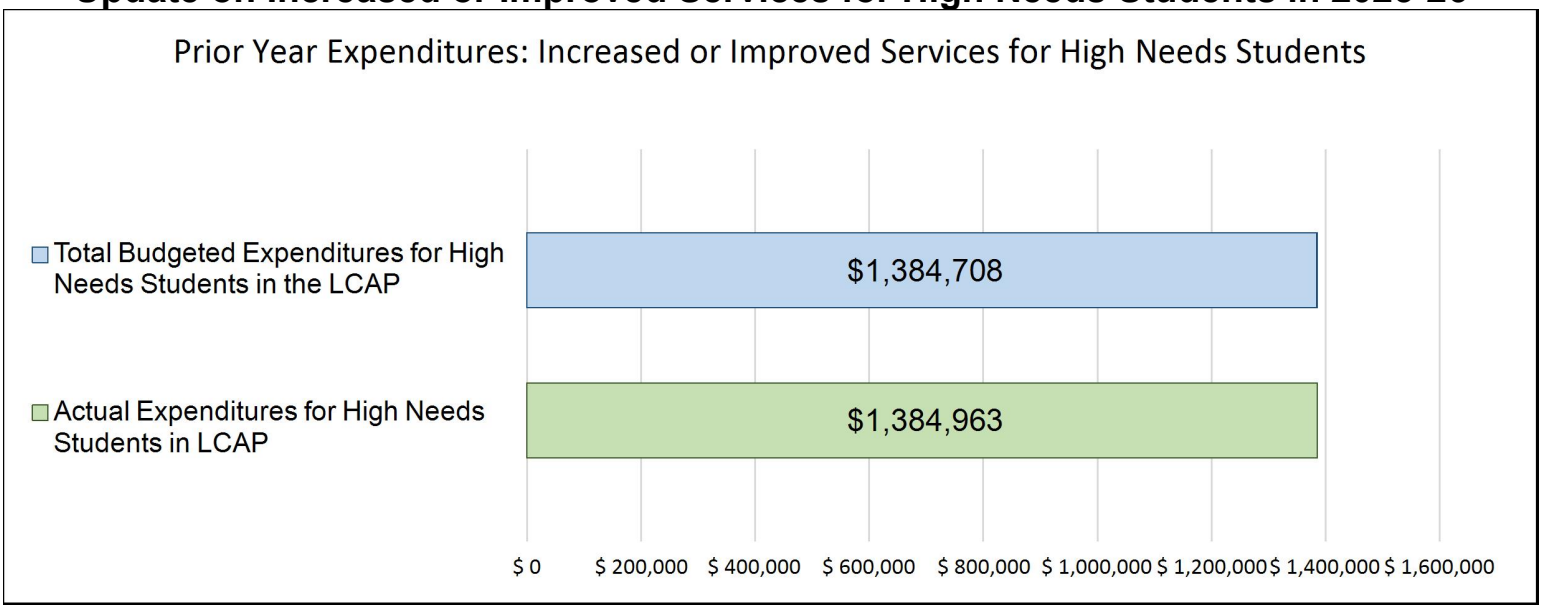
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, is projecting it will receive $1,340,515 based on the enrollment of Foster Youth, English learner, and low-income students. must describe how it intends to increase or improve services for high needs students in the LCAP. plans to spend $1,340,515 towards meeting this requirement, as described in the LCAP.

Actual expenditures were lower than originally planned for high needs students. However, expenditures exceeded the supplemental and concentration funding received for these services. This variance did not impact the implementation of the planned actions and services or the overall level of increased or improved services provided to high-needs students during the 2025–26 school year.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, 's LCAP budgeted $1,384,708 for planned actions to increase or improve services for high needs students. actually spent $1,384,963 for actions to increase or improve services for high needs students in 2025-26.

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
	Kristin Larson Superintendent	klarson@avpanthers.org (707) 895-3774

Plan Summary [2026-27]

General Information

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

The vision of Anderson Valley Unified School District (AVUSD) is to inspire our community to be lifelong learners dedicated to personal excellence and responsible citizenship. Through collaboration with our families and our community Anderson Valley Unified School District is committed to: Fostering integrity, self-motivation, curiosity, and creativity in all students; Teaching academic excellence and career preparation, as well as cultural and technological literacy, by offering challenging educational opportunities; Celebrating the unique diversities within our community and developing a sense of social responsibility; Supporting a caring, well-trained faculty and staff who promote creative expression and critical thinking; and, Preparing students to demonstrate leadership, self-direction, confidence, and a strong work ethic to help guarantee a sustainable future.

There are two schools in the district Anderson Valley Elementary School (serves grades TK-6) and Anderson Valley Junior-Senior High School (serves grades 7-12). Our district has around 382 students in TK-12, 75% are socioeconomically disadvantaged, 37% English Language Learners, and 13% Students with Disabilities.

All information related to the current and previous AVUSD LCAP's can be found on our LCAP Hub: https://sites.google.com/avpanthers.org/avusdlcaphub/home.

Our district does not have any schools identified for the Equity Multiplier. The LCAP serves as the district's strategic plan.

The following lists the details of the alignment to the Community Schools Framework:

The Four Pillars of Community Schools
-Integrated student supports [LCAP Action 3.1]
-Family and community engagement [LCAP Action 1.2]
-Collaborative leadership and practices for educators and administrators [LCAP Action 2.2]
-Extended learning time and opportunities [LCAP Action 3.9]

The Four Key Conditions for Learning
-Environmental Conditions [LCAP Goal 1 and Action 1.6]
-Instructional Strategies [LCAP Goal 2 and Action 2.3]
-Social and Emotional Learning [LCAP Action 3.3]
-System of supports [LCAP Goal 3 and Action 3.1]

The Four Cornerstone Commitments
-Assets-Driven and Strength-Based Practice [LCAP Goal 1 and Action 3.1]
-Racially Just and Restorative School Climates [LCAP Action 1.3]
-Powerful, Culturally Proficient and Relevant Instruction [LCAP Action 1.1]
-Shared Decision-Making and Participatory Practices [LCAP Action 1.1]

The Four Proven Practices
-Community Asset Mapping and Gap Analysis [LCAP 1.1]
-Community School Coordinator [LCAP Action]
-Site-Based and LEA-Based Advisory Councils [LCAP 1.1]
-Integrating and Aligning with other relevant Programs [LCAP 1.1]

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
An LREGB Needs Assessment was conducted during the 2024-2025 school year to analyze Chronic Absenteeism, ELA and Math data. Based on this needs assessment, Multi-Tier Systems of Support (MTSS) was determined to be the most effective way to support academic learning recovery and student social and emotional well-being. This action can be found under LCAP Action 3.1 Multi-tiered systems of support (MTSS)

AVUSD has unexpended LREBG funds.
Our LREBG funded action is found in Goal 3, Action 1: Multi-Tier Systems of Support (MTSS)
This action is an LREBG action and utilizes LREBG Funds for the 2026-2027 school year. MTSS is an evidence-based practice listed on the CDE website: https://www.cde.ca.gov/ci/cr/ri/ to support academic learning recovery and student social and emotional well-being. This action is listed under category (C) for allowable uses: "Integrating evidence-based pupil supports to address other barriers to learning". The metrics being used to monitor the impact of the action includes: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

2025 CA DASHBOARD

SUCCESSES based on 2025 CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2025 Dashboard for "all students"

- Suspension Rate (Green) (AVES)

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2024 Dashboard:

- Long Term English Learners: English Learner Progress Indicator (ELPI) (Blue) (District)
- English Learners: English Learner Progress Indicator (ELPI) (Green) (District and AVJSHS); Suspension Rate (Green)
- Socioeconomically disadvantaged: Suspension Rate (AVES)
- Homeless: Suspension Rate (Green) (District and AVES)
- Hispanic: Suspension Rate (Green) (AVES)
- White: Suspension Rate (Green) (District and AVES); English Language Arts (Green)

The following local indicators were at the "standard met" level.

- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

CHALLENGES based on 2025 CA Dashboard and Local Data:
Indicators where the School/LEA received the lowest performance level ('red") on the 2025 Dashboard for “all students”

- Chronic Absenteeism (AVES)
- Suspension Rate (AVJSHS)

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2024 Dashboard:

- Socioeconomically Disadvantaged: Suspension Rate (AVJSHS); English Language Arts (AVJSHS)
- English Learner: Suspension Rate (District, AVJSHS), English Language Arts (AVJSHS)
- Long Term English Learners: Suspension Rate (District)
- Student with Disabilities: Suspension Rate (District)
- Hispanic: Suspension Rate (District)
- White: Chronic Absenteeism Rate (AVES)

Reference

-AVUSD: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2025&cdcode=2365540&scode=
-AVJSHS: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2025&cdcode=&scode=2330900
-AVES: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2025&cdcode=&scode=6025084

Overall focus areas continue to be decreasing suspension and chronic absenteeism rate and improving English Language Arts and mathematics scores. Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:

- LCAP Action 1.3 Student Safety
- LCAP Action 2.5 Academic Focus Area (Mathematics)
- LCAP Action 3.1 Multi-Tier Systems of Support (MTSS)
- LCAP Action 3.2 Academic Support
- LCAP Action 3.5 English Learner Support
- LCAP Action 3.7: Attendance and Chronic Absenteeism

IMPROVEMENT OF RED PERFORMANCE LEVEL AREAS

Red Performance Level areas that improved (2024 CA Dashboard to the 2025 CA Dashboard):

Chronic Absenteeism

- District: Long Term English Learners: Improved 9% (Red to Orange)

English Language Arts

- District (Long Term English Learners): Improved 10 points (Red to Orange)
- District (Students with Disabilities): Improved 22 points (Red to No Color due to small sample size)
- District (Hispanic): Improved 7 points (Red to Yellow)
- AVES: English Language Arts (All students): Improved 21 points (Red to Yellow)
- AVES: English Language Arts (Socioeconomically disadvantaged): Improved 9 points (Red to Yellow)
- AVES: English Language Arts (English Learner): Improved 12 points (Red to Yellow)
- AVES: English Language Arts (Hispanic): Improved 20 points (Red to Yellow)

Mathematics

- District (All students): Improved 18 points (Red to Orange)
- District(Long Term English Learners): Improved 80 points (Red to Orange)
- District(Students with Disabilities): Improved 4 points (Red to No Color due to small sample size)
- District(Hispanic): Improved 19 points (Red to Orange
- AVES: (All students): Improved 16 points (Red to Yellow)
- AVES: (Socioeconomically disadvantaged): Improved 10 points (Red to Orange)
- AVES: (English Learner): Improved 10 points (Red to Orange)
- AVES: (Hispanic): Improved 19 points (Red to Orange)

- AVJSHS:(All students): Improved 22 points (Red to Yellow)
- AVJSHS:(English Learner): Improved 23 points (Red to Orange)
- AVJSHS:(Socioeconomically disadvantaged): Improved 14 points (Red to Yellow)
- AVJSHS: (Hispanic): Improved 23 points (Red to Yellow)

REQUIRED ACTIONS

The State of California requires the following actions to be included in a district LCAP:

