

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Anderson Valley Unified School District

CDS Code: 23 65540 0000000

School Year: 2024-25

LEA contact information:

Kristin Larson

Superintendent

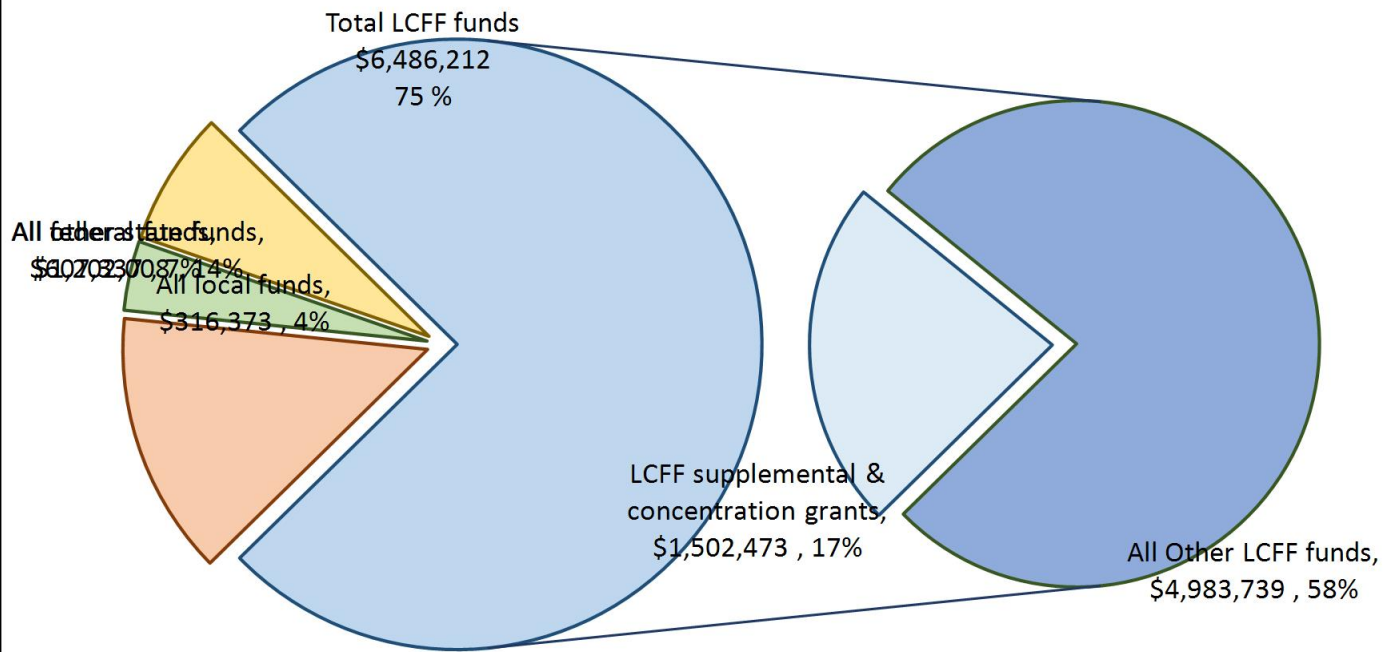
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

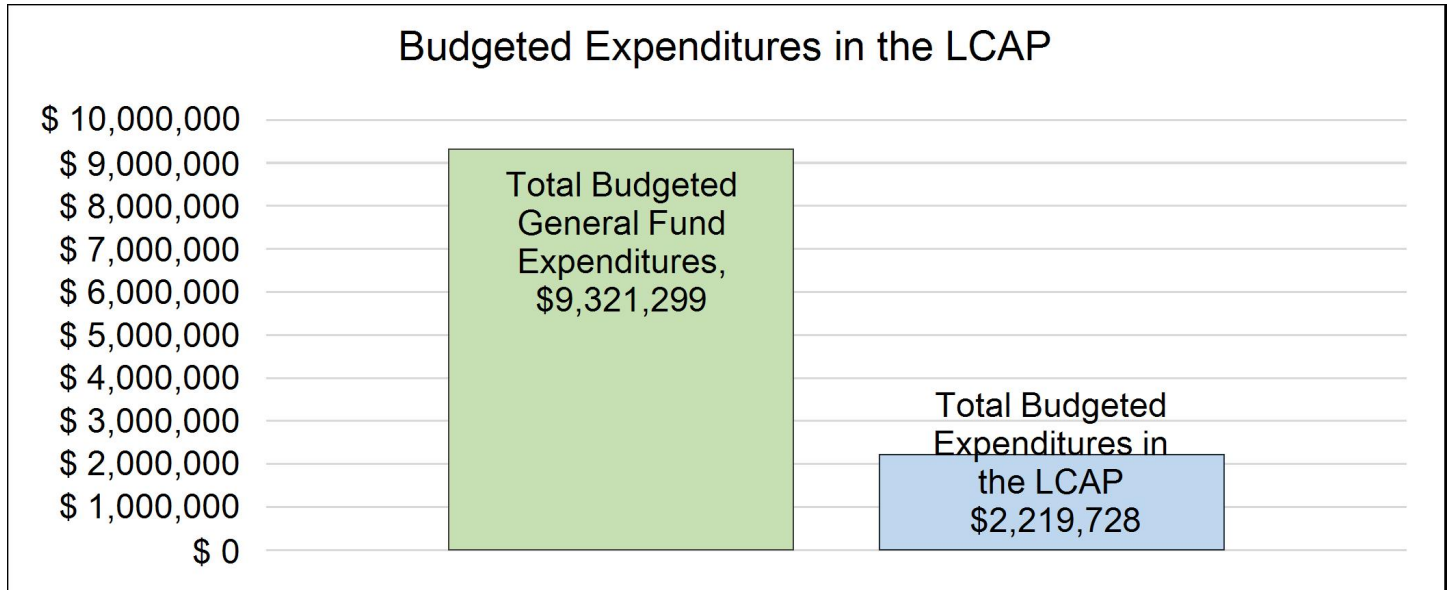


This chart shows the total general purpose revenue Anderson Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anderson Valley Unified School District is \$8,611,930, of which \$6,486,212 is Local Control Funding Formula (LCFF), \$1,202,008 is other state funds, \$316,373 is local funds, and \$607,337 is federal funds. Of the \$6,486,212 in LCFF Funds, \$1,502,473 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Anderson Valley Unified School District plans to spend \$9,321,299 for the 2024-25 school year. Of that amount, \$2,219,728 is tied to actions/services in the LCAP and \$7,101,571 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

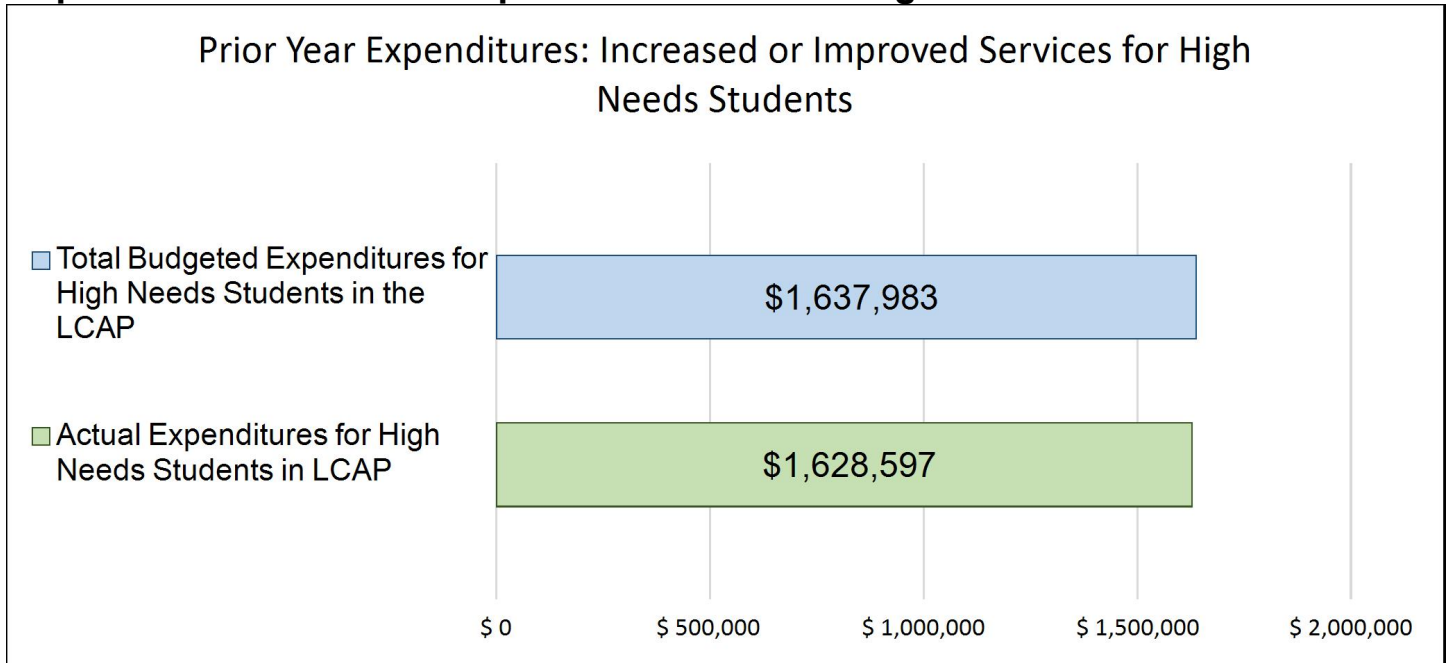
- Special Education
- Transportation
- Facilities (maintenance, custodial, grounds, utilities)
- ESSER, A-G, ELOP,
- General administration costs
- Contribution to Cafeteria

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

In 2024-25, Anderson Valley Unified School District is projecting it will receive \$1,502,473 based on the enrollment of foster youth, English learner, and low-income students. Anderson Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Anderson Valley Unified School District plans to spend \$1,509,216 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

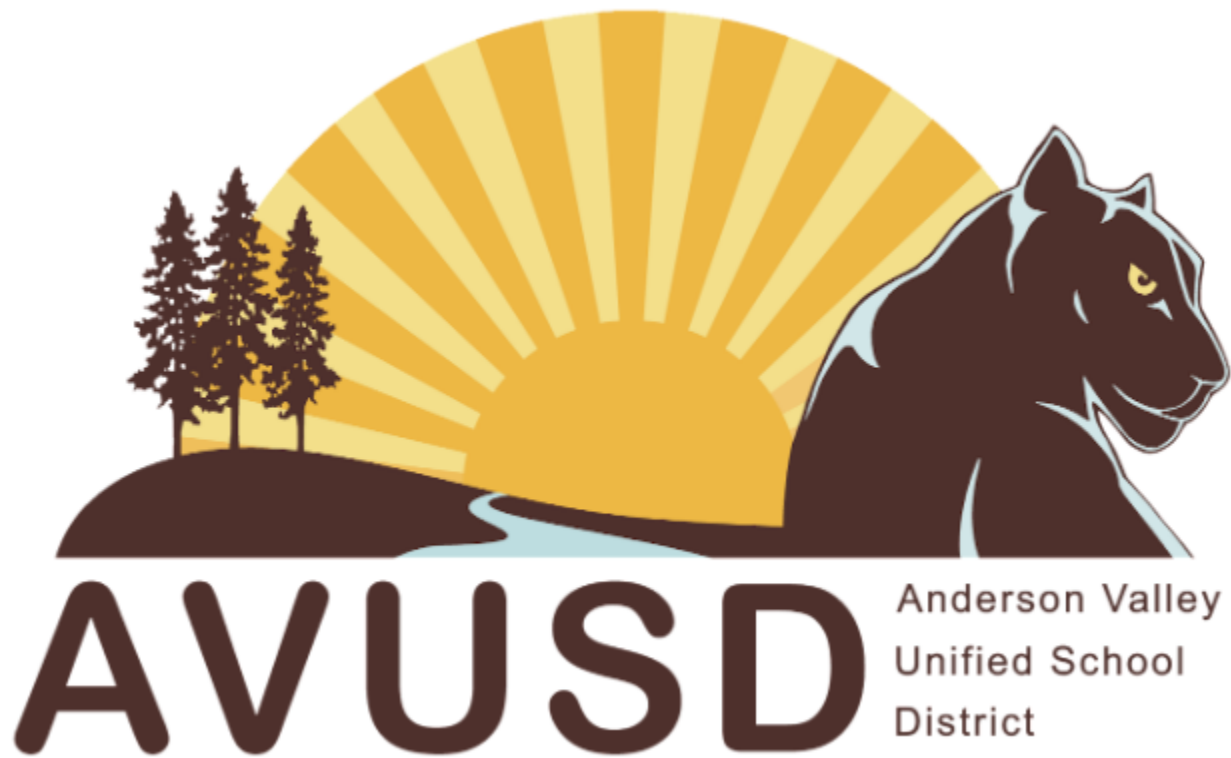


This chart compares what Anderson Valley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Anderson Valley Unified School District estimates it has spent on actions and services that contribute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

The text description of the above chart is as follows: In 2023-24, Anderson Valley Unified School District's LCAP budgeted \$1,637,983 for planned actions to increase or improve services for high needs students. Anderson Valley Unified School District actually spent \$1,628,597 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$9,386 had the following impact on Anderson Valley Unified School District's ability to increase or improve services for high needs students:

For 2023-2024, the District was required to spend 1,628,597 on the "high needs" students of the District, as defined by the LCAP (foster youth, English learner, and Socio Economically Disadvantaged). While the District did not fully spend the amount that was budgeted (\$1,637,983.00) for High Needs Students, the District did meet its obligation to spend at least \$1,628,597. The difference between the budget and the actuals was due being allotted less than excepted for supplemental/concentration funding.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anderson Valley Unified School District	Kristin Larson Superintendent	klarson@avpanthers.org (707) 895-3774

Goals and Actions

Goal

Goal #	Description
1	Improve and Support Student Learning: Improve and support student learning to close achievement gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator (CA Dashboard)	2018-2019 Status: 12 Below Change: Decrease 15 Performance Level: Orange # of Subgroups in Orange or Red: 5	CAASPP results are not available until summer	2022 Dashboard Status: 53 Below Level: Low # of Subgroups in "Very Low" or "Low": 6	2023 Dashboard Status: 42 Below Change: Increased 11 points Color: Yellow	Minimum Goal: 3 point increase each year Ideal Goal: 5 below or higher
Math Academic Indicator (CA Dashboard)	2018-2019 Status: 48 Below Change: Decrease 3 Performance Level: Orange # of Subgroups in Orange or Red: 4	CAASPP results are not available until summer	2022 Dashboard Status: 98 Below Level: Very Low # of Subgroups in "Very Low" or "Low": 6	2023 Dashboard Status: 94 Below Change: Increased 4 points Color: Yellow	Minimum Goal: 3 point increase each year Ideal Goal: 25 below or higher
EL Progress Indicator (CA Dashboard) % of English Learners who progressed at least one ELPI level	2018-2019 Status: 68% Performance: Very High	Data will be available when the new CA Dashboard is updated	2022 Dashboard Status: 55% Performance: Medium	2023 Dashboard Status: 60% Change: Increased 5% Color: Green	Maintain Very High Status (65% and above)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	4% (6 students) (2020-2021) 19% (41 students) (2018-2019)	6 students have been reclassified at AVES 5 students have been reclassified at AVHS	4 students have been reclassified at AVES 7 students have been reclassified at AVHS	13 students have been reclassified at AVES 4 students have been reclassified at AVHS	At least 10%
Instructional Materials (Local Indicator) % of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%	100%	100%	100%
# of Williams Complaints	0	0	0	0	0
Highly Qualified Teachers	100%	100%	80%	Clear: 72%:	100%
Misassignment of teachers	0	0%	7 of 35 (20%)	Out of Field: 13% Intern: 3% Ineffective: 7% Incomplete: 4%	0
Implementation of the Standards (Local Indicator) Detailed data can be found in the Local Indicator Report	"Met"	Met	Met	"Met" (2023 CA Dashboard)	"Met"
Broad Course of Study, including	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated students and students with special needs (Local Indicator) Detailed data can be found in the Local Indicator Report					
Attendance Rate	95% (2019- Feb 2020)	94% AVES (August-February) 90% AVHS (August-February)	90% AVES (August-February) 89% AVHS (August-February)	92% AVES (August-Dec) 92% AVHS (August-Dec) 2023 CA Dashboard - Chronic Absenteeism Status: 42% Change: Increased 6% Color: Red	Greater than 93%
% of EL students who have access to support for gaining academic content knowledge and English language proficiency	100%	100%	100%	100%	100%
Access to/Enrollment in Programs/Services developed and provided to unduplicated pupils	100% of English learners, low-income students, foster youth, and students with disabilities are provided with access	100% of English learners, low-income students, foster youth, and students with disabilities are provided with access	100% of English learners, low-income students, foster youth, and students with disabilities are provided with access	100% of English learners, low-income students, foster youth, and students with disabilities are provided with access	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and individuals with exceptional need	to legally required programs and services and have access to additional services based on our developing MTSS model.	to legally required programs and services and have access to additional services based on our developing MTSS model.	to legally required programs and services and have access to additional services based on our developing MTSS model.	to legally required programs and services and have access to additional services based on our developing MTSS model.	

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year. There were no substantive differences in planned actions and actual implementation of these actions.

- 1.1 Highly Qualified Staff
- 1.2 Professional Learning
- 1.3 Implementation and Assessment of the Standards (and Competencies for High School)
- 1.4 Instructional Curriculum/ Materials/ Resources
- 1.5 Technology
- 1.6 English Learner Support
- 1.7 Academic Support/MTSS
- 1.8 Foreign Language Instruction
- 1.9 Student Engagement
- 1.10 Students with Disabilities
- 1.11 Visual and Performing Arts
- 1.12 Universal Transitional Kindergarten/ Preschool
- 1.13 Attendance

Challenges: The impacts of COVID-19 were the biggest challenges throughout the three-year period. As a district we had to pivot many times and prioritize student health, instead of prioritizing planned initiatives. Due to this some of the desired outcomes were not met over a three-year period (please note the desired outcomes were developed not knowing the real impacts of COVID-19)

- English Learner Progress Indicator was not above the 65% as desired, however, improvement of 5% was made from 2022 to 2023.

- Attendance rate was 92% instead of greater than 93%
- Chronic absenteeism did not improve.