- Students with Disabilities Required Action is found under action 3.6 Students with Disabilities
- English Learners and Long-Term English Learners Required Action is found under action 3.5 English Learner Support
- Technical Assistant Required Actions are found under actions: 3.7 Attendance / Chronic Absenteeism; 1.6 Student Engagement; 1.3 Student Safety; 3.3 Social/Emotional and Mental Health (see below details)
- 2023 CA Dashboard Required Actions are found under: 1.3 School Safety; 3.1 Multi-Tier Systems of Support (MTSS); 3.2 Academic Support; 3.5 English Learner Support; 3.7: Attendance and Chronic Absenteeism
- 2024 CA Dashboard Required Actions are found under: 1.3 School Safety; 2.5 Academic Focus Area (Mathematics); 3.1 Multi-Tier Systems of Support (MTSS); 3.2 Academic Support; 3.5 English Learner Support; 3.7: Attendance and Chronic Absenteeism
- 2025 CA Dashboard Required Actions are found under: 1.3 School Safety; 3.1 Multi-Tier Systems of Support (MTSS); 3.2 Academic Support; 3.7: Attendance and Chronic Absenteeism
- LREBG Action: 3.1 Multi-tiered systems of support (MTSS)
- Equity Multiplier: N/A for our district

2023 CA DASHBOARD REQUIRED ITEMS

The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

CHALLENGES based on 2023 CA Dashboard and Local Data:

Overall indicators where the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2023 Dashboard for “all students”
-AVUSD: Chronic Absenteeism, Suspension Rate
-AVES: Chronic Absenteeism
-AVJSHS: Chronic Absenteeism, Suspension Rate

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2023 Dashboard:

AVUSD
-English Learners: Chronic Absenteeism Rate, Mathematics
-Homeless: Suspension Rate
-Socioeconomically Disadvantaged: Chronic Absenteeism Rate, Suspension Rate
-Students with Disabilities: Chronic Absenteeism Rate

AVES
-English Learners: Chronic Absenteeism Rate, Mathematics
-Socioeconomically Disadvantaged: Chronic Absenteeism Rate
-Hispanic: Chronic Absenteeism Rate
-White: Chronic Absenteeism Rate

AVJSHS
-English Learners: Mathematics
-Socioeconomically Disadvantaged: Suspension Rate
-Hispanic: Suspension Rate
-White: Suspension Rate

Reflections: Technical Assistance

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

2025 Differentiated Assistance Note
Our district is eligible for Differentiated Assistance for the following student groups based on the 2025 CA Dashboard:

- English Learners (eligible based on Suspension Rate and ELA Academic Indicators-"red" performance levels)

The work underway as part of receiving technical assistance is as follows:

LCAP Actions Related to Areas of Improvement
-3.1 Multi-Tier Systems of Support (MTSS)
-3.2 Academic Support
-3.5 English Learner Support
-3.7 Attendance / Chronic Absenteeism

Requested Differentiated Assistance Support From MCOE:
-MTSS Implementation Support
-Aeries Analytics Support
-College and Career Indicator
-Chronic Absenteeism Improvement Support

Additional Support provided by MCOE:
-Meeting that work jointly with Local Educational Agencies in affirming and/or supporting focus areas of work that: Builds capacity through professional expertise and local decision-making; Fosters systemic collaboration; Builds a culture of co-learning and reflective inquiry; Promotes a climate of candor, evidence, and urgency to take action; Results in improved student outcomes and leads to sustainable change

2024 Differentiated Assistance Note
Our district is eligible for Differentiated Assistance for the following student groups based on the 2024 CA Dashboard:

- English Learners (eligible based on Suspension Rate and ELA/Math Academic Indicators-All "red" performance levels)
- Long Term English Learners (New student group as of the 2024 CA Dashboard) (eligible based on Chronic Absenteeism, Suspension Rate and ELA/Math Academic Indicators-All "red" performance levels)

2023 Differentiated Assistance Note
Our district was eligible for differentiated assistance during the 2023-2024 school year based on the 2023 Dashboard for the following student groups:

- Socioeconomically Disadvantaged (eligible based on Chronic Absenteeism and Suspension Rate for 2022 and 2023)
- Hispanic (eligible based on Chronic Absenteeism and Math in 2022 and Chronic Absenteeism and Suspension Rate in 2023)

2023 Improvement Note: Both of these groups did not meet the eligibility requirements for Differentiated Assistance on the 2024 Dashboard and therefore demonstrated improvement.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Teachers/ Other school personnel / Local bargaining units of the LEA	Types of Engagement: Email Draft; Staff meeting: LCAP Hub Feedback Opportunities. LCAP was provided to local bargaining unit representatives for review and feedback, WASC processes Process for engagement: Notes were collected from meetings and LCAP Hub. Extensive work was completed through the WASC process at AVJSHS. Influence: Teachers/staff liked the simplification of the LCAP from 13 pages to 7 pages.
Principals/Administrators	Types of Engagement: Leadership Team Meeting, Ongoing Feedback Collection via emails, meetings, informal meetings/discussions Process for engagement: Notes were collected from meetings and LCAP Hub. Influence: Revised LCAP document from 13 pages to 7 pages to make it more of a user-friendly document.
Parents/Schoolsite Councils / Parent Advisory Committee	Types of Engagement: Parent meetings, request for feedback email. School Site Council serves as our "Parent Advisory Committee" Process for engagement: notes were collected from meetings (group settings and individual meetings)

Educational Partner(s)	Process for Engagement
	Influence: The school plans were reviewed to ensure that specific actions included in the LCAP were consistent with strategies included in the school plans (our LCAP goals and actions are the same as our SPSA goals and actions). Parents liked the simplification of the LCAP from 13 pages to 7 pages.
Students / Student Advisory Groups	Types of Engagement: MS/HS Student Advisory Committee Meeting, Observations and informal meetings Process for engagement: notes were collected from meetings (group and individual), observations, informal meetings and discussions. Influence: Students discussed the desire for academic support (found in goal 3.2 Academic Support) and focus on student safety measures (found in 1.3 Student Safety)
SELPA (Special Education Local Plan Area Administrator)	Types of Engagement: The superintendent consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs (Students with Disabilities) are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs (Students with Disabilities). Process for engagement: Email was sent and an email response was provided Influence: No revisions were requested
English Learner Advisory Councils	Types of Engagement: The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment. The superintendent responded, in writing, to comments received from the English Learner Parent Advisory Committee and can be found on the LCAP Hub. Process for engagement: Meetings and discussions notes were collected Influence: Parents discussed the need for counseling services and social-emotional needs (found in 3.3 Social/Emotional and Mental Health), academic support (found in goal 3.2 Academic Support), support for multilingualism (found in goal 3.5 English Learner Support)

Educational Partner(s)	Process for Engagement
Public Notification	Types of Engagement: Public Notification Process for engagement: The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed) Influence: No changes were requested.
Public Hearing	Types of Engagement: Public Hearing Process for Engagement: The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) Influence: No changes were requested.
Adoption: Public Meeting	Types of Engagement: Board Meeting Process for Engagement: The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. Influence: No changes were requested.

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

LCAP engagement supported 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. During the 2024-2025 LCAP cycle significant work was done to update and revise the LCAP based on educational partner feedback and to align to the Community Schools Framework. Many educational partners discussed or implied that simplifying the LCAP

Goals/Actions detail would be helpful. For the 2026-2027 school year the LCAP was simplified from 13 pages to 7 pages. Please note we took out many of the specific details in order to simplify the document, but overall content remains the same.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: School Culture Supportive environmental conditions that foster strong relationships and community. AVUSD views students, their families, and their community through the lens of their assets and strengths and values the collective wisdom derived from experience, family, history, and culture.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a positive school culture that is welcoming, safe, well maintained. The actions and metrics grouped together demonstrate all the components necessary for developing a positive, safe school culture and climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	FACILITIES (Local Indicator-FIT Report) # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	2023-2024 18	2024-2025 81	2025-2026 24	0	Increased 6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	FACILITIES (Local Indicator-FIT Report) % schools meet the overall "good" or "exemplary" rating	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained at 100%
1.3	FAMILY INPUT (Local Indicator-Survey) (Efforts to seek parent input in decision making) # parents/guardians responded	2023-2024 (CHKS) 46	2023-2024 (Local) 50	2025-2026 (MCOE) 25	25+ Surveys	**New Baseline established in Year 2 with a new survey through MCOE**
1.4	FAMILY ENGAGEMENT (Local Indicator) See local Indicator report for detailed version. 1 - Exploration & Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability	2022-2023 CA Dashboard: "Standard Met" For each evaluated area, list implementation status for. Building Relationships: 4 Welcoming:4 Professional Development: 4 Communication: 4 Developing Partnerships Professional Learning: 3 Information and Resources:4 Supporting Students: 5	2023-2024 CA Dashboard: "Standard Met" For each evaluated area, list implementation status for. Building Relationships: 4 Welcoming:4 Professional Development: 4 Communication: 4 Developing Partnerships Professional Learning: 3 Information and Resources:4	2024-2025 CA Dashboard: "Standard Met" For each evaluated area, list implementation status for. Building Relationships: 4 Welcoming:4 Professional Development: 4 Communication: 4 Developing Partnerships Professional Learning: 3 Information and Resources:4	CA Dashboard: "Standard Met" Building Relationships: 4 Welcoming:5 Professional Development: 4 Communication: 4 Developing Partnerships Professional Learning: 4 Information and Resources:4 Supporting Students: 5 Supporting Families: 4	Maintained "Standard Met" Building Relationships: Maintained at 4 Welcoming:Maintained at 4 Professional Development: Maintained at 4 Communication: Maintained at 4 Developing Partnerships Professional Learning: Maintained at 3 Information and Resources:Maintained at 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Supporting Families: 4 Seeking Input Engaging Families: 4 Family Engagement: 4 Family Input: 4 Opportunities to Work Together: 4	Supporting Students: 5 Supporting Families: 4 Seeking Input Engaging Families: 4 Family Engagement: 4 Family Input: 4 Opportunities to Work Together: 4	Supporting Students: 5 Supporting Families: 4 Seeking Input Engaging Families: 4 Family Engagement: 4 Family Input: 4 Opportunities to Work Together: 4	Seeking Input Engaging Families: 5 Family Engagement: 4 Family Input: 4 Opportunities to Work Together: 4	Supporting Students: Maintained at 5 Supporting Families: Maintained at 4 Seeking Input Engaging Families: Maintained at 4 Family Engagement: Maintained at 4 Family Input: Maintained at 4 Opportunities to Work Together: Maintained at 4
1.5	FAMILY INPUT / PARENT PARTICIPATION-UNDUPLICATED / EXCEPTIONAL NEEDS (Efforts to seek parent input in decision making) (Local Indicator-CA Dashboard) Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies	2022-2023 "Full Implementation"	2023-2024 "Full Implementation"	2024-2025 "Full Implementation"	"Full and Sustainable Implementation"	Maintained at "Full Implementation"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to reach and seek input from any underrepresented groups in the school community.					
1.6	SUSPENSION RATE (CA Dashboard)	2022-2023 Status: 8.8% Change: Increased 1.7% Color: Red	2023-2024 Status: 6.9% Change: Decreased 1.9% Color: Yellow	2024-20245 Status: 6% Change: Decreased 1% Color: Yellow	Less than 5% Not Red	Decreased 2.8% Improved from Red to Yellow
1.7	EXPULSION RATE	2022-2023 0%	2023-2024 0%	2024-2025 0%	Less than 1%	Maintained at 1% or less
1.8	SAFE AT SCHOOL (Local Indicator-CHKS) Students: Middle/High: Perceived School Safety-School Climate Report Card (CHKS) Elementary: "Do you feel safe at school?" (Yes, some of the time; Yes, most of the time; Yes, all of the time) Staff: "This school is a safe place for students" (Agree or Strong Agree) (CSSS) Parents:	2023-2024 (CHKS) Students MS: 63% HS: 52% ES: 5th: 100%; ES: 6th: 61% Staff: 93% Family: MS/HS: 81% ES: 78%	2024-2025 (Local) Students (3-12): 51% Staff: 84% Family: 70%	2025-2026 (MCOE) Students: Bullying and Safety Category AVES: 68% AVJSHS: 45% (County: 51%) Staff: Bullying and Safety Category AVES: 78% AVJSHS: 62% (County: 70%) Family: Not enough respondents	2% increase each year or maintain above 90%	**New Baseline established in Year 2 with a new survey through MCOE**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"This school is a safe place for my child." (Agree or Strong Agree)					
1.9	SCHOOL CONNECTEDNESS (Local Indicator-Local Survey) Students: "I enjoy school" Family: "This school has adults who really care about students." Staff: "Adults who work at this school really care about every student."	2023-2024 (CHKS) MS: 40% HS: 50% ES: 5th: 58% ES: 6th: 22% MS/HS-School Climate Report Card ES: CHKS Report	2024-2025 (Local Survey) Students: 45% Family: 80% Staff: 84%	2025-2026 (MCOE) Students: " I want to go to school every day" AVES:31% AVJSHS: 23% (County: 22%) Family: Not enough respondents Staff: Belonging and Community Category AVES: 57% AVJSHS: 59% (County: 61%)	2% increase each year	**New Baseline established in Year 2 with a new survey through MCOE**
1.10	LOCAL CLIMATE SURVEY (Local Indicator) See local Indicator for detailed version.	2022-2023 "Met"	2023-2024 "Met"	2024-2025 "Met"	"Met"	Maintained "Met" level
1.11	CHRONIC ABSENTEEISM RATE (CA Dashboard)	2022-2023 Status: 42% Change: Increased 67% Color: Red	2023-2024 Status: 33% Change: Decreased 9% Color: Yellow	2024-2025 Status: 31% Change: Decreased 2% Color: Orange	Less than 20%	Decreased by 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	ATTENDANCE RATE (Local Data) August-March	2023-2024 92%: AVES 92%: AVJSHS	2024-2025 92%: AVES 91%: AVJSHS	2025-2026 92%: AVES 92%: AVJSHS	93%+	Maintained 92%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 1.1 Community School: Ongoing Implementation. We submitted our community schools grant application
- 1.2 Family Engagement: Ongoing Implementation. Provided communication opportunities, events, and volunteer opportunities
- 1.3 Student Safety: Ongoing Implementation. Fostered student safety through supervision, restorative practices, PBIS, SEL, and explored different discipline techniques.
- 1.4 Physical Environment: Ongoing Implementation. Continued facilities work and seeking additional funding.
- 1.5 Student Engagement: Ongoing Implementation. Facilitated events, PBIS, SEL, provided student surveys, input sessions, leadership opportunities, engaging activities, project based learning, field trips.