Success: The following metrics accomplished the desired outcome for 2023-2024, demonstrating success towards meeting the goal:

- Math Indicator increased by more than 3 points (CA Dashboard)
- ELA Indicator increased by more than 3 points (CA Dashboard)
- English Learner Progress Indicator increased by 5% (however, was not above the 65% as desired) (CA Dashboard)
- 100% of students with access to their own copies of standards aligned instructional materials for use at school and at home
- 100% Broad Course of Study
- 0 Williams Complaints
- 100% of EL students who have access to support for gaining academic content knowledge and English language proficiency
- 100% of English learners, low-income students, foster youth, and students with disabilities are provided with access to legally required programs and services and have access to additional services based on our developing MTSS model.
- 14 out of 15 AP exams taken were at the 3 or higher level in Spanish

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 Highly Qualified Staff Planned: \$48,282 Estimated Actual: \$25,393 We had less teachers than expected being mentored.
- 1.4 Instructional Curriculum/ Materials/ Resources Planned: \$41,680.00 Estimated Actual: \$60,661 We increased to meet the needs of students
- 1.6 English Learner Support Planned: \$134,460.85 Estimated Actual: \$100,899.89 We had reduced needs than previously expected
- 1.9 Student Engagement Planned: \$188,213.24 Estimated Actual: \$122,460.56) Students did more fundraising as well as receiving private funding.
- 1.11 Visual and Performing Arts Planned: \$133,741.67 Estimated Actual: \$135,650 Had not originally included expenditures from AMBG

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

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

- 1.1 Highly Qualified Teachers: Effective
 - 100% Highly Qualified Teachers

- 0% mis-assignments
- Implementation of the Standards (Local Indicator) Met

1.2 Professional Learning: Effective

- 7 school days dedicated to Staff Development and Continuous Improvement
- Areas of focus for professional development during 2023-2024: Unfinished Learning and Just in Time Supports, Universal Design for Learning (AVES), Addressing Achievement Gaps, Standards Implementation, Multi-Tiered Systems of Supports, Social Studies Weekly, Adoption Explorations (ELA at elementary, math/science at Jr/high), Empathy interviews (to address root cause disengagement issues at the jr/sr high), McKinney Vento Training, ALICE Training (Active Shooter), and CAPS project. Several teachers attending SEL, Math, and agriculture programs over the summer funded by the district. Administrators are participating in ACSA events and mentoring and CSBA activities.
- Local Indicator Report: Implementation of the Standards (“Met”)

1.3 Literacy, Reading and English Language Arts/ Social Science: Effective

- ELA Academic Indicator: All students increased 11 points
- 0 Williams Complaints
- 100% of students have access to standards-aligned instructional materials in ELA and Social Science

1.4 Mathematics/ Science: Effective

- CA Dashboard Math Academic Indicator increased 4 points
- 100% of students have access to standards-aligned instructional materials in mathematics and science.
- 0 Williams Complaints
- 16% met or exceed the standard on CAST 2023

1.6 English Learner Supports: Effective

- 60% making progress towards English language proficiency (51% AVJSHS, 67% AVES, compared to 49% for the State), increased 5.2% compared to 2022 CA Dashboard.
- 100% of EL students have access to support for gaining academic content knowledge and English language proficiency (designated ELD, integrated ELD)
- 142 students are considered Reclassified (RFEP)
- There was a significant decrease of Long-Term English Learners from 2021 to 2023 (52 in 2021 to 21 in 2023)

1.7 Academic Support/MTSS: Effective

- 60% of English Learners making progress towards English language proficiency (2023 CA Dashboard)
- All subgroups increased the distance away from standard met in ELA
- All subgroups, except for English Learners, increased the distance away from standard met in Math.
- Chronic Absenteeism decreased 24% for Homeless students from 2022 to 2023.

1.8 Foreign Language Instruction: Effective

- 8 graduates earned the Seal of Biliteracy which was 19% of the Class of 2023 (4 more students than in 2022)
- 14 out of 15 AP exams taken were at the 3 or higher level

1.9 Student Engagement: Effective

- Attendance Rate (AVES: 91% AVJSHS: 91%, Aug-Mar)
- AVES: Extracurricular clubs in After School Program including: Aikido, Choir, Cheer, Crafting, Art, Ceramics and Sports
- Project Based Learning projects developed
- Dual enrollment courses
- Contracted with a private service to complete the behind the wheel drivers Ed for our students.
- Field Trips: Coloma (Gold Rush), Goat Farm , Ropes Course, Pumpkin Patch, local museums, Ashland, Oregon for Shakespeare experiences, State and National FFA Conferences and Puerto Rico)
- Limited cell phone usage
- Student of the Month at the Junior/Senior High School.
- Zen Den to promote social engagement and interaction during breaks and lunch is available for all students.
- Purchased 5 vans to help with transportation needs

1.12 Universal Transitional Kindergarten/ Preschool: Effective

- 13 TK students were served during the 2023-2024 school year (3 more than 2022-2023)

1.13 Attendance: Area of Prioritized Need

- Chronic Absenteeism increased from 2022 to 2023 by 5.5% (did not improve)
- Daily Huddle-Administrative and Secretarial team to look at attendance reports (immediate phone calls and rides to school and SEL check)
- AVJSHS: Weekly Attendance Race (weekly attendance percentage by class)

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

For the 2024-2025 LCAP cycle we are aligning our goals and actions with the Community School Partnership Program cornerstones, pillars, and conditions of learning. In doing so we rearranged our actions to fit under different goal areas: School Culture, Achievement, and Systems of Support. All actions remain in the LCAP, however, they may be in different goal areas than before. Separating achievement and support into two different goals helped to provide focus for each goal area and associated metrics.

Goal 1 actions that remain in the LCAP, but just under a differently named goal area:

1.1 Highly Qualified Staff is the new 2.1

1.2 Professional Learning is the new 2.2

1.3 Implementation and Assessment of the Standards (and Competencies for High School) is the new 2.3

1.4 Instructional Curriculum/ Materials/ Resources is the new 2.4
1.5 Technology is the new 3.8
1.6 English Learner Support is the new 3.5
1.7 Academic Support/MTSS is the new 3.2
1.9 Student Engagement is the new 1.6
1.10 Students with Disabilities is the new 3.6
1.12 Universal Transitional Kindergarten/ Preschool is the new 3.10

Goal 1 actions that were renamed:

- 1.13 Attendance changed to the NEW 3.7 Attendance/Chronic Absenteeism

Goal 1 actions that were combined into one action:

1.8 Foreign Language Instruction and 1.11 Visual and Performing Arts were combined to form 2.8 Academic Enrichment

In the 2024-2025 LCAP required metrics are associated with each action to assist in better analysis for the goal analysis section.

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

Goals and Actions

Goal

Goal #	Description
2	College and Career Ready: Ensure all students graduate college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Indicator (CA Dashboard)	Class of: 2018: 83% 2019: 86% 2020: 77%	2021: 84%	2022: 93%	2023 Dashboard Status: 98% Change: Increased 5% Color: N/A (low # of students)	Minimum Goal: Increase by at least 1% each year. Ideal Goal: Greater than 90%
College and Career Indicator (CA Dashboard) % considered "prepared for college and career"	Class of: 2018: 47% 2019: 55% 2020: 35%	N/A CCI Indicator is being Updated	N/A CCI Indicator is being Updated	2023 Dashboard Status: 36% Performance Level: Medium	Minimum Goal: Increase by at least 2% each year. Ideal Goal: Greater than 55%
CTE % of seniors completing courses that satisfy the requirements for career technical education sequences or programs of study	2019-2020: 28% (5 of 18)	2021: 11 Students	48% (14 students) completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.	18% (8 students) completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.	40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Drop Out Rate (Cohort Outcome, Class of...) Middle School (MS)	2019 2 students 2020 3 students	2021 0 students MS: 0 students	2022: 1 student MS: 0 students	2023: HS: 0 students MS: 0 students	Maintain 0% dropout rates
A-G % of the class of ____ who met a-g requirements.	2019: 40% (17 students) 2020: 50% (11 students)	2021: 2.7% (1 Student)	2022: 33% (9 students)	2023: 31% (14 students)	Minimum Goal: Increase by at least 2% each year. Ideal Goal: Greater than 50%
A-G+CTE % of students who complete A- G and CTE courses.	2020: 72% (11+5)/22 Students	2021: 2.7% (1 Student)	21% (6 students) met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.	7% (3 students) met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course	Minimum Goal: Increase by at least 2% each year.
ADVANCED PLACEMENT students scoring 3 or higher on AP Exams	2018-2019 22 out of 25 AP exams taken were at the 3 or higher level. 2019-2020 0 out of 1 AP exams taken were at the 3 or	2020-2021 2 out of 4 AP exams taken were at the 3 or higher level(COVID Impacted Year)	2021-2022 9 out of 10 AP exams taken were at the 3 or higher level	2022-2023 14 out of 15 AP exams taken were at the 3 or higher level 6% (1 student) who scored 3 or higher on	Increase the number of AP exams taken

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	higher level (COVID Impacted Year)			at least two Advanced Placement exams.	
EAP % of pupils demonstrate college preparedness pursuant to the Early Assessment Program (EAP)	2018-2019: ELA: 42% Math: 7% 2019-2020 N/A due to COVID	2020-2021 N/A data is suppressed because 10 or fewer students tested.	2022-2023 ELA: 51% Math: 24%	2022-2023 ELA: 51% Math: 16%	Minimum Goal: Increase by at least 2% each year. Ideal Goal: Greater than 25%

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year and there were no substantive differences in planned actions and actual implementation of these actions, except for the following areas:

- 2.1 College Prep Courses and Academic Counseling
- 2.2 Career Technical Education & Pathways
- 2.3 College and Career Supports

2.4 College and Career Readiness Exploration (Elementary):

Challenges: The impacts of COVID-19 were the biggest challenges throughout the three-year period. As a district we had to pivot many times and prioritize student health, instead of prioritizing planned initiatives. Due to this some of the desired outcomes were not met over a three-year period (please note the desired outcomes were developed not knowing the real impacts of COVID-19)

- 36% considered "prepared for college and career" for the class of 2023 (decreased from 55% in 2019)
- 8 students (or 18% of the class of 2023) completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course (decreased from 2022)

Success: The following metrics accomplished the desired outcome for 2023-2024, demonstrating success towards meeting the goal:

- 98% Graduation Rate (CA Dashboard) increased by 4.7% from 2022 to 2023.

- 0 High School and Middle School Dropout rate
- 31% (or 14 students) in the class of 2023 met the UC/CSU Requirements (5 more students than 2022)
- 8 students (or 18% of the class of 2023) completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course (increased from 2021)
- EAP results increased from 2018-2019 to 2022-2023: ELA increased by 9%, math increased by 9%
- We have increased the number of AP exam taken since 2020-2021 to 2022-2023

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 College Prep Courses and Academic Counseling: No Material Differences
- 2.2 Career Technical Education & Pathways: No Material Differences
- 2.3 College and Career Supports: No Material Differences
- 2.4 College and Career Readiness Exploration (Elementary): No Material Differences

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

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

2.1 College Prep Courses and Academic Counseling: Effective

- 98% Graduation Rate (CA Dashboard) increased by 4.7% from 2022 to 2023.
- 36% considered "prepared for college and career" for the class of 2023
- 31% (or 14 students) in the class of 2023 met the UC/CSU Requirements (5 more students than 2022)

2.2 Career Technical Education & Pathways: Effective

- 8 students (or 18% of the class of 2023) completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.
- We added Welding, Computer Science, and a second agriculture teacher.