Implementation Challenges, Modified Implementation, Non-Implemented Actions
-All actions were implemented as described and there were no 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 following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 1.1 Community School: No material differences
- 1.2 Family Engagement: No material differences
- 1.3 Student Safety: Decrease was due to planned expenditures being lower than planned.
- 1.4 Physical Environment: No material differences
- 1.5 Student Engagement: Increase due to funding being allocated here instead of action 2.8 Academic Enrichment

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

1.1 Community School
Community-based schools play a vital role in fostering student success and community development by creating strong partnerships between schools, families, and local organizations. They provide a holistic approach to education, addressing academic, social, and emotional needs through personalized support and community resources. By engaging families and utilizing local assets, community-based schools enhance student learning, promote equity, and build a sense of belonging, ultimately strengthening the entire community. Data to demonstrate effectiveness includes:

- Our Community School Partnership Grant was submitted in February of 2025 and we were awarded funding to implement Community Schools.
- We are currently implementing, refining and evaluating our Community Schools Partnership work.

1.2 Family Engagement
Family engagement fosters a supportive and collaborative environment that enhances children's academic achievement and well-being. When families are actively involved in their children's education, it leads to improved student performance, better behavior, and increased motivation. Data to demonstrate effectiveness includes:

- Local Indicator “Parent and Family Engagement” at the "Standard Met" level on the CA Dashboard (Metric 1.4)
- Local Indicator “Parent and Family Engagement” ratings: maintained ratings (Metric 1.4)
- Efforts to seek parent input in decision making: Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. (Metric 1.5)
- Chronic Absenteeism Rate (Improved 11% from "Baseline" to "Year 2") (Metric 1.11)

Data demonstrating continued need and areas of extra attention include:

- Family Input: # parents/guardians responded (Metric 1.3)

1.3 Student Safety
Supervision and a positive school climate are crucial for fostering a safe, supportive, and effective learning environment. Data that demonstrates effectiveness of this action includes:

- Local Indicator (School Climate) at "Met" status (Metric 1.10)
- Maintained 0% Expulsion Rate (Metric 1.7)
- Suspension rate (Decreased 3% from "Baseline" to "Year 2", improved from "Red" to "Yellow") (Metric 1.6)
- Safe at School: (AVES) (Metric 1.8)
- School Connectedness: (AVES) (Metric 1.9)

Data demonstrating continued need and areas of extra attention include:

- Safe at School: (AVJSHS) (Metric 1.8)
- School Connectedness: (AVJSHS) (Metric 1.9)

1.4 Physical Environment

Facilities play a crucial role in providing a conducive environment for learning, impacting students' safety, comfort, and overall educational experience. Well-maintained facilities support effective teaching and learning practices, promote a sense of belonging, and contribute to student well-being, ultimately enhancing the quality of education and academic outcomes. Data that demonstrates effectiveness of this action includes:

- 100% schools meet the overall "good" or "exemplary" rating on FIT Report (Metric 1.2)
- Improved # instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies). (Metric 1.1)

1.5 Student Engagement
Engaging experiences stimulate students' interest and motivation, leading to deeper understanding and retention of knowledge. By making learning interactive and relevant, educators can foster a love for learning, encourage active participation, and support the development of critical thinking and problem-solving skills. Engaging experiences create a dynamic and enjoyable learning environment that enhances overall student success. Data to demonstrate effectiveness includes

- Chronic Absenteeism Rate (Improved 11% from "Baseline" to "Year 2") (Metric 1.11)
- Attendance Rate
- Safe at School: (AVES) (Metric 1.8)
- School Connectedness: (AVES) (Metric 1.9)

Data demonstrating continued need and areas of extra attention include:

- Safe at School: (AVJSHS) (Metric 1.8)
- School Connectedness: (AVJSHS) (Metric 1.9)

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.

There were no changes to planned goal, metrics, or target outcomes.

The following changes were made in the actions:

- Many educational partners discussed or implied that simplifying the LCAP Goals/Actions detail would be helpful. For the 2026-2027 school year the LCAP was simplified from 13 pages to 7 pages. Please note we took out many of the specific details in order to simplify the document, but overall content remains the same.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community Schools Partnership	Utilize California Community Schools framework as a school improvement equity-enhancing strategy. As a Community School we will utilize a "whole-	$271,721.49	Yes

Action #	Title	Description	Total Funds	Contributing
		child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. • Community Partners: Actively tap the expertise and knowledge of community members and family members to serve as true partners in supporting and educating students.		
1.2	Family/Guardian Engagement	Ensure families and school staff work together to support and improve students' learning, development, and health. Promote parental participation in programs for low income, English learners, foster youth pupils, and students with special needs. • Communication: Continue weekly communication with parents through Parent Square, provide translation services as required/needed, community student progress via Parent Teacher Conferences (AVES) or Personal Learning Plans (AVJSHS) • Events: Continue to provide Community/family events (family art night, exhibitions dinner, FAFSA dinner, senior awards night, reclassification ceremonies, and other school related events, sports evening, college fair) as opportunities to gather feedback and foster community. Develop and promote a variety of volunteer opportunities to strengthen parent and guardian involvement	$203,235.82	Yes
1.3	Student Safety	Ensure students, staff, and families feel safe on campus. Create, nourish, and sustain school climates that are centered in the embrace of and support for all students in the totality of school interactions • Prevent Conflict Escalation: Create opportunities to develop positive relationships during breaks/lunch with students (supervising staff, counselors, Tapestry, community schools grant). Ensure proper training for all staff that correlates to current evidence based practices (see below) • Evidence Based Practices: Utilize Restorative Practices, Positive Behavior Intervention and Support (PBIS) strategies, embed Social-Emotional Learning (SEL) practices and other evidence-based practices.	$86,704.82	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Physical Environment	Provide and maintain clean and safe school facilities that support student engagement and positive school culture • Maintenance: Provide General Maintenance repairs, supplies and services. • Bond Work: Monitor and implement bond projects • Funding opportunities: Aggressively seek funding to enhance school buildings and surrounding school areas.	$0.00	Yes
1.5	Student Engagement	Develop, refine and enhance strategies that excite students about coming to school, help students feel more connected and help students feel a sense of belonging Relationships/Student Voice: Foster positive relationships with students to ensure a sense of belonging, connectedness and purpose. • AVES: Surveys, leadership opportunities, enrichment • AVJSHS: leadership opportunities, feedback opportunities, explore mentorship program Engaging Activities: Provide engaging opportunities inside and outside the classroom to support, enhance and make relevant the academic standards and increase students engagement. • AVES: Engaging learning opportunities (projects), Enrichment opportunities (music, art, celebrations of biliteracy), Field Trips, outdoor science education, and activities with the Pomo Tribal Alliance. • AVJSHS: Engaging learning opportunities, active participation (Project-based learning, Socratic seminars, student to student discourse, cross curricular learning opportunities), decreasing distractions (cell phone limitations), Field Trips, electives, clubs, and athletics.	$255,541.95	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Achievement Productive instructional strategies that support motivation, competence, and self-directed learning.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a student to be successful academically. The actions and metrics grouped together demonstrate all the components necessary to help students learn and understand the academic standards and frameworks.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CLEAR CREDENTIAL (Local Indicator) % authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)	2021-2022 (Dataquest) 72% 2023-2024 (Local) 89%	2022-2023(Dataquest) 75%	2023-2024(CA Dashboard) 79%	80%+	Increased by 7%
2.2	INSTRUCTIONAL MATERIALS (Local Indicator)	2023-2024 0% 0	2024-2025 0% 0	2025-2026 0% 0	0% / 0	Maintained 0%/0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students without access to their own copies of standards-aligned instructional materials for use at school and at home # of Williams Complaints					
2.3	IMPLEMENTATION OF THE STANDARDS (Local Indicator) See local Indicator report for detailed version.	2022-2023 "Met"	2023-2024 "Met"	2024-2025 "Met"	"Met"	Maintained "Met"
2.4	ENGLISH LEARNER ACCESS (Local Dat) % with access to CA Standards, including ELD Standards	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained 100%
2.5	COURSE OF STUDY (Local Indicator) % of students who have access to a broad course of study (see local indicator report for more details)	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained 100%
2.6	ELA ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2022-2023 Status: 42 Below Change: Increased 11 points Color: Yellow	20232024 Status: 62 Below Change: Decreased 20 points Color: Orange	2024-2025 Status: 52 Below Change: Increased 10 points Color: Yellow	33 Below	Decreased 10 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	MATH ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2022-2023 Status: 94 Below Change Change: Increased 4 points Color: Yellow	2023-2024 Status: 115 Below Change Change: Decreased 21 points Color: Orange	2024-20245 Status: 97 Below Change Change: Increased 18 points Color: Orange	85 Below	Decreased 3 points
2.8	SCIENCE (CAST) % met or exceed	2022-2023 16%	2023-2024 9%	2024-2025 22%	22%	Increased 6%
2.9	PHYSICAL FITNESS TEST (PFT) (SARC) Participation Rate	2023-2024 5th: 100% 7th:100% 9th:96%	2024-2025 5th:91% 7th: 90% 9th: 82%	2024-2025 5th:100% 7th: 84% 9th: 36%	95%+	5th:Maintained 100% 7th: Decreased 16% 9th: Decreased 60%
2.10	A-G (CA Dashboard-Additional Reports) # and % meeting a-g requirements	2022-2023 31% (14 students)	2023-2024 40% (16 students)	2024-2025 14% (4 students) (on CA Dashboard) Technical Error **Actual 42% (12 students)	37%	Decreased on Dashboard (Additional Reports) due to Technical Error. Increased by 2% in actuality.
2.11	CTE (CA Dashboard-Additional Reports) % who successfully completed CTE Pathway requirements	2022-2023 18% (8 students)	2023-2024 15% (6 students)	2024-25 50% (14 students)	24%	Increased 32%
2.12	CTE and A-G (CA Dashboard-Additional Reports)	2022-2023 7% (3 students)	2023-2024 13% (5 students)	2024-25 10% (3 students)	13%+	Increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students who have completed a-g AND CTE Pathway requirements					
2.13	COLLEGE AND CAREER INDICATOR (CA Dashboard) # and % "prepared"	2022-2023 Status: 36% Level: Medium	2023-2024 Status: 33% Change: Decrease 3%	2024-20245 Status: 50% Change: Increase 17%	42%+	Increased 14%
2.14	AP EXAMS (3 or higher) (Local Data) Enrollment and % of students who passed the AP Exam with a score of 3 or higher	2022-2023 14 out of 15 (93%) AP exams taken were at the 3 or higher level	2023-2024 9 out of 12 (75%) AP exams taken were at the 3 or higher level.	2024-2025 7 out of 13 (54%) AP exams taken were at the 3 or higher level.	15+ Exams Maintain 70%+ Passage	Decreased 39%
2.15	GRADUATION RATE (CA Dashboard)	2022-2023 Status:98% Change: Increased 5% Color: N/A	2023-2024 Status:95% Change: Decreased 3% Color: Blue	2024-2025 Status: 100% Change: Increased 5% Color: No performance color	95%+	Increased 2%
2.16	SEAL OF BILITERACY (Dataquest) % of most recent class who was awarded the Seal of Biliteracy	2022-2023 19% (8 students)	2023-2024 0% (0 Students)	2024-2025 36% (10 Students)	25%	Increased 17%
2.17	HS DROPOUT RATE (Dataquest)	2022-2023 1	2023-2024 2	2024-2025 0	Less than 2	Decreased 1
2.18	MS DROPOUT RATE (Local Data)	2022-2023 0	2023-2024 0	2024-2025 0	0	Maintained 0
2.19	EAP (CAASPP) % met or exceed in 11th grade on CAASPP	2022-2023 ELA: 51% Math: 16%	2023-2024 ELA: 52% Math: 21%	2024-2025 ELA: 46% Math: 34%	Increase 2% each year	ELA: Decreased 5% Math: Increased 18%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 2.1 Highly Qualified Staff: Ongoing Implementation. Provided ongoing partnership with North Coast School of Education In-house mentorship with Retired Teachers, recruit as needed, and teacher support opportunities.
- 2.2 Professional Learning: Ongoing Implementation. Provided professional learning based on identified needs.
- 2.3 Implementation and Assessment of the Standards/ Competencies: Ongoing Implementation. Utilized strategies to support learning, including PLCs, MTSS, etc.
- 2.4 Instructional Curriculum/ Materials/ Resources: Ongoing Implementation. Provided or piloted curriculum.
- 2.5 Academic Focus Areas: Ongoing Implementation. Worked to improve mathematics scores.
- 2.6 College and Career: Ongoing Implementation. Provided various opportunities for college and career: CCGI Initiative, Personal Learning Plans, Seal of Biliteracy, A-G, senior advisor, senior seminar, careers course, and other college and career activities.
- 2.7 Career Technical Education and Pathways: Ongoing Implementation. Provided CTE courses
- 2.8 Academic Enrichment (Visual and Performing Arts, Foreign Language, etc): Ongoing Implementation. Provided opportunities for VPA and foreign language.

Implementation Challenges, Modified Implementation, Non-Implemented Actions
-All actions were implemented as described and there were no 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 following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 2.1 Highly Qualified Staff: Costs associated with this area were funded through alternative funding sources; therefore, only Supplemental and Concentration grant expenditures are included in the reported amount
- 2.2 Professional Learning: Increase due to more state funds being attributed to this action.
- 2.3 Implementation and Assessment of the Standards/ Competencies: No material differences
- 2.4 Instructional Curriculum/ Materials/ Resources: Costs associated with this area were funded through alternative funding sources; therefore, only Supplemental and Concentration grant expenditures are included in the reported amount
- 2.5 Academic Focus Areas: No material differences
- 2.6 College and Career: Increase due redistribution of funds.
- 2.7 Career Technical Education and Pathways: Decrease was due funding being allocated in 2.6 College and Career

- 2.8 Academic Enrichment (Visual and Performing Arts, Foreign Language, etc): Sup/con funding for this action funding is now being reflected in 1.5 Student Engagement

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

The overall effectiveness of each action towards making progress toward the goal over the three-year LCAP cycle can be demonstrated by the following quantitative or qualitative outcomes:

2.1 Highly Qualified Staff
Highly qualified teachers directly impact student learning and achievement. Their expertise, experience, and dedication ensure high-quality instruction, fostering a positive and effective learning environment. Skilled teachers are adept at addressing diverse student needs, implementing best practices, and inspiring a love for learning, all of which contribute to better academic outcomes and overall student success. Data to demonstrate the effectiveness of this action is

- Implementation of the Standards (Local Indicator) ("Standard Met") (Metric 2.3)
- Improvement in the credential data (7% increase from "Baseline" to "Year 2") (Metric 2.1)

2.2 Professional Learning
Professional development is crucial as it equips educators with the latest skills, knowledge, and best practices needed to enhance their teaching effectiveness. Ongoing training ensures that teachers stay current with educational advancements, pedagogical strategies, and technological tools, ultimately leading to improved student achievement and a more dynamic, responsive learning environment. Data to demonstrate the effectiveness of this action includes:

- Local Indicator Report: Implementation of the Standards ("Standard Met") (Metric 2.3)
- Mathematics: Improved 18 points from "Year 1" to "Year 2" (Metric 2.6)
- Mathematics (All student groups) improved from "red" to "orange"
- ELA: Improved 10 points from "Year 1" to "Year 2" (Metric 2.6)
- English Language Arts (Long Term English Learners, Student with Disabilities, Hispanic) improved from "red" to "orange"
- Chronic Absenteeism (Long Term English Learners): improved from "red" to "orange"

2.3 Implementation and Assessment of the Standards/ Competencies
The implementation and assessment of standards and competencies are essential for ensuring students acquire the knowledge and skills needed for success in school, career, and life. Clear standards provide a consistent framework for teaching and learning, while effective assessment measures progress and informs instruction. This process supports continuous improvement, promotes equity, and ensures all students meet high expectations. Data to demonstrate the effectiveness of this action includes:

- Mathematics: Improved 18 points from "Year 1" to "Year 2" (Metric 2.6)
- Mathematics (All student groups) improved from "red" to "orange"
- ELA: Improved 10 points from "Year 1" to "Year 2" (Metric 2.6)
- English Language Arts (Long Term English Learners, Student with Disabilities, Hispanic) improved from "red" to "orange"
- CAST Scores increased 13% from "Year 1" to "Year 2" (Metric 2.8)

2.4 Instructional Curriculum/ Materials/ Resources

Instructional materials provide the foundation for effective teaching and learning. They support curriculum goals, enhance student understanding, and cater to diverse learning styles. High-quality materials, such as textbooks, digital resources, and hands-on tools, help teachers deliver content more effectively and engage students, leading to improved educational outcomes and a more enriching learning experience. Data to demonstrate the effectiveness of this action is

- 0% of students *without* access to their own copies of standards-aligned instructional materials for use at school and at home (Metric 2.2)
- 0 Williams Complaints (Metric 2.2)

2.5 Academic Focus Areas
Mathematics is essential for developing critical thinking, problem-solving, and analytical skills that are vital in everyday life and various careers. It fosters logical reasoning and quantitative literacy, empowering individuals to make informed decisions. A strong foundation in mathematics also opens opportunities in fields like science, technology, engineering, and finance, driving innovation and economic growth. Data to demonstrate the effectiveness of this action includes:

- Mathematics: Improved 18 points from "Year 1" to "Year 2" (Metric 2.6)
- Mathematics (All student groups) improved from "red" to "orange"
- 13% increase in EAP Math results from "Year 1" to "Year 2" (Metric 2.19)

Data demonstrating continued need and areas of extra attention include:

- Our math scores at the "Very low" status, which is the lowest level.