2.3 College and Career Supports: Effective

- PLP learning plans were revised and being implemented.

- CCGI partnerships to help support students in career pathway development and managing college applications and requirements.
- 31% (or 14 students) in the class of 2023 met the UC/CSU Requirements (5 more students than 2022)
- 14 out of 15 AP exams taken were at the 3 or higher level. 6% (1 student) who scored 3 or higher on at least two Advanced Placement exams.
- EAP results increased from 2018-2019 to 2022-2023: ELA increased by 9%, math increased by 9%

2.4 College and Career Readiness Exploration (Elementary): Effective

- Family engagement opportunities
- Career exploration activities

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

For the 2024-2025 LCAP cycle we are aligning our goals and actions with the Community School Partnership Program cornerstones, pillars, and conditions of learning. In doing so we rearranged our actions to fit under different goal areas: School Culture, Achievement, and Systems of Support. All actions remain in the LCAP, however, they may be in different goal areas than before. Separating achievement and support into two different goals helped to provide focus for each goal area and associated metrics.

Actions that remain in the LCAP, but just under a differently named goal area.

- 2.2 Career Technical Education & Pathways changed to the NEW 2.7 Career Technical Education & Pathways

Actions that were combined into one action:

- 2.1 College Prep Courses and Academic Counseling and 2.3 College and Career Supports and 2.4 College and Career Readiness Exploration (Elementary) were merged into one action 2.6 College and Career

In the 2024-2025 LCAP required metrics are associated with each action to assist in better analysis.

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

Goals and Actions

Goal

Goal #	Description
3	School Culture: Foster respectful, responsible, safe, kind, collaborative and reflective school and district cultures that ensure academic and social/emotional well being for each student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Indicator (CA Dashboard)	2018-2019 18%	Local data: 30% (AVES) (August - January) Please note this is much higher due to COVID 19 quarantine and isolation procedures.	2021-2022 (CA Dashboard) 36%, Very High Status	2023 CA Dashboard - Chronic Absenteeism Status: 42% Change: Increased 6% Color: Red	Minimum Goal: Decline by at least 0.5% each year. Ideal Goal: Less than 10%
Suspension Rate Indicator (CA Dashboard)	2018-2019 (CA Dashboard) 3.7% 2019-2020 (Dataquest) 5.3% (part of the year was distance learning)	2020-2021 (Dataquest) 0.2% (part of the year was distance learning)	2021-2022 (CA Dashboard) 7.1%	2023 CA Dashboard - Suspension Rate Status: 8.8% Change: increased 1.7% Color: Red	Minimum Goal: Decline by at least 0.3% each year. Ideal Goal: Less than 2.5%
Family Engagement (Local Indicator) See local indicator report for more details.	"Met"	"Met"	"Met"	"Met" (2023 CA Dashboard)	Full Implementation on all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Efforts to seek parent input in decision-making</p> <p>Number of surveys submitted (CSPS)</p> <p>Parent and Family Engagement Local Indicator ("Seeking Input for Decision Making" Category) Implementation Status for "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."</p>	2022 Local Indicator: Full Implementation	<p>CSPS: 89 Responses</p> <p>2022 Local Indicator: Full Implementation</p>	<p>(New Metric) CSPS: 27 Responses</p> <p>2023 Local Indicator: Full Implementation</p>	<p>CSPS: 46 Responses</p> <p>2023 Local Indicator: Full Implementation</p>	<p>70+ responses</p> <p>Full Implementation or Full and Sustainable</p>
Campus Safety	<p>2018-2019 Survey</p> <p>AVES Students: 64%</p> <p>AVHS Students: 68%</p> <p>Staff: 85%</p> <p>Parents: 78%</p>	<p>Jan 2022 (average of grade level)</p> <p>ES: 84%</p> <p>MS: 56%</p> <p>HS: 70%</p> <p>Staff (AVJ/S HS): 83%</p> <p>Staff (AVES): 94%</p>	<p>2022-2023 (Student, CHKS Survey)</p> <p>I feel safe at my school" (Strongly agree or agree):</p>	<p>2023-2024 (Student, CHKS Survey)</p> <p>I feel safe at my school" (Strongly agree or agree):</p>	<p>Minimum Goal: Increase by 2% each year</p> <p>Ideal Goal: Greater than 80% for all areas.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>ES: 84% (4th-6th: 62%) (all or most of the time)</p> <p>MS: 36% (7th: 36%, 8th: 35%)</p> <p>HS: 63% (9th: 62%, 10th: 71%, 11th: 56%, 12th: 61%)</p> <p>2022-2023 (Staff, CSSS Survey) “This school is a safe place for students” (Strongly agree or agree):</p> <p>Staff (AVJ/S HS): 92%</p> <p>Staff (AVES): 92%</p>	<p>ES: 5th: 59% 6th: 23% (all or most of the time)</p> <p>MS: 7th: 67%, 8th: 43%</p> <p>HS: 9th: 56%, 10th: 70%, 11th: 57%, 12th: 71%</p> <p>2023-2024 (Staff, CSSS Survey) “This school is a safe place for students” (Strongly agree or agree):</p> <p>Staff (ES/MS/HS): 93%</p>	
Facilities (FIT Report)	2018-2019 AVES: Good AVHS: Good	AVES: Good AVHS: Good	AVES: Fair AVHS: Good	AVES: Good AVHS: Good	AVES: Good AVHS: Good
Facilities (FIT Report- (Local Indicator) instances where facilities do not meet the "good repair" standard	2020-2021 AVES: 14 AVHS: 24	AVES: 23 AVHS: 25	AVES: 21 AVHS: 14	AVES: 15 AVHS: 3	0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Connectedness (Student Survey-AVES)	2018-2019 Survey Data Meaningful participate: 10% High expectations of student success: 35 % Form Caring relationships with students: 28%	Survey Questions (yes, some or most of time) Are you happy to be at this school? 84% Do you feel like you are part of this school? 87% Do you feel close to people at school? 78%	Survey Questions (yes, some or most of time) Are you happy to be at this school? 66% Do you feel like you are part of this school? 58% Do you feel close to people at school? 75%	2023-2024 (Student, CHKS Survey) Are you happy to be at this school? 5th: 100% 6th: 50% Do you feel like you are part of this school? 5th: 92% 6th: 80% Do you feel close to people at school? 5th: 100% 6th: 95% (yes, some or most of time) **Note this switched from local survey to CHKS survey**	Minimum Goal: Increase by 3% each year. Ideal Goal: Greater than 50%
School Connectedness (Student Survey-AVHS)	2018-2019 Survey Data Meaningful participate: 9% High expectations of student success: 39% Form Caring relationships with students: 32%	2021-2022 CHKS District School Climate Report Card School Connectedness Overall MS: 73% HS: 52%	2022-2023 CHKS District School Climate Report Card: School Connectedness Overall MS: 40% HS: 53%	2023-2024 CHKS District School Climate Report Card: School Connectedness Overall MS: 65% HS: 50%	Minimum Goal: Increase by 3% each year. Ideal Goal: Greater than 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Meaningful participation MS: 35% HS: 24% High expectations of student success: MS: 64% HS: 72% Form Caring relationships with students MS: 52% HS: 60%	Meaningful participation MS: 24% HS: 21% High expectations of student success: MS: 51% HS: 64% Form Caring relationships with students MS: 32% HS: 55%	Meaningful participation MS: 32% HS: 30% High expectations of student success: MS: 66% HS: 73% Form Caring relationships with students MS: 44% HS: 62%	
Local Climate Survey (Local Indicator) See local indicator report for more details.	"Met"	"Met"	"Met"	"Met" (2023 CA Dashboard)	"Met"
Expulsion Rate	0% (2019-2020)	0% (August-April)	0% (August-February)	0% (August-January) So far	Less than 1%

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year. There were no substantive differences in planned actions and actual implementation of these actions.

- 3.1 Parent Engagement
- 3.2 Positive Behavior Intervention and Support (PBIS)
- 3.3 Supervision/Student Safety

- 3.4 Social/Emotional
- 3.5 Student Health
- 3.6 Diversity, Equity and Inclusion
- 3.7 Physical Environment
- 3.8 Community

Challenges: The impacts of COVID-19 were the biggest challenges throughout the three-year period. As a district we had to pivot many times and prioritize student health, instead of prioritizing planned initiatives. Due to this some of the desired outcomes were not met over a three-year period (please note the desired outcomes were developed not knowing the real impacts of COVID-19)

- Suspension Rate increased 1.7% from 2022 to 2023
- Chronic Absenteeism increased 6% from 2022 to 2023

Success: The following metrics accomplished the desired outcome for 2023-2024, demonstrating success towards meeting the goal:

- Local Indicator "Parent and Family Engagement" considered "Met"
- FIT Report: AVES Good, AVHS Good.
- The number of instances where facilities do not meet the "good repair" standard have decreased over the year
- Local Indicator "School Climate" considered "Met"
- Expulsion rate 0%
- Overall categories on the CHKS Climate Report Card did not show significant growth.