2.6 College and Career
College and career preparedness activities equip students with the skills, knowledge, and confidence needed to succeed in their future academic and professional endeavors. These activities help students understand their interests and strengths, explore various career paths, and develop practical skills such as resume writing and interview techniques. By providing guidance and resources, schools can ensure that students are well-prepared to make informed decisions and transition smoothly into college or the workforce. Data to demonstrate effectiveness includes:

- Maintain a graduation rate above 95% (100% graduation rate for the Class of 2025!) (Metric 2.15)
- Improvement in a-g completion rate (11% improvement from "Baseline" to "Year 2") (Metric 2.10)
- College and Career Indicator (CCI) (14% improvement from "Baseline" to "Year 2")

2.7 Career Technical Education and Pathways
Career Technical Education (CTE) and pathways provide students with practical skills, hands-on experience, and industry knowledge that prepare them for high-demand careers. By combining academic learning with real-world applications, CTE fosters career readiness, supports workforce development, and offers pathways to higher education and well-paying jobs. It also helps students explore their interests, build confidence, and achieve long-term success. Data to demonstrate the effectiveness of this action is:

- Maintain a graduation rate above 95% (100% graduation rate for the Class of 2025!) (Metric 2.15)

-32% increase in the % who successfully completed CTE Pathway requirements (Metric 2.11)
-3% Increase in the % of students who have completed a-g AND CTE Pathway requirements (Metrict 2.13)

2.8 Academic Enrichment (Visual and Performing Arts, Foreign Language, etc)
Enrichment programs are essential for fostering creativity, critical thinking, and a love of learning beyond the traditional curriculum. They

provide students with opportunities to explore interests, develop new skills, and engage in hands-on experiences. By promoting personal growth and academic curiosity, enrichment activities enhance student confidence, well-being, and overall educational success. Data to demonstrate the effectiveness of this action is:

- 17% increase in students who were awarded the Seal of Biliteracy (Metric 2.16)
- Chronic Absenteeism Rate (Improved 11% from "Baseline" to "Year 2") (Metric 1.11)
- Attendance Rate
- School Connectedness: (Students, Staff, Parents) (Metric 1.9)
- HS Dropout Rate (Decreased to 0) (Metric 2.17)
- MS Dropout Rate (Decreased to 0) (Metric 2.18)

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.

There were no changes to planned goal, metrics, or target outcomes.

The following changes were made in the actions:

- Many educational partners discussed or implied that simplifying the LCAP Goals/Actions detail would be helpful. For the 2026-2027 school year the LCAP was simplified from 13 pages to 7 pages. Please note we took out many of the specific details in order to simplify the document, but overall content remains the same.
- Action 2.8 Academic Enrichment was moved to/embedded in Action 1.5 Student Engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Highly Qualified Staff	Use effective recruiting strategies and selection procedures to hire highly qualified, effective and professional staff. Leverage district and local resources to attract and retain highly qualified educational professionals. • Recruitment: Explore and implement innovative recruitment techniques (March -July) • Support: Provide additional opportunities for new teacher or long-term sub support (In-house mentorship with Retired Teachers, New hire orientation in August, Onboarding Orientation for new hires, structured professional development for collaborative practice)	$24,012.33	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Learning	Provide professional learning opportunities focused on current best practice teaching strategies across all grade levels and curriculum. Provide collaboration time to implement new strategies, review student performance data, and make informed decisions that improve curriculum and instruction. • Multi-tiered Systems of Support (MTSS) • Active student engagement during instruction • Exploring and expanding Professional Learning Communities (PLCs)	$35,028.02	Yes
2.3	Implementation and Assessment of the Standards/ Competencies	Improve student proficiency and achievement, especially for English learners, low income, foster youth by implementing and assessing California State Standards/ Frameworks. Provide well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks. • Instructional Strategies: AVES: asset based learning, student to student discourse, students making meaning, mathematical shifts, exploring standards, common academic vocabulary. AVJSHS: vertically aligned guides/plans, essential standards, vertical teaming, emphasis on active participation. • Assessment Strategies: AVES: Star testing to monitor students growth. AVJSHS: ongoing benchmark testing to monitor students growth (Star, CAASPP Interim Assessments, etc) • Transitional Kindergarten (AVES only): Utilize grant funding to enhance, improve and expand the transitional kindergarten program. Ensure all staff members meet the teacher credential requirement. Leverage state preschool funding, after school funding and transitional kindergarten to provide full day coverage for interested families.	$0.00	No
2.4	Instructional Materials	Ensure all content areas have curriculum necessary or piloting curriculum to fully implement California State Standards.	$77,104.03	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Academic Focus Areas	For 2026-2027, Continue to focus on improving mathematics outcomes through: • Professional Development • Collaborative Planning/ Vertical teaming	$0.00	Yes
2.6	College and Career	Prepare students to be college and career ready. Provide opportunities for students to learn about college, understand what it takes to be college-ready, and support students in preparing for college. • Advising: Support students in preparing for college through: "California College Guidance Initiative" (CCGI) online tool; 6 year Personal Learning Plans (during advisory and PLP meetings); Senior Advisor (college application processes, student financial aid applications and scholarship applications); Academic Counseling; Senior Seminar (capstone Senior Project, assists with college and career support and counseling services); Provide resources, presentations and informational sessions to students and families in regards to the UC/CSU A-G requirements, Career Pathways, and scholarship opportunities. • Dual Enrollment: Support Dual Enrollment with Mendocino College. Provide CCS100, a dual enrollment course, through Mendocino College that prepares students for creating a 10-year plan for high school, post-secondary education and career • Opportunities: Provide internship opportunities (in partnership with the foundation); Increase graduates with State Seal of Biliteracy and State Seal of Civic Engagement; Incorporate Capstone International Experiential field trip if feasible; and other opportunities such as: field trips, presentations, speakers, career fairs, college and career fairs, Academic Talent search partnership with SSU)	$222,692.63	Yes
2.7	Career Technical Education & Pathways	Sustain and enhance Career Pathways and provide career education, exploration, and opportunities to prepare students for high-skill, high-need and high pay careers. • CTE Courses: Provide and expand on Career Technical Education courses at the high school level.	$350,465.86	Yes

Action #	Title	Description	Total Funds	Contributing
		• Funding Opportunities: Leverage local and grant funding to offer comprehensive career education opportunities for all students. • Strong Workforce: Develop a career-focused graduation pathway, funded through the Strong Workforce Program grant and other grant resources.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Systems of Support System of supports that enable healthy development, respond to student needs, and address learning barriers.	Broad Goal

State Priorities addressed by this goal.

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.

The goal was developed based on educational partner input and ensuring state priorities are met. All of our educational partners believe that additional support is needed for low-income, English learners, foster youth, students with disabilities, and students who are struggling academically. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The actions and metrics grouped together demonstrate all the components necessary for providing additional support for our students in order to close the achievement gap.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ENGLISH LEARNER PROGRESS (ELPI) % of English learners making progress towards English Language Proficiency (CA Dashboard)	2022-2023 Status: 60% Change: Increased 5% Color: Green	2023-2024 (English Learners) Status: 54% Change: Decreased 6% Color: Orange 2024 (Long Term English Learners) Status: 63%	2024-20245 (English Learners) Status: 56% Change: Increased 2% Color: Green 2025 (Long Term English Learners) Status: 76%	55%+	EL: Decreased 4% LTEL: Increased 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Change: Increased 8% Color: Green	Change: Increased 13% Color: Blue		
3.2	RECLASSIFICATION RATE (Local Data) % of Ever- EL's considered RFEP	2022-2023 52%	2023-2024 45%	2024-20245 44%	Maintain above 40%	Maintained above 40%
3.3	LONG TERM ENGLISH LEARNERS (Dataquest) # of LTEL	2022-2023 21	2023-2024 24	2024-2025 18	15 or less	Decreased 3
3.4	SUBGROUPS (CA Dashboard) # of Subgroups at the “red performance level” on one or more state indicators for LEA.	2022-2023 8	2023-2024 5	2024-2025 3	0	Decreased 5
3.5	UNDUPLICATED PROGRAMS AND SERVICES (Local Data) % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model.	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	EXCEPTIONAL NEEDS PROGRAMS AND SERVICES (Local Data) % of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on MTSS model.	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained 100%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 3.1 Multi-Tier Systems of Support (MTSS): Ongoing Implementation. Explored, implemented, refined and evaluated MTSS processes and systems.
- 3.2 Academic Support: Ongoing Implementation. Provided various way to support students academically: universal screener, tier 2/3 supports, small class sizes, interventions during after school program, summer school, advisory time for academic support.
- 3.3 Social/Emotional and Mental Health: Ongoing Implementation. Provided social emotional learning, counseling, mental health, and coordinated with community partners.
- 3.4 Student Health: Ongoing Implementation. Provided opportunities for physical fitness, nutrition education, and prevention programs. Continued to foster collaborative partnerships with the Anderson Valley Health Center.
- 3.5 English Learner Support: Ongoing Implementation. Provided support to English learners through programming, support, and professional learning.
- 3.6 Students with Disabilities: Ongoing Implementation. Provided support and assistance to students with disabilities.
- 3.7 Attendance / Chronic Absenteeism: Ongoing Implementation. Explored, implemented, refined and evaluated programs related to decreasing chronic absenteeism.

- 3.8 Technology: Ongoing Implementation. Maintained and updated classroom technology, digital learning resources, teaching technology and student tools. Provided digital instructional resources and software to students to support student academic achievement and intervention
- 3.9 Expanded Learning Time and Opportunities: Ongoing Implementation. Provided extended learning time and opportunities that include academic support, enrichment, and real-world learning opportunities

Implementation Challenges, Modified Implementation, Non-Implemented Actions

- All actions were implemented as described and there were no 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 following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 3.1 Multi-Tier Systems of Support (MTSS): No material differences
- 3.2 Academic Support: The increase resulted from expenditures being coded to this action rather than Action 3.1.
- 3.3 Social/Emotional and Mental Health: The decrease resulted from expenditures being coded to this action rather than Action 3.1.
- 3.4 Student Health: No material differences
- 3.5 English Learner Support: Expenditures were higher than originally budgeted due to increased implementation costs.
- 3.6 Students with Disabilities: No material differences
- 3.7 Attendance / Chronic Absenteeism: No material differences
- 3.8 Technology: No material differences
- 3.9 Expanded Learning Time and Opportunities: Expenditures were higher than originally budgeted due to all grant funding being included in this action.