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 Parent Engagement: No Material Differences
- 3.3 Supervision/Student Safety: No Material Differences
- 3.4 Social/Emotional: \$52,122.08 Estimated Actual: \$73,617.22 We had to increase services to meet the needs of the students
- 3.5 Student Health: No Material Differences

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

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

3.1 Parent Engagement: Effective

- Local Indicator “Parent and Family Engagement” areas of strength: Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes; Multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.
- 78% teachers at this school communicate with parents about what students are expected to learn in class (Staff, CHKS, AVJSHS)
- Increased attendance at home games due to removal of gate fee charges.
- 100% parent attendance rate at Parent Teacher Conferences (AVES)
- 100% parent attendance rate for Personal Learning Plans (AVJSHS)
- Dinners have been very successful (Preschool, ELAC, Student of the Month, Exhibition)

3.2 Positive Behavior Intervention and Support (PBIS): Effective, however, adjustments and additions are needed to improve suspension rates

- Student store is going well at AVES
- Collaborative process to address behavior issues for 8th grade.
- 8.8% Suspension rate (increased 1.7% from 2022 to 2023)

3.3 Supervision/Student Safety: Effective

- Additional campus supervisor at AVJSHS has helped
- 0% Expulsion Rate
- 8.8% Suspension rate (increased 1.7% from 2022 to 2023)
- School Safety Survey
- 93% of staff believe “This school is a safe place for students” (CHKS, Staff Survey 2023-2024)

3.5 Student Health: Effective

- Plans are in DSA for elementary kitchen upgrade to allow for more fresh food production. \$4.7 million grant for Track and Field from CALTrans
- Walk to School Day
- Drug and Alcohol Prevention services
- Physical Education

3.4 Social/ Emotional: Effective

- Keystone Therapies is no longer an outside agency used. Instead, we are working with Tapestry as an outside agency to support students with mental health.

3.7 Physical Environment: Effective

- Construction contracts have been awarded for HS and Science room remodel. Commencing June 8, 2024, period plans for 3 temporary classrooms. Hardship reports are in progress for DSA and OPSC for dome classrooms and gym replacement. Plans are

underway for track and field replacement. Elementary septic project has been completed along with restoration of classroom water and toilets.

3.8 Community: Effective

- Community Schools Grant...Listening Sessions, compiling data,
- Revising new LCAP template to align with Community Schools.

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

For the 2024-2025 LCAP cycle we are aligning our goals and actions with the Community School Partnership Program cornerstones, pillars, and conditions of learning. In doing so we rearranged our actions to fit under different goal areas: School Culture, Achievement, and Systems of Support. All actions remain in the LCAP, however, they may be in different goal areas than before. Separating achievement and support into two different goals helped to provide focus for each goal area and associated metrics.

Actions that remain in the LCAP, but just under a differently named goal area

3.1 Parent Engagement is under the NEW 1.2 Family Engagement

3.2 Positive Behavior Intervention and Support (PBIS) is under the NEW 3.3 Social/Emotional and Mental Health

3.3 Supervision/Student Safety is under the NEW 1.3 Student Safety

3.4 Social/Emotional is under the NEW 3.3 Social/Emotional and Mental Health

3.5 Student Health is under the NEW 3.4 Student Health

3.6 Diversity, Equity and Inclusion is embedded throughout.

3.7 Physical Environment is under the NEW 1.4 Physical Environment

3.8 Community is embedded throughout the NEW Goal 1: School Culture

In the 2024-2025 LCAP required metrics are associated with each action to assist in better analysis.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

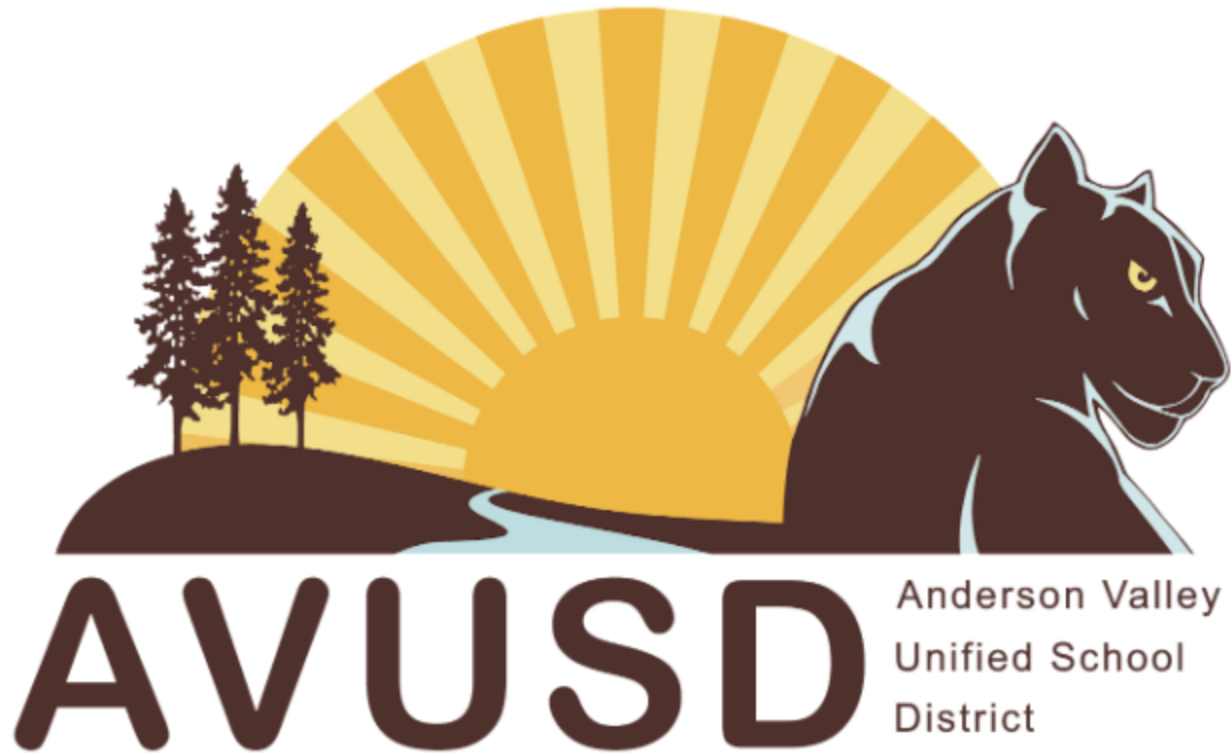
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anderson Valley Unified School District	Kristin Larson Superintendent	klarson@avpanthers.org (707) 895-3774

Plan Summary [2024-25]

General Information

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

The 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 K-6) and Anderson Valley Junior-Senior High School (serves grades 7-12). Our district has around 420 students in K-12, 83% are socioeconomically disadvantaged, 31% English Language Learners, and 12% 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>.

****There are no schools in the district 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.

SUCCESES based on CA Dashboard and Local Data

State indicators where the LEA/School received "green" or "blue" performance level on the 2023 Dashboard for "all students"

-There were no indicators where the LEA/School received "green" or "blue" performance level on the 2023 Dashboard for "all students"

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2023 Dashboard:

AVUSD

-English Learners: English Learner Progress (Green)

-Student with Disabilities: Suspension Rate (Green)

AVES

-English Learners: English Learner Progress (Blue), Suspension Rate (Green)

AVJSHS

-There were no indicators where students groups received "green" or "blue" performance level on the 2023 Dashboard

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 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
-

Overall focus areas are decreasing suspension and chronic absenteeism rate and improving 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 School Safety
- 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

Reference

- AVUSD: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=2365540&scode=&reporttype=schools>
 - AVJSHS: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=&scode=2330900&reporttype=sgroups>
 - AVES: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=&scode=6025084&reporttype=sgroups>
-

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 (see above)

Reflections: Technical Assistance

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

Our district is eligible for Differentiated Assistance for the following student groups based on the 2022 and 2023 CA Dashboard:

- 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)

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

LCAP Actions Related to Areas of Improvement

- 3.7 Attendance / Chronic Absenteeism
- 1.6 Student Engagement
- 1.3 Student Safety
- 3.3 Social/Emotional and Mental Health

Requested Differentiated Assistance Support From MCOE

- Provide a County Office letterhead template and letter that will be included with the AVUSD district letter for attendance that outline the SARB process and what a parent/guardian can expect if absenteeism continues.
- Expand Orr Creek's capacity to handle students 9-12th grade that are unable to operate safely in a mainstream environment.
- Operate a county classroom for students to serve suspensions. The district would be responsible for transportation.

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	Email Draft (2/14/2024); Staff meeting (2/14/2024 and 3/11/2024), CHKS (Jan 2024): 14 Respondents, LCAP Hub Feedback Opportunities (Mar-May 2024)
Principals/Administrators	Draft Development (12/6/2023, 12/10/2023, 2/12/2024) Leadership Team Meeting (11/14/2023), Ongoing Feedback Collection via emails, meetings, discussions (Mar-May 2024)
Other school personnel	Classified: CHKS (Jan 2024), LCAP Hub (Mar-May 2024)
Local bargaining units of the LEA	Review of LCAP was provided to local bargaining unit representatives for review and feedback (2/13/2024)
Parents	Parent meetings, LCAP emails (March 2024), CHKS (Jan 2024)
Students	CHKS (Jan 2024) : 5th-6th: 51 Respondents; 7th-8th: 104 Respondents; 9th-12th: 141 Respondents
SELPA (Special Education Local Plan Area Administrator)	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). (2/9/2024)
Schoolsite Councils / School Plans/ Parent Advisory Committee	The schoolsite council provided Community Schools feedback on 10/8/2023 and reviewed and provided feedback of the LCAP (May 2024). 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

Educational Partner(s)	Process for Engagement
	goals and actions) (May 2024). Site Council serves as our Parent Advisory Committee.
English Learner Advisory Councils	In November 2023 feedback was collected from ELAC for Community Schools Input. In May 2024, the superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment. In May 2024, the superintendent responded, in writing, to comments received from the English Learner Parent Advisory Committee and can be found on the LCAP Hub.
Student Advisory Groups	Meetings (2/16/2024)
Public Notification	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) (May 2024)
Public Hearing	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) (June 2024)
Adoption: Public Meeting	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. (June 2024)

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. Based on educational partner feedback from Community School Partnership / LCAP Planning sessions our goals and actions were rearranged to align with Community Based Schools "Conditions of Learning". Full details on the impact to the LCAP based on educational partner engagement can be found on our LCAP Hub at: <https://sites.google.com/avpanthers.org/avusdlcaphub/home>