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

3.1 Multi-Tier Systems of Support (MTSS) and 3.2 Academic Support
Academic supports are vital for helping students overcome challenges, achieve their full potential, and succeed in their educational pursuits. These supports provide personalized assistance that addresses individual learning needs, enhances comprehension, and reinforces classroom instruction. By offering targeted help, academic supports ensure that all students can master essential skills, stay on track, and build confidence, ultimately leading to improved academic performance and long-term success. Data that demonstrates effectiveness includes:

- Decreased the # of Subgroups at the “red performance level” on one or more state indicators for LEA. (Metric 3.4)
- Mathematics: Improved 18 points from "Year 1" to "Year 2" (Metric 2.6)

- Mathematics (All student groups) improved from "red" to "orange"
- ELA: Improved 10 points from "Year 1" to "Year 2" (Metric 2.6)
- English Language Arts (Long Term English Learners, Student with Disabilities, Hispanic) improved from "red" to "orange"
- Chronic Absenteeism (Long Term English Learners): improved from "red" to "orange"
- Chronic Absenteeism Rate (Improved 11% from "Baseline" to "Year 2") (Metric 1.11)

3.3 Social/Emotional and Mental Health AND 3.4 Student Health
Emotional support is crucial for fostering students' overall well-being, resilience, and academic success. By providing a safe and nurturing environment where students feel valued and understood, emotional support helps reduce stress, anxiety, and other emotional barriers to learning. This support promotes positive mental health, enhances self-esteem, and builds the social-emotional skills necessary for coping with challenges. Ultimately, emotional support enables students to thrive both personally and academically, contributing to a more positive and productive school experience. Data that demonstrates effectiveness includes

- Decrease in suspension rate for many student groups (All students decreased 1%, Socioeconomically disadvantaged decreased 1%, Homeless decreased 4%, Hispanic decreased 1%, White decreased 2%)
- School Connectedness: (Students, Staff, Parents) (Metric 1.9)
- Chronic Absenteeism Rate (Improved 11% from "Baseline" to "Year 2") (Metric 1.11)
- Chronic Absenteeism Rate improved for all student groups (All students improved 2%, Socioeconomically disadvantaged improved 2%, English Learner improved 4%, Student with Disabilities improved 2%, Hispanic improved 2%, White improved 2%)

Data demonstrating continued need and areas of extra attention include:

- Suspension rate for English learners, Long Term English Learners, Student with Disabilities increased

3.5 English Learner Support
English Learner support equips students with the necessary language skills to comprehend and engage with the curriculum, participate in classroom discussions, and express themselves confidently. This development fosters better communication and overall academic achievement, paving the way for personal and professional growth in an increasingly globalized world. Data that demonstrates effectiveness includes:

- 13% increase on the English Learner Progress indicator for LTELs from "Year 1" to "Year 2"
- 2% increase on the English Learner Progress indicator for LTELs from "Year 1" to "Year 2"
- ELPI is 10% better than state data

3.6 Students with Disabilities
Supporting students with disabilities fosters an inclusive and equitable educational environment. By providing tailored resources, accommodations, and interventions, schools ensure that all students have access to quality education and the opportunity to reach their full potential. This support not only enhances academic outcomes but also promotes social and emotional well-being, preparing students with disabilities for a successful and independent future. Data that demonstrates effectiveness includes:

- 2% improvement in Chronic Absenteeism Rate
- 22 point improvement in English Language Arts
- 4 point improvement in mathematics

Data demonstrating continued need and areas of extra attention include:

- increase in suspension rate

- 100% of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on MTSS model. (Metric 3.6)

3.7 Attendance / Chronic Absenteeism
Addressing chronic absenteeism is crucial for student success, as regular attendance is directly linked to academic achievement and overall well-being. By identifying and addressing the root causes of absenteeism, schools and communities can provide targeted support, ensuring all students stay engaged and on track for success. Data that demonstrates effectiveness includes:
- Chronic Absenteeism (Long Term English Learners): improved from "red" to "orange"
- Chronic Absenteeism Rate (Improved 11% from "Baseline" to "Year 2") (Metric 1.11)

3.8 Technology
Technology enhances learning experiences, making education more engaging and accessible. It prepares students for the digital world by developing critical 21st-century skills such as digital literacy, problem-solving, and collaboration. Technology also enables personalized learning, allowing educators to tailor instruction to individual student needs, and provides access to a wealth of resources and information that enrich the educational process. Data to demonstrate the effectiveness of this action is
- 100% of students have access to a technology device
- Mathematics: Improved 18 points from "Year 1" to "Year 2" (Metric 2.6)
- Mathematics (All student groups) improved from "red" to "orange"
- ELA: Improved 10 points from "Year 1" to "Year 2" (Metric 2.6)
- English Language Arts (Long Term English Learners, Student with Disabilities, Hispanic) improved from "red" to "orange"

3.9 Expanded Learning Time and Opportunities
Expanded learning time and opportunities are essential for enhancing student achievement and personal growth. By providing additional instructional time, enrichment activities, and academic support, students can deepen their learning, explore new interests, and build critical skills. These programs also offer valuable opportunities for mentorship, social-emotional development, and closing achievement gaps, contributing to overall student success. Data to demonstrate the effectiveness of this action is:
- Chronic Absenteeism Rate improved for all student groups (All students improved 2%, Socioeconomically disadvantaged improved 2%, English Learner improved 4%, Student with Disabilities improved 2%, Hispanic improved 2%, White improved 2%)
- School Connectedness: (Students, Staff, Parents) (Metric 1.9)
- Chronic Absenteeism Rate (Improved 11% from "Baseline" to "Year 2") (Metric 1.11)

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.

There were no changes to planned goal or target outcomes.

The following changes were made in the actions:
- Many educational partners discussed or implied that simplifying the LCAP Goals/Actions detail would be helpful. For the 2026-2027 school year the LCAP was simplified from 13 pages to 7 pages. Please note we took out many of the specific details in order to simplify the document, but overall content remains the same.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS (Multi-Tier Systems of Support)	Utilize MTSS to support student success by meeting their academic, physical, social-emotional, and mental health needs, including the coordination of trauma-informed health, mental health, and social services. • Processes and Systems: Explore, implement, refine and evaluate MTSS processes and systems. Ensure multi-tiered system of academic, health, and social supports provide personalized resources within and beyond the classroom to address and prevent developmental detours, including conditions of trauma and adversity. **Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail**	$348,130.66	Yes
3.2	Academic Support	Provide academic support for struggling students, especially for English learners, low income, and foster youth. • Identification: Identify students in need of additional support (universal screener AR/Star), • Intervention: Provide intervention support through evidence-based programs, small class sizes-Learning Recovery Block funded, in class support, intervention groups, targeted instruction, after school programming, summer school, advisory time (AVJSHS), Credit retrieval opportunities (AVJSHS) • Evaluation: Review data to determine effectiveness of support efforts.	$184,755.04	Yes
3.3	Social/ Emotional and Mental Health	Provide social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior. • Positive Recognition: Provide regular recognition to students for effort, attendance, behavior and modeling (attendance, behavior,	$100,617.42	Yes

Action #	Title	Description	Total Funds	Contributing
		academic, citizenship, growth, honor roll, student of the month, etc). • SEL Curriculum: AVES:Implement the CASEL-aligned Second Step SEL curriculum and use data-driven practices to monitor student progress and guide support. AVJSHS: Explore and integrate embedded Social-Emotional Learning (SEL) practices, leveraging the community schools framework, partnerships with organizations such as Tapestry, and school personnel to deliver targeted instruction in areas such as behavior, self-management, and relationship skills. • Mental Health Services Provide counseling and mental health services to all students as needed or requested. Collaborate with outside agencies and Drug and Alcohol education and therapy, and counseling to provide services that are not provided internally due to staffing limitations (if funds are available).		
3.4	Student Health	Ensure opportunities for learning about and developing healthy lifestyles. • Wellness: Physical Fitness, Nutrition Education, Drug and Alcohol Prevention programs • Anderson Valley Health Center: Foster collaborative partnerships with the Anderson Valley Health Center (vaccination, Human Health Development, other needs of the community) and support capacity building within the Health Center.	$62,909.67	Yes
3.5	English Learner Support	Improve English Language Learner proficiency and achievement in the English Language Development standards and the English Language Arts Standards by providing. • EL Coordination: Administer the ELPAC, monitor reclassification process, and supporting ELAC and DELAC groups. • Language Acquisition Programs for the district is Structured English Immersion (SEI) • English Language Development: Provide English Language Development support for English Learners. • Newcomer ELD: Provide newcomer ELD Support and reevaluate annually.	$143,163.72	Yes

Action #	Title	Description	Total Funds	Contributing
		• Long-Term English Learners (LTEL): Provide targeted MTSS supports for Long-Term English Learners (LTELs) to accelerate their progress toward English language proficiency • Professional learning: Details related to professional learning, including support for English Learners is listed in action 2.2.		
3.6	Students with Disabilities	Provide comprehensive services for students with exceptional needs that focus on developing academic, social-emotional, and living skills for all students. Special Education and Resource programs focus on the implementation of an MTSS Framework and non-categorical service delivery. The District works closely with SELPA and other local agencies to ensure that students have proper access to transitional, mental health, and other appropriate services.	$0.00	No
3.7	Attendance / Chronic Absenteeism	Leverage resources to decrease chronic absenteeism and increase attendance rates. [Also see Action 1.5 Student Engagement] • Data Analysis: Monitor and analyze student attendance data • Assist families with barriers to student attendance • Student and Family Strategies: Implement strategies to incentivize students to increase school attendance (SART meetings, communication, meetings, District Attorney's office)	$0.00	Yes
3.8	Technology	Maintain and update classroom technology, digital learning resources, teaching technology and student tools. Provide digital instructional resources and software to students to support student academic achievement and intervention. Utilize technology to differentiate instruction and monitor student progress	$52,418.82	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Extended/ Expanded Learning Time and Opportunities	Provide extended learning time and opportunities that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). AVES: Support and foster the benefits of a well-rounded education that includes activities that enrich a students education both within and outside the classroom. Examples include: Weekend academic and enrichment time, - Enrichment opportunities during the school day, Extracurricular clubs in After School Program, Field Trips Provide opportunities for students to explore non rural communities and activities. AVJSHS: Provide enrichment activities that go above and beyond regular curriculum, including extracurricular activities for all students that emphasize the arts, physical activity and athletics, healthy lifestyles and nutrition, and community oriented service and activities. Examples include: service learning team (club), field trips, dual enrollment, enrichment clubs, contracting with a private service to complete the behind the wheel drivers Ed for our students.	$597,366.01	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,340,515	$155,489

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
28.337%	0.000%	$0.00	28.337%

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
1.1	**Action:** Community Schools Partnership **Need:** The California Community Schools Partnership Program aims to “transform educational outcomes for our most vulnerable students through establishing whole child, whole family, and whole community connections at the school sites.”	This action addresses the need by providing the support necessary to establish the district as a Community School, apply for funding to become a Community School, and implement the plan and priorities of a Community School. This action is provided on an LEA-wide basis in order to maximize impact in improving CA dashboard metrics to all students. This action will create the opportunity to significantly improve CA Dashboard data for low-income students, English	-Become a Community School -Receive Grant Funding to implement Community School Model -CA Dashboard Metrics for low-income and English Learners (ELA, Math, Chronic Absenteeism, Suspension) will significantly improve three

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
	AVUSD is a rural community with 83% low-income, 31% English learners, and 12% Students with disabilities. We have a high degree of academic and social-emotional needs. Educational partners feedback sessions have determined that the Community Schools Partnership Program would be a great fit in supporting the needs of our community and of all our students, especially our unduplicated student population. **Scope:** LEA-wide	Learners, Homeless and Foster Youth because Community Schools Partnership Program is specifically designed to address their identified needs.	years after full implementation of Community Schools Grant (if funded)
1.2	**Action:** Family/Guardian Engagement **Need:** According to the CDE "Research has shown that strong family-school partnerships lead to improved student outcomes." Educational partner engagement sessions with families and staff have demonstrated a need for family engagement events and bilingual support **Scope:** LEA-wide	This action addresses the need by providing bilingual assistance, family engagement activities/events, and communication with families to help increase family engagement and support. This action is provided on an LEA-wide basis in order to maximize impact in improving family engagement data throughout the district. This action will create the opportunity to improve family engagement for low income, English Learners and Foster Youth families because the action is designed to address these families identified needs (bilingual, events that build community and students focused).	As a small school district with a majority of low-income students, we will also monitor the following school level data for all families: -Family Engagement Local Indicator -Increase # of participants at events -Increase % of selected family survey questions
1.3	**Action:** Student Safety **Need:**	This action addresses the need by providing needed supervision, behavior management, and 1:1 meeting support and as needed support.	We will monitor the following data for low-income students, English Learners, and Homeless:

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
	According to the CDE, "A growing body of research shows that school climate strongly influences students' motivation to learn and improve academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with support to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to violence—in addition to helping them achieve academically." Decreasing suspension rate is a prioritized need. The district, and the low-income subgroup, are currently at the "Red Level" on the CA Dashboard. Suspension Rate: Low-income: 9.6%; Homeless: 11.4%, and English Learner: 5.5% (compared to 8.8% for all students and 3.5% for the state). **Scope:** LEA-wide	This action is provided on an LEA-wide basis to maximize impact in improving suspension rates for all students. This action will create the opportunity to improve suspension rate for low income students, English Learners, and homeless students because the action is designed to address these student groups' identified needs (supervision, behavior management, 1:1 meetings).	-Suspension Rate (decrease) As a small school district with a majority of low-income students, we will also monitor the following school level data for all students: -CHKS Survey Selected Questions
1.4	**Action:** Physical Environment **Need:** According to the CDE, "research has found that school facilities can have a profound impact on both teacher and student outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health,	This action addresses the need by ensuring the completion of facility projects, applying for additional facility funding, and identifying additional needs. This action is provided on an LEA-wide basis to improve the facilities throughout the district and support all students. This action will create the opportunity to improve student outcomes for low-income students, English Learners and Foster Youth because the action is designed to address	-# of deficiencies on the FIT Report (decrease) -Completion of facility projects

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
	behavior, engagement, learning, and growth in achievement." In 2023-2024 there were 18 instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies). The community approved a bond to help improve the facility conditions. During educational partner engagement sessions facilities were prioritized as the most important issue to address. **Scope:** LEA-wide	these students' groups identified needs based on research.	
1.5	**Action:** Student Engagement **Need:** As part of California's Whole Child Model, student engagement is a key component, and the desire is that "Students are actively engaged in learning and are connected to the school and broader community." Decreasing chronic absenteeism is a prioritized need. The district, and majority of subgroups, are currently at the "Red Level" on the CA Dashboard. Chronic Absenteeism Rate: low-income: 43%; Homeless: 47%, and English Learner 43% (compared to 42% for all students and 24% for the state). Educational partner engagement sessions have provided specific ideas on how to improve student engagement, connectedness, and attendance.	This action addresses the need by providing ways for students to connect with the school environment (athletics, field trips) and ways for students to be excited and want to attend school (drivers ed, CAD technology, student incentives, etc). This action is provided on an LEA-wide basis to maximize impact in improving engagement data for all students. This action will create the opportunity to improve chronic absenteeism for low income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs based on educational partner feedback.	We will monitor the following data for low-income students, English Learners, and Homeless: -Chronic Absenteeism (Improve) -Attendance Rate (Improve) As a small school district with a majority of low-income students, we will also monitor the following school level data for all families: -CHKS Survey Question

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
	Scope: LEA-wide		
2.1	**Action:** Highly Qualified Staff **Need:** According to the CDE, "Gaining new instructional techniques or an enhanced understanding of content is an important step in ensuring that students learn and thrive." In order to create effective change for our students, especially socioeconomically disadvantaged students, English Learners and Homeless educators must engage in effective professional learning. Currently, we have the following number of red areas for SED, EL, Homeless on the CA dashboard: -AVUSD: Low-income: 2, EL: 2, Homeless: 1 -AVES: Low-income: 1 EL: 2 -AVJSHS: Low-income: 1 EL: 1 **Scope:** LEA-wide	This action addresses the need by providing professional learning (mentoring for teachers) specifically designed to support unduplicated students and improve suspension rates, chronic absenteeism rate, mathematics scores. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based	We will monitor the following data for low-income students, English Learners and homeless: -# of LEA/school indicators at the red level (decrease)
2.2	**Action:** Professional Learning **Need:** According to the CDE, "Gaining new instructional techniques or an enhanced understanding of content is an important step in ensuring that students learn and thrive."	This action addresses the need by providing professional learning specifically designed to support unduplicated students and improve suspension rates, chronic absenteeism rate, mathematics scores. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data	We will monitor the following data for low-income students, English Learners and homeless: -# of LEA/school indicators at the red level (decrease)

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
	In order to create effective change for our students, especially socioeconomically disadvantaged students, English Learners and Homeless educators must engage in effective professional learning. Currently, we have the following number of red areas for SED, EL, Homeless on the CA dashboard: -AVUSD: Low-income: 2, EL: 2, Homeless: 1 -AVES: Low-income: 1 EL: 2 -AVJSHS: Low-income: 1 EL: 1 **Scope:** LEA-wide	for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based practices.	
2.4	**Action:** Instructional Materials **Need:** Our low-income and English Learners (EL) students are scoring lower than all students and lower than the state in ELA and Math. (Baseline data: low-income: ELA 45 points below standard, Math 94 points below standard English Learners: ELA 69 points below standard, Math 114 points below standard) **Scope:** LEA-wide	This action addresses this need by providing additional instructional materials (such as Imagine Learning, supplemental materials) and progress monitoring online programs to support students who are struggling and analyzing data to determine resources to improve outcomes. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs.	We will monitor the following data for low-income students, English Learners, and Homeless: -CA Dashboard Data for ELA and Math
2.5	**Action:** Academic Focus Areas **Need:**	This action addresses the need by providing mathematics support services, specifically at the high school for the 2024-2025 school year.	We will monitor the following data for low-income students: -a-g completion

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
	Mathematics is an area of focus for the 2024-2025 school year. Successfully passing mathematics is important for high school graduation and a-g completion. On Dataquest, the a-g completion rate for low-income graduates of the class of 2023 was 28% (compared to 33% for all students and 42% for the state). On the 2023 CA Dashboard for Mathematics all students scored 94 points below standard, while our subgroups scored: -EL: 114 points below standard (compared to 93 for the state) -Low-income: 94 points below standard (compared to 81 for the state) -Homeless: 91 points below standard (compared to 101 for the state) **Scope:** Schoolwide	This action is provided on an LEA-wide basis, however, the LCFF funds are specific to just AVJSHS to help improve CA Dashboard data, a-g completion and D and F rates. This action will create the opportunity to improve CA dashboard data for low income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based practices (additional support in math for students).	We will monitor the following data for low-income students, English Learners, and Homeless: -CA Dashboard Math Indicator
2.6	**Action:** College and Career **Need:** College and Career preparation is important for all our graduates. On the 2023 CA Dashboard only 36% of our students were considered "prepared" as compared to state data of 44%. For our low-income students only 32% of students are considered prepared, compared to state data of 35%. On Dataquest, the a-g completion rate for low-income graduates of the class of 2023 was	This action addresses the need by providing college and career support, advising services, and personalized learning plans. This action is provided on a schoolwide basis to maximize impact in improving college and career data for all secondary students. This action will create the opportunity to improve college and career indicator data for low-income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based practices (specific advising,	We will monitor the following data for low-income students: -College and Career Indicator (CA Dashboard) -a-g Completion -Graduation Rate

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
	28% (compared to 33% for all students and 42% for the state). **Scope:** Schoolwide	seminar, training, and personalized learning plans).	
2.7	**Action:** Career Technical Education & Pathways **Need:** College and Career preparation is important for all our graduates. CTE courses and the skills they provide for our students are incredibly important to all educational partners. On the 2023 CA Dashboard (additional reports) 17% of low-income students completed at least one CTE Pathway (compared to 18% for the district and 57% for a neighboring district with similar demographics) **Scope:** Schoolwide	This action addresses the need by providing additional CTE advising, classes, and support to increase the number and percent of students completing CTE Pathways. This action is provided on a schoolwide basis to maximize impact in improving CTE pathways data for all secondary students. This action will create the opportunity to improve CTE Pathway Completion data for low-income students because the action is designed to address these student groups' identified needs (CTE course offerings are based on student interest and CTE courses have been streamlined in order to provide pathway).	We will monitor the following data for low-income students: -% CTE Pathway Completion
3.1	**Action:** MTSS (Multi-Tier Systems of Support) **Need:** According to the CDE, "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns	This action addresses the need by ensuring effective implementation and management of the MTSS process in order to support students in need, especially low-income students, English Learners, Homeless, and Foster Youth. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, Homeless	We will monitor the following data for low-income students, English Learners, and Homeless: -# of LEA/school indicators at the red level (decrease)

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
	academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." Currently, we have the following number of red areas for SED, EL, Homeless on the CA dashboard: -AVUSD: Low-income: 2, EL: 2, Homeless: 1 -AVES: Low-income: 1 EL: 2 -AVJSHS: Low-income: 1 EL: 1 **Scope:** LEA-wide	students and Foster Youth because the California MTSS Framework is specifically designed to address these student groups' identified needs.	
3.2	**Action:** Academic Support **Need:** Our low-income and English Learners (EL) students are scoring lower than all students and lower than the state in ELA and Math. (Baseline data: low-income: ELA 45 points below standard, Math 94 points below standard English Learners: ELA 69 points below standard, Math 114 points below standard) **Scope:** Schoolwide	This action addresses this need by providing additional academic support (on demand tutoring, lower class sizes) to students who are struggling and analyzing data to determine resources to improve outcomes. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs.	We will monitor the following data for low-income students, English Learners, and Homeless: -CA Dashboard Data for ELA and Math

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
3.3	**Action:** Social/ Emotional and Mental Health **Need:** According to the CDE, "Two decades of research confirm that evidence-based SEL contributes to important student outcomes, including academic attainment (on average SEL programs improved students' academic performance by 11 percent) and "improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (Durlak et al., 2011). Social and emotional competencies are essential to college and career readiness and success and also associated with longer term benefits, such as improved economic mobility and decreased likelihood of being incarcerated. In sum, SEL is an essential piece of the developmental and societal puzzle in ensuring more equitable outcomes for our children and young people." Educational partner engagement sessions have demonstrated a need to support students socially, emotionally, and mentally. In addition, this is a prioritized area for Community Schools Partnership Program. **Scope:** LEA-wide	This action addresses this need by providing needed counseling support and social-emotional learning activities for students with the ultimate goal of improving student outcomes. This action is provided on an LEA-wide basis to maximize impact in improving Social-Emotional data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, Homeless students and Foster Youth because Social-emotional learning is specifically designed to address these student groups' identified needs.	As a small school district with a majority of low-income students, we will also monitor the following school level data for all students: -CHKS Survey Selected Questions
3.4	**Action:** Student Health	This action addresses this need by providing opportunities for physical activity to students.	As a small school district with a majority of low-income students, we will