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]

Actions that remain in the LCAP, but just under a differently named goal area:

- 1.1 Highly Qualified Staff is the new 2.1
- 1.2 Professional Learning is the new 2.2
- 1.3 Implementation and Assessment of the Standards (and Competencies for High School) is the new 2.3
- 1.4 Instructional Curriculum/ Materials/ Resources is the new 2.4
- 1.5 Technology is the new 3.8
- 1.6 English Learner Support is the new 3.5
- 1.7 Academic Support/MTSS is the new 3.2
- 1.9 Student Engagement is the new 1.6
- 1.10 Students with Disabilities is the new 3.6
- 1.12 Universal Transitional Kindergarten/ Preschool is listed as a sub action under 1.3 Implementation and Assessment of the Standards
- 2.2 Career Technical Education & Pathways changed to the NEW 2.7 Career Technical Education & Pathways
- 3.1 Parent Engagement is under the NEW 1.2 Family Engagement
- 3.2 Positive Behavior Intervention and Support (PBIS) is under the NEW 3.3 Social/Emotional and Mental Health
- 3.3 Supervision/Student Safety is under the NEW 1.3 Student Safety
- 3.4 Social/Emotional is under the NEW 3.3 Social/Emotional and Mental Health

- 3.5 Student Health is under the NEW 3.4 Student Health
- 3.6 Diversity, Equity and Inclusion is embedded throughout.
- 3.7 Physical Environment is under the NEW 1.4 Physical Environment
- 3.8 Community is embedded throughout the NEW Goal 1: School Culture

Actions that were renamed:

- 1.13 Attendance changed to the NEW 3.7 Attendance/Chronic Absenteeism

Actions that were combined into one action:

- 1.8 Foreign Language Instruction and 1.11 Visual and Performing Arts were combined to form 2.8 Academic Enrichment
- 2.1 College Prep Courses and Academic Counseling and 2.3 College and Career Supports and 2.4 College and Career Readiness Exploration (Elementary) were merged into one action 2.6 College and Career

Based on educational partner feedback and data analysis, the following sub actions were added to the listed LCAP action:

- Added 1.1 Community Schools Partners as an action to detail components to this framework
- Added an academic focus area to track progress.
- Increased details under 3.2 Academic Support
- Provided more information under 3.7 Attendance/Chronic Absenteeism and 1.3 Student Safety to help improve outcome data.
- Included more language regarding SEL at the secondary level for actions for 1.3 Student Safety, 1.5 Motivation/Student Agency
- Added required action detail for Chronic Absenteeism (3.7 Attendance/Chronic Absenteeism) and Suspension Rate (1.3 Student Safety)
- Purchase additional books for the library, including multiple copies of highly desired books under 2.4 Instructional Curriculum/ Materials/ Resources
- Added additional information related to parent volunteer opportunities (1.2 Family/Guardian Engagement)
- Updated information related to facilities 1.4 Physical Environment
- added SEL curriculum for AVJSHS in 3.3 Student Safety and 3.5 Motivation/Student Agency
- added maintain small class sizes Added 2.2 Academic Support

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			0	

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%			100%	
1.3	FAMILY INPUT (Local Indicator-CHKS Survey) (Efforts to seek parent input in decision making) # parents/guardians responded	2023-2024 46			25+ Surveys	
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	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			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Information and Resources:4 Supporting Students: 5 Supporting Families: 4 Seeking Input Engaging Families: 4 Family Engagement: 4 Family Input: 4 Opportunities to Work Together: 4			Supporting Families: 4 Seeking Input Engaging Families: 5 Family Engagement: 4 Family Input: 4 Opportunities to Work Together: 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 to reach and seek input from any underrepresented groups in the school community.	2023 "Full Implementation"			"Full and Sustainable Implementation"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	SUSPENSION RATE (CA Dashboard)	2023 Status: 8.8% Change: Increased 1.7% Color: Red			Less than 5% Not Red	
1.7	EXPULSION RATE	2022-2023 0%			Less than 1%	
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: "This school is a safe place for my child." (Agree or Strong Agree)	2023-2024 Students MS: 63% HS: 52% ES: 5th: 100%; ES: 6th: 61% Staff: 93% Family: MS/HS: 81% ES: 78%			2% increase each year or maintain above 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	SCHOOL CONNECTEDNESS (Local Indicator-CHKS) Overall School Connectedness Category MS/HS-School Climate Report Card ES: CHKS Report	2023-2024 MS: 40% HS: 50% ES: 5th: 58% ES: 6th: 22%			2% increase each year	
1.10	LOCAL CLIMATE SURVEY (Local Indicator) See local Indicator for detailed version.	2023 "Met"			"Met"	
1.11	CHRONIC ABSENTEEISM RATE (CA Dashboard)	2023 Status: 42% Change: Increased 67% Color: Red			Less than 20%	
1.12	ATTENDANCE RATE (Local Data) August-March	2023-2024 92%: AVES 92%: AVJSHS			93%+	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community Schools Partnership	<p>Utilize California Community Schools framework as a school improvement equity-enhancing strategy. As a Community School we will utilize a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. To accomplish this we plan to explore, implement, and enhance the following Community Schools components:</p> <ul style="list-style-type: none">• work closely with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community• Assets-Driven and Strength-Based Practice• Racially Just and Restorative School Climates• Powerful, Culturally Proficient and Relevant Instruction• Shared Decision Making and Participatory Practices• Community Asset Mapping and Gap Analysis• The Community School Coordinator• Site-Based and LEA-Based Advisory Council• Integrating and Aligning with other relevant Programs <p>Actively tap the expertise and knowledge of community members to serve as true partners in supporting and educating students.</p> <ul style="list-style-type: none">• Facilitate Community Schools listening sessions (Oct 2023-Oct 2024)• Draft and submit CCSPP Implementation Grant in Jan 2025	\$12,155.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Continue to offer outreach dinners to gain feedback and insight from families and community Continue to foster community partnerships to enhance student experiences (internships, community service, etc) By March of each year, provide and enhance educational partner engagement opportunities (parent/guardians, classified, students, staff) of the LCAP/SPSA/WASC processes (site council meetings, Hub website, surveys, and events). Continue to provide documentation of the impact the educational partner input had on the development of these documents in the LCAP section “Engaging Educational Partners.” <p>Community Partnerships: Explore various partnerships within the community to support each school and enrichment opportunities</p>		
1.2	Family/Guardian Engagement	<p>Actively tap the expertise and knowledge of families/guardians to serve as true partners in supporting and educating students. Learning opportunities for family members as well as structures and opportunities for shared leadership are important elements of authentic family engagement.[Community Schools Pillar] 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.</p> <p>Communication: Continue weekly communication with parents through Parent Square, Aeries Communications and other forms of electronic or hard-copy communication. Use Bilingual staff to assist with interpretation and translation services at all levels of communications including, parent meetings and advisory committees, Site/CTE Councils, DELAC, School Board Meetings and other school committees. Increase bilingual efficacy of staff by sponsoring or supporting training and resources for improving Spanish language skills. Continue to partner with Anderson Valley Advertiser (digital and hard copy) to communicate with families and the community. Continue to provide Community/family dinners (family art night, exhibitions dinner, FAFSA dinner, senior awards night, and other school related events, sports evening, college fair) as opportunities to gather</p>	\$237,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>feedback</p> <p>Communicate Student Progress: AVES</p> <ul style="list-style-type: none"> • Offer Parent Teacher Conferences, access to Aeries Parent Portal and evening activities such as: Back to School Night, Family Arts Night, and Open House to review student progress. Coffee with the Principal and ELAC. <p>AVJSHS:</p> <ul style="list-style-type: none"> • Sustain and enhance 6 year Personal Learning Plans for each AVHS student to review student progress and engage parents in student academic progress. Support the parent-student-teacher connection through ongoing communication of progress on Personal Learning Plans with parents in addition to two in person meetings per year. Ensure that advisor assignment remains stable for the two years of Middle School and the Four Years of High School. <p>FAFSA Application support dinner California College Guidance Initiative student portals</p> <p>Events: Provide opportunities for parents and families to participate in school functions through volunteer opportunities and extracurricular activities and opportunities for parents on supporting student academic success by creating supportive home environments for student learning. Require parents of students participating in Athletics to attend an athletics/drug education meeting.</p> <p>Volunteer Opportunities: Offer various volunteer opportunities for families to participate in and support such as: Panther Parent Squad, chairperson for special events (Science Fair, Athletic Events), Booster Club volunteers, Snack Shack Operation.</p>		

Action #	Title	Description	Total Funds	Contributing
1.3	Student Safety	<p>Ensure students, staff, and families feel safe on campus. AVUSD commits to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions [Community Schools Commitment]</p> <ul style="list-style-type: none"> • Ensure proper supervision of students before school, at lunch, during recess and after school. Ensure those supervising students are trained in proper safety and PBIS procedures. • Utilize Restorative Practices [Community Schools Commitment], Positive Behavior Intervention and Support (continue at AVES and restore at AVJSHS), explore Social-Emotional Learning (SEL) curriculum and practices and other evidence-based practices to decrease suspension rate, which will also increase student engagement (action 1.6) and attendance (action 3.7). • Reimagine and implement new discipline practices to include student, staff, and parent reflection on the choices and repair relationships to improve student and staff outcomes in mental health, attendance, and achievement. (Grant Funded) • Establish and refine systems and procedures to ensure effective discipline strategies (accountability systems, in-house suspensions, reflective detention, community service). 	\$172,842.00	Yes
1.4	Physical Environment	<p>Continue to complete bond projects and aggressively seek funding to enhance school buildings and surrounding school areas. Project examples include:</p> <ul style="list-style-type: none"> • All weather track and field (\$4.8mil CALTrans) • Construction on classroom library wing and science rooms wings will commence June 8 2024 • Phase 2 hardship reports for domes and gym building are underway to generate building replacement under hardship funding • Septic system and elementary fully replaced (OPSC) • Transfer line at HS septic system replaced (OPSC and FEMA) • Continue to explore onsite housing for new teachers. • Other priority areas include: communication system, walkways, track and field lighting (if partnership can be found), re-painting interiors and exteriors through the district. 	\$24,311.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Aggressively seek OPSC Hardship funding to restore campus to appropriate levels. 		
1.5	Motivation/ Student Agency	<p>Improve social, emotional and academic outcomes for all students.</p> <ul style="list-style-type: none"> Provide monthly recognition to students for effort, attendance, behavior and modeling (attendance, behavior, academic, citizenship, growth, honor roll, student of the month, etc) AVES: Positive Behavioral Intervention and Supports (PBIS): Continue to implement positive reward systems (student store, rewards center, etc) at AVES. AVJSHS: Explore Social-Emotional Learning (SEL) curriculum and practices to support motivation and student agency. 	\$5,000.00	Yes
1.6	Student Engagement	<p>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</p> <p>Relationships/Student Voice: Foster positive relationships with students to ensure a sense of belonging, connectedness and purpose [Community Schools Conditions of Learning].</p> <p>AVES</p> <ul style="list-style-type: none"> Student surveys Student leadership opportunities: Explore opportunities for rigorous and highly organized youth athletics for elementary aged students. <p>AVJSHS</p> <ul style="list-style-type: none"> Student leadership opportunities, including Junior High and Senior High Leadership Classes Create a student voice component to the Leadership class to increase student feedback in the learning and campus initiatives including student surveys. Education on peer led support groups. Involve students within the LCAP/SPSA/WASC/Community Schools process (as educational partners) Principal sends bi-weekly update to students on campus activities. 	\$126,984.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Engaging Classroom Activities: Provide engaging opportunities in the classroom to support, enhance and make relevant the academic standards and increase students engagement</p> <p>AVJSHS:</p> <ul style="list-style-type: none"> • Project Based Learning: Provide project-based learning opportunities integrated with STEM, the Arts, and core curriculum courses. Provide dedicated collaboration time to the lead trainers. Send teachers to workshops to facilitate this project. • Cell Phone Limitations: Increase engagement by continuing to limit cell phone usage for students and staff within the school day. <p>AVES:</p> <ul style="list-style-type: none"> • Classroom projects integrated into curriculum • Bilingualism: Develop a committee to explore different ways to improve bilingual opportunities for all students. <p>Field Trips: Provide opportunities for students to explore non rural communities and activities. Examples include:</p> <ul style="list-style-type: none"> • AVES: Coloma (Gold Rush), MOSS (Science Camp), Goat Farm , Ropes Course, Pumpkin Patch, local museums • AVJSHS: Ashland, Oregon for Shakespeare experiences, State and National FFA Conferences, Wildlife preserve, and Puerto Rico. Kezurou-kai Japanese Woodworking Conference, College Trips, CSF Field Trip. <p>Learning environment (AVJSHS): Reimage a middle school learning environment and determine what is best for student success by 1) continue to explore secondary scheduling options; expanding electives and clubs; limit transition; and provide opportunities for cross curricular learning opportunities.</p>		

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)	2023-2024 89% 2021-2022 72%			80%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	INSTRUCTIONAL MATERIALS (Local Indicator) % of students without access to their own copies of standards-aligned instructional materials for use at school and at home # of Williams Complaints	2023-2024 0% 0			0% / 0	
2.3	IMPLEMENTATION OF THE STANDARDS (Local Indicator) See local Indicator report for detailed version.	2023 "Met"			"Met"	
2.4	ENGLISH LEARNER ACCESS (Local Dat) % with access to CA Standards, including ELD Standards	2023-2024 100%			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%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	ELA ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2023 Status: 42 Below Change: Increased 11 points Color: Yellow			33 Below	
2.7	MATH ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2023 Status: 94 Below Change Change: Increased 4 points Color: Yellow			85 Below	
2.8	SCIENCE (CAST) % met or exceed	2023 16%			22%	
2.9	PHYSICAL FITNESS TEST (PFT) (SARC) Participation Rate	2023-2024 5th: 100% 7th:100% 9th:96%			95%+	
2.10	A-G (CA Dashboard- Additional Reports) # and % meeting a-g requirements	2023 31% (14 students)			37%	
2.11	CTE (CA Dashboard- Additional Reports)	2023 18% (8 students)			24%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% who successfully completed CTE Pathway requirements					
2.12	CTE and A-G (CA Dashboard- Additional Reports) % of students who have completed a-g AND CTE Pathway requirements	2023 7% (3 students)			13%+	
2.13	COLLEGE AND CAREER INDICATOR (CA Dashboard) # and % "prepared"	2023 Status: 36% Level: Medium			42%+	
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			15+ Exams Maintain 70%+ Passage	
2.15	GRADUATION RATE (CA Dashboard)	2023 Status:98% Change: Increased 5% Color: N/A			95%+	
2.16	SEAL OF BILITERACY (Dataquest) % of most recent class who was awarded the Seal of Biliteracy	2023 19% (8 students)			25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	HS DROPOUT RATE (Dataquest)	2022-2023 1			Less than 2	
2.18	MS DROPOUT RATE (Local Data)	2022-2023 0			0	
2.19	EAP (CAASPP) % met or exceed in 11th grade on CAASPP	2023 ELA: 51% Math: 16%			Increase 2% each year	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Highly Qualified Staff	<p>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.</p> <ul style="list-style-type: none"> • Explore affordable housing options for teachers • Explore and implement innovative recruitment techniques (March - July) • Provide additional opportunities for new teacher or long-term sub support (Aug/Sept): Ongoing partnership with North Coast School of Education In-house mentorship with Retired Teachers; New hire orientation in August; Teacher support for teachers not in induction to support pacing guide creation, intern support, and new assignment support; Expansion of CTE credential teachers. 	\$26,567.00	Yes
2.2	Professional Learning	<p>Collaborative leadership and practices for educators and administrators that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. [Community School Pillar]</p> <p>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.</p> <ul style="list-style-type: none"> • AVJSHS: Establish structured CPT calendar for the year to support school level priorities each year (PBIS, Math, PBL, etc) • AVES: Consistent ELA and Math Trainings, PLCs and ELD • Professional Development Priorities: Staff will receive district-wide professional development and collaborative time that will include the following areas: <ul style="list-style-type: none"> • AVES Priorities: Math and Student Discourse • AVJSHS Priorities: PBL, SEL, Restorative Justice 	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Implementation and Assessment of the Standards/ Competencies	<p>Improve student proficiency and achievement, especially for English learners, low income, foster youth by implementing and assessing California State Standards(English Language Arts, English Language Development, Mathematics, Science, History/Social Science, Foreign Language, Physical Education, Visual and Performing Arts, Health, Career Technical Education).</p> <p>Strategies: Curriculum, teaching, and assessment strategies will feature 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. [Community Schools, Conditions of Learning]</p> <p>AVES</p> <ul style="list-style-type: none"> • Implement report cards assessment measures • Implement accelerated learning strategies and universal design for learning • STAR testing to monitor students growth <p>AVJSHS</p> <ul style="list-style-type: none"> • Continue to develop vertically aligned guides/plans to ensure that competencies and standards are assessed and aligned with lessons and units to improve teaching and student learning by 2025 for all Junior/Senior High classes. • High school will partner with Mendocino College on upper level dual enrollment English courses based on enrollment. • Supplemental software, intervention and support classes • School Librarians manage digital and print resources for students and teachers. • Ongoing benchmark testing to monitor students growth (MAP, Star, etc) 	\$0.00	No
2.4	Instructional Curriculum/ Materials/ Resources	<p>Ensure all content areas have curriculum necessary to fully implement California State Standards:</p> <p>AVES</p>	\$75,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Implement with fidelity adopted curriculum in Math and ELA • Continue to implement Social Studies Weekly in all classrooms 4-6. • Implement K-6 Benchmark ELA Curriculum for TK-6. • Pilot new math curricula (spring 2024) TK-6 • Participate in Math instructional coaching through the county and Rural Mathematics Collaborative • Purchase additional books for the library, including multiple copies of highly desired books. • By 2026-2027 pilot new Science curriculum <p>AVJSHS Only</p> <ul style="list-style-type: none"> • Implement with fidelity adopted curriculum in science (7-12), math 9-12 • Pilot math curriculum 7th-8th • All core subjects adopt standards based curriculum for board adoption by 2024/25, with exception to English which will create a novel study curriculum, for updated board adoption by 2024/25. • Implement Science 7-12 newly adopted curriculum • implement Math 9-12 newly adopted curriculum • Adopt 7th-8th math curriculum in March 2024 and implement in 2024/25 school year. • Curriculum adoptions: Digital content provider (such as Edgenuity) for advanced mathematics. • Continue and enhance Dual Enrollment Coursework with Mendocino College and provide transportation to increase learning experiences. 		
2.5	Academic Focus Areas	<p>Based on 2021-2022 and 2023-2024 data analysis, the following will be our academic focus areas for the 2024-2025 school year:</p> <ul style="list-style-type: none"> • Mathematics: Improve the % met or exceed by at least 3%, increase Math CA Dashboard by 3 points. Increase the % above standard on “Concepts and Procedures” claim area by 5%. 	\$42,153.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	College and Career	<p>Prepare students to be college and career ready when they leave AVUSD. Provide opportunities for students to learn about college, understand what it takes to be college-ready, and support students in preparing for college.</p> <ul style="list-style-type: none"> • CCGI Initiative: Fully support and implement the “California College Guidance Initiative” (CCGI) online tool and program. Coordinate CCGI Data rollover. • Personal Learning Plans: Through advisory time and PLP meetings, ensure all students have 6 year Personal Learning Plans: PLP Process occurs twice annually; Utilize CCGI to continue PLP process; PLP Advisors meet with students to work on short and long term goals, prepare digital portfolios, receive additional academic support, and prepare for student-parent-teacher PLP conferences; Ensure HS Personal Learning Plans and the meetings review four year plans, information on CTE pathways, including how to complete a CTE Pathway, and the courses that meet the a-g requirements. Ensure all students are college and career ready and have a process and plan to achieve their goals; Include students and parents in the scheduling process with the PLP form and the transcript review as a part of the PLP. • Seal of Biliteracy: Increase graduates with state seal of biliteracy and increase the number of students taking Spanish 2, 3, 4 regardless of college plans. Explore AP Spanish pathway and incorporate annual Capstone Experiential field trip if feasible such as Puerto Rico. • State Seal of Civic Engagement: • A-G Completion and College/Career Counseling: Provide academic counseling for all students in grades 7-12 to assist students in understanding what it takes to be college ready. The counselor will also help to increase a-g course offerings, including CTE courses that are a-g and assist in making current classes a-g, and help to increase a-g completion rates. In addition, this person will support dual enrollment opportunities with Mendocino College and Santa Rosa Junior College. Provide ongoing college and career counseling information and activities for students and parents. Provide resources, presentations and informational 	\$140,323.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>sessions to students and families in regards to the UC/CSU A-G requirements, Career Pathways, and scholarship opportunities.</p> <ul style="list-style-type: none"> • PLP Coordinator will oversee all aspects of the Senior Project graduation requirement and provide one-to-one college advising for seniors to navigate through college application processes, student financial aid applications and scholarship applications by utilizing CCGI. • Senior Seminar: Continue to offer the Senior Seminar course that prepares 12th grade students for the successful completion of a capstone Senior Project, assists with college and career support and counseling services, and prepares students for post secondary college and career opportunities. • Careers Course: 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. This course will be taken during an AVHS student's sophomore year. <p>College and Career Activities: Provide College and Career Exploration activities for grades 7-12 (field trips, presentations, speakers, career fairs, college and career fairs) and for grades K-6 (family education, interest and career exploration opportunities).</p>		
2.7	Career Technical Education & Pathways	<p>Sustain and enhance Career Pathways and provide career education, exploration, and opportunities to prepare students for high-skill, high-need and high pay careers. Provide and expand on Career Technical Education courses at the high school level. Leverage local and grant funding to offer comprehensive career education opportunities for all students. Develop a career-focused graduation pathway, funded through the Strong Workforce Program Grant and other grant resources.</p> <ul style="list-style-type: none"> • Sustain and enhance meaningful school/work mentorship connections for real-world work experiences. Create real world campus-based opportunities for work experience with the student apparel store, vending machine projects, opportunities for partnership with off-site college courses delivered by Mendocino College for coursework such as the auto mechanics program and 	\$377,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
		other career-oriented projects. Support student participation in career exploration activities such as COPE Health Solutions.		
2.8	Academic Enrichment	<p>Continue to provide enrichment opportunities Foreign Language, visual and performing arts standards and outdoor science education.</p> <p>Visual and Performing Arts</p> <p>Visual and Performing Arts are embedded into the core curricular programs for grades Pre-K through 12th grade. A comprehensive cross-curricular arts program includes visual arts, drama, communications and media, dance and music, as well as being integrated with literacy and other core standards. Self-expression and creativity are addressed as integral components of the educational program. -AVJSHS: the Arts are aligned to Career Technical Education and Career Pathways. Expand visual and performing arts to the extent possible including music, ceramics, athletics program and photography.</p> <ul style="list-style-type: none"> • AVES: Implement enrichment opportunities for all students 1st-6th grade to include visual and performing arts standards. 	\$210,740.00	Yes