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: According to the CDE, "Physical education significantly contributes to students' well-being; therefore, it is an instructional priority for California schools and an integral part of our students' educational experience. High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement." There is evidence that low-income students are not being provided with the same level of physical activity as their affluent peers as described in a NY Times 2023 article. **Scope:** LEA-wide	This action is provided on an LEA-wide basis to maximize impact in improving physical activity for all students. Regular physical activity is crucial for overall health, mental well-being, and academic success. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs (engaging in physical activity).	also monitor the following school level data for all students: -Participation rate on Physical Fitness Test -Selected CHKS Survey
3.7	**Action:** Attendance / Chronic Absenteeism **Need:** This is an area of prioritized need based on the CA Dashboard. The district, and majority of subgroups, are currently at the "Red Level" on the CA Dashboard. Chronic Absenteeism Rate: low-income: 43%; Homeless: 47%, and EL 43% (compared to 42% for all students and 24% for the state). **Scope:**	This action addresses the need by working closely with families on improving attendance outcomes for students who are chronically absent and implementing ways to increase student engagement. This action is provided on an LEA-wide basis to maximize impact in improving Chronic Absenteeism rate for all students. This action will create the opportunity to improve chronic absenteeism for low income students, English Learners, Homeless students and Foster Youth because the action is designed to address these	We will monitor the following data for low-income students, English Learners, and Homeless: -CA Dashboard: Chronic Absenteeism (Decrease)

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	students groups identified needs and desires from educational partner engagement sessions.	
3.8	**Action:** Technology **Need:** Supporting each student with personalized learning goals can be challenging. Technology provides an effective way to differentiate instruction/learning and to monitor student progress. Maintaining technology devices, digital instructional resources and software to students are needed to support student academic achievement and intervention. **Scope:** LEA-wide	The action addresses the need by utilizing technology to provide differentiation opportunities in the classroom. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve student outcomes for low-income students, English Learners, Homeless students and Foster Youth because differentiation is designed to address these student groups' identified needs.	We will monitor the following data for low-income students, English Learners, and Homeless: -CA Dashboard Academic Indicator: ELA, Math, EL Progress (Improve)
3.9	**Action:** Extended/ Expanded Learning Time and Opportunities **Need:** Provide extended learning time and opportunities that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning) is a Community Schools Pillar and proven research based practices. Currently, we have the following number of red areas for SED, EL, Homeless on the CA dashboard: -AVUSD: Low-income: 2, EL: 2, Homeless: 1	This action addresses the need by providing support and activities after school for students. Expanded Learning Opportunities are crucial for students as they provide additional time and diverse environments to deepen learning beyond the traditional school day. These programs help bridge gaps in academic achievement, foster social-emotional development, and expose students to new skills and experiences. By engaging in these opportunities, students can explore their interests, receive personalized support, and develop critical thinking and collaboration skills that are essential for success in both school and life. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-AVES: Low-income: 1 EL: 2 -AVJSHS: Low-income: 1 EL: 1 **Scope:** LEA-wide	for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, Homeless students and Foster Youth because Expanded Learning Opportunities are specifically designed to address these student groups' identified needs.	

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
3.5	**Action:** English Learner Support **Need:** California's mission for English Learners is "California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California." Currently, 60% of AVUSD's English Learners are making progress towards English language proficiency as demonstrated by the English Learner Progress Indicator (ELPI). (AVJSHS: 51%, 66% AVES:66%). Although	This action addresses the need by providing the support to English Learners necessary for improving outcomes for English Learners (support courses and EL coordinator).	We will monitor the following data for English Learners -CA Dashboard: Improve English Learner Progress Indicator (ELPI) -Decrease LTEL's

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	this percentage is much higher than the state, it is important to continue the work we are doing. On Dataquest for 2022-2023, 21 students were designated as Long-Term English Language Learners **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.

N/A

Additional Concentration Grant Funding

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

The Additional Concentration Grant Funding 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 by:

- Math Support
- Career Counselor
- Library Student Support

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	N/A	24:377

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	30:377

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,730,588	1,340,515	28.337%	0.000%	28.337%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,340,515.00	$1,286,602.65	$0.00	$388,750.64	$3,015,868.29	$2,488,879.61	$526,988.68

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	Community Schools Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$269,021.49	$2,700.00	$0.00	$271,721.49	$0.00	$0.00	$271,721.49	
1	1.2	Family/Guardian Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$176,235.82	$27,000.00	$169,824.82	$33,411.00	$0.00	$0.00	$203,235.82	
1	1.3	Student Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$85,704.82	$1,000.00	$86,704.82	$0.00	$0.00	$0.00	$86,704.82	
1	1.4	Physical Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$157,354.84	$98,187.11	$86,672.44	$156,251.37	$0.00	$12,618.14	$255,541.95	
2	2.1	Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$7,805.33	$16,207.00	$7,805.33	$0.00	$0.00	$16,207.00	$24,012.33	
2	2.2	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$35,028.02	$0.00	$0.00	$35,028.02	$0.00	$0.00	$35,028.02	
2	2.3	Implementation and Assessment of the Standards/ Competencies	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.4	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$77,104.03	$10,000.00	$67,104.03	$0.00	$0.00	$77,104.03	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Academic Focus Areas	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	College and Career	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	ongoing	$222,692.63	$0.00	$222,692.63	$0.00	$0.00	$0.00	$222,692.63	
2	2.7	Career Technical Education & Pathways	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	ongoing	$327,909.63	$22,556.23	$210,642.82	$139,823.04	$0.00	$0.00	$350,465.86	
3	3.1	MTSS (Multi-Tier Systems of Support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$207,381.52	$140,749.14	$47,572.75	$137,628.09	$0.00	$162,929.82	$348,130.66	
3	3.2	Academic Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	ongoing	$184,755.04	$0.00	$157,925.18	$0.00	$0.00	$26,829.86	$184,755.04	
3	3.3	Social/ Emotional and Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$100,617.42	$0.00	$100,617.42	$0.00	$0.00	$0.00	$100,617.42	
3	3.4	Student Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$62,909.67	$0.00	$62,909.67	$0.00	$0.00	$0.00	$62,909.67	
3	3.5	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$135,570.97	$7,592.75	$124,728.30	$0.00	$0.00	$18,435.42	$143,163.72	
3	3.6	Students with Disabilities	Students with Disabilities	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	Attendance / Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.8	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$52,418.82	$52,418.82	$0.00	$0.00	$0.00	$52,418.82	
3	3.9	Extended/ Expanded Learning Time and Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$515,892.41	$81,473.60	$0.00	$445,635.61	$0.00	$151,730.40	$597,366.01	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,730,588	1,340,515	28.337%	0.000%	28.337%	$1,340,515.00	0.000%	28.337 %	**Total:**	$1,340,515.00
								LEA-wide Total:	$624,526.07
								Limited Total:	$124,728.30
								Schoolwide Total:	$591,260.63

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	**1.1**	Community Schools Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.2**	Family/Guardian Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,824.82	
1	**1.3**	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,704.82	
1	**1.4**	Physical Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.5**	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,672.44	
2	**2.1**	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,805.33	
2	**2.2**	Professional Learning	Yes	LEA-wide	English Learners Foster Youth	All Schools	$0.00	

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 (%)
					Low Income			
2	2.4	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.5	Academic Focus Areas	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	$0.00	
2	2.6	College and Career	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	$222,692.63	
2	2.7	Career Technical Education & Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	$210,642.82	
3	3.1	MTSS (Multi-Tier Systems of Support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,572.75	
3	3.2	Academic Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$157,925.18	
3	3.3	Social/ Emotional and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,617.42	
3	3.4	Student Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,909.67	
3	3.5	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$124,728.30	
3	3.7	Attendance / Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.8	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,418.82	
3	3.9	Extended/ Expanded Learning Time and Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,506,682.07	$2,741,508.15

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**	Community Schools Partnership	Yes	$11,147.99	$11,254.40
1	**1.2**	Family/Guardian Engagement	Yes	$148,991.00	$164,438.62
1	**1.3**	Student Safety	Yes	$89,758.08	$71,724.25
1	**1.4**	Physical Environment	Yes	$11,148.00	$11,147.99
1	**1.5**	Student Engagement	Yes	$116,853.00	$294,080.30
2	**2.1**	Highly Qualified Staff	Yes	$18,819.00	0
2	**2.2**	Professional Learning	Yes	$40,482.00	$93,057.71
2	**2.3**	Implementation and Assessment of the Standards/ Competencies	No	$0.00	0
2	**2.4**	Instructional Curriculum/ Materials/ Resources	Yes	$74,758.00	$21,161.79
2	**2.5**	Academic Focus Areas	Yes	$0.00	0
2	**2.6**	College and Career	Yes	$111,228.00	$166,861.75

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	**2.7**	Career Technical Education & Pathways	Yes	$464,418.00	$410,315.20
2	**2.8**	Academic Enrichment	Yes	$276,629.00	$126,614.25
3	**3.1**	MTSS (Multi-Tier Systems of Support)	Yes	$412,666.00	$412,830.76
3	**3.2**	Academic Support	Yes	$110,777.00	$174,751.95
3	**3.3**	Social/ Emotional and Mental Health	Yes	$138,976.00	$103,235.19
3	**3.4**	Student Health	Yes	$54,450.00	$53,007.34
3	**3.5**	English Learner Support	Yes	$81,179.00	$102,350.47
3	**3.6**	Students with Disabilities	No	$0.00	0
3	**3.7**	Attendance / Chronic Absenteeism	Yes	$0.00	0
3	**3.8**	Technology	Yes	$74,216.00	$62,431.21
3	**3.9**	Extended/ Expanded Learning Time and Opportunities	Yes	$270,186.00	$462,244.97

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,384,963.00	$1,384,708.07	$1,384,963.00	($254.93)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Community Schools Partnership	Yes	$11,147.99	$11,254.40		
1	1.2	Family/Guardian Engagement	Yes	$148,991.00	$164,438.62		
1	1.3	Student Safety	Yes	$89,758.08	$71,724.25		
1	1.4	Physical Environment	Yes	$11,148.00	$11,147.99		
1	1.5	Student Engagement	Yes	$44,354.00	$195,873.54		
2	2.1	Highly Qualified Staff	Yes	$18,819.00	0		
2	2.2	Professional Learning	Yes	$0.00	0		
2	2.4	Instructional Curriculum/ Materials/ Resources	Yes	$22,758.00	0		
2	2.5	Academic Focus Areas	Yes	$0.00	0		
2	2.6	College and Career	Yes	$111,228.00	$166,861.75		
2	2.7	Career Technical Education & Pathways	Yes	$185,804.00	$204,496.77		
2	2.8	Academic Enrichment	Yes	$190,645.00			
3	3.1	MTSS (Multi-Tier Systems of Support)	Yes	$90,457.00	$83,183.52		

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)
3	3.2	Academic Support	Yes	$110,777.00	$174,751.95		
3	3.3	Social/ Emotional and Mental Health	Yes	$138,976.00	$103,235.19		
3	3.4	Student Health	Yes	$54,450.00	$53,007.34		
3	3.5	English Learner Support	Yes	$81,179.00	$82,556.47		
3	3.7	Attendance / Chronic Absenteeism	Yes	$0.00	0		
3	3.8	Technology	Yes	$74,216.00	$62,431.21		
3	3.9	Extended/ Expanded Learning Time and Opportunities	Yes	$0.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,578,829	$1,384,963.00	0	30.247%	$1,384,963.00	0.000%	30.247%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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