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.
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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)	2023 Status: 60% Change: Increased 5% Color: Green			55%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	RECLASSIFICATION RATE (Local Data) # reclassified	2023-2024 13 students have been reclassified at AVES 4 students have been reclassified at AVHS			20% of previous years LTEL	
3.3	LONG TERM ENGLISH LEARNERS (Dataquest) # of LTEL	2022-2023 21			15 or less	
3.4	SUBGROUPS (CA Dashboard) # of Subgroups at the “red performance level” on one or more state indicators for LEA.	2023 8			0	
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.	100%			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.	100%			100%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS (Multi-Tier Systems of Support)	<p>Students are well known so that they can be well served. 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. [Community Schools Pillar]</p> <ul style="list-style-type: none"> • Ensure MTSS processes and systems are fully developed and functional. Revise as needed. • 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. [Community Schools Conditions of Learning] 	\$18,790.00	Yes
3.2	Academic Support	<p>Provide academic support for struggling students, especially for English learners, low income, and foster youth.</p> <p>AVES</p> <ul style="list-style-type: none"> • Utilize a universal screener (AR/STAR) to identify students in need of tier 2 and 3 support. • Continue to use Barton Intervention • Maintain small class sizes (through Learning Recovery funding) <p>Supplemental math support hours (approximately 7 hours total per week) will be provided to AVES for math coaching</p> <p>AVJSHS</p> <ul style="list-style-type: none"> • Utilize a universal screener (Star) to identify students in need of tier 2 and 3 support. • Support Classes in Math and ELA (Study Skills, Math Support Classes, On Demand Support in Library) • Pilot of Star Assessment measure to see more parent friendly results. • credit retrieval course • After School tutoring • Summer school 	\$55,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • "Learning on Demand": learning support provided in the Library through Learning Recovery Funds • Additional after school tutoring to support core subjects • Structured subject specific tutoring • Utilize advisory time for academic support as needed • Continue on demand tutoring support five days a week throughout the day within the library setting. • Provide schedule math intervention periods where possible on the master schedule. • 9th grade intervention class for English and pre-Algebra to support students that are far behind due to the Pandemic unfinished learning • Advisory (AVJSHS): Reconfigure Advisory groups to provide short term intervention support for 12 students that need smaller group instruction of three or less. Larger Advisory groups assigned to the remaining teachers. 		
3.3	Social/Emotional and Mental Health	<p>Provide social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior. These include self-regulation, executive function, intrapersonal awareness and interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action [Community Schools, Conditions of Learning]</p> <ul style="list-style-type: none"> • SEL Curriculum: Implementing CASEL aligned SEL curriculum for AVES: Lower Grades: Second Step, Upper Grades: Character Strong. AVJSHS: 3 HS teachers doing an SEL course through UC Berkeley • AVJSHS: Explore Social-Emotional Learning (SEL) curriculum and practice • 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). • Coordinate with vendors such as MCHaven, Planned Parenthood and Project Sanctuary for educational opportunities 	\$129,357.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Increase family support with Panther Parent Squad to foster safety on campuses 		
3.4	Student Health	<p>Ensure opportunities for learning about and developing healthy lifestyles.</p> <ul style="list-style-type: none"> Physical Fitness: Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence .Students in grades K-6 receive a 200 minutes bi-weekly or 400 minutes bi-weekly (7-8). Nutrition Education: Healthy eating has been linked in studies to improved learning outcomes and helps ensure that students are able to reach their potential.Provide nutrition education for students in grades K-6 including garden activities and lunchtime support for helping students make healthy food choices. Prevention programs: Offer substance abuse education programs and health classes Drug and Alcohol Prevention: Provide Drug and Alcohol counselor two days per week (K-12). In partnership with the Health Center, provide on demand drug testing and vape detectors. Anderson Valley Health Center: Continue to foster collaborative partnerships with the Anderson Valley Health Center (vaccination, Human Health Development, COVID testing, other needs of the community) and support capacity building within the Health Center. Walk to School Day: Walk to school day (1.6 miles) AVES. 	\$116,855.00	Yes
3.5	English Learner Support	<p>Improve English Language Learner proficiency and achievement in the English Language Development standards and the English Language Arts Standards by providing:</p> <ul style="list-style-type: none"> EL Coordinator: EL Coordinator services will be offered district wide for administering the ELPAC, monitoring reclassification process, and supporting ELAC and DELAC groups. 	\$110,006.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> English Language Development: AVJSHS:Fund three periods of “English for Mastery” to support ELD Tier II and III ELD Students. Continue to use the iLit ELD Curriculum for grades 7-12. AVES: Utilize Benchmark Advance Designated ELD curriculum to support English Learners. Newcomer ELD: Provide two sections of newcomer ELD Support in 24/25 and reevaluate annually. 		
3.6	Students with Disabilities	<p>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.</p> <ul style="list-style-type: none"> Realign program and maintain maintenance of effort. Consolidate IEPs to monthly days to maximize participation and minimize instructional interruptions. Virtual Special Ed teacher to support existing programs and behavior programs. Provide transportation to out of district programs AVJSHS: Continue the supervised Zen Den to promote social engagement and interaction during breaks and lunch. 	\$0.00	No
3.7	Attendance / Chronic Absenteeism	<p>Leverage resources to decrease chronic absenteeism and increase attendance rates.</p> <ul style="list-style-type: none"> Monitor and analyze student attendance data, Assist families with barriers to student attendance Implement updated Tardy Policy Find creative solutions for students with chronic absentee issues (such as early morning phone calls to students who are not present, van service to pick up students, enrichment opportunities 	\$12,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>before school to entice students to get to school (weight room, etc), attendance race, tightening sports policy, offer rides .</p> <ul style="list-style-type: none"> • Implement strategies (such as gift cards) to incentivize students to increase school attendance. • Continue daily Aeries notification to parents/guardians regarding tardies and cut classes. • Refine county generated SARB progressive notification and implement with fidelity • Provide letters and organize meetings to support communication. • Consider attendance Classified Liaison (pending budget) • Continue to solicit partnership with District Attorney's office that to date has not unwilling to support attendance issues. 		
3.8	Technology	<p>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.</p> <ul style="list-style-type: none"> • Redesign of the digital lab to incorporate a software partner for coursework outside of the existing teaching staff capability • Provide digital elective class • Ongoing 1:1 Chromebook upgrades • Cell Phone Lock Up pouches in 7-12 to Increase engagement and focus 	\$50,000.00	Yes
3.9	Extended/ Expanded Learning Time and Opportunities	<p>Provide extended learning time and opportunities that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). [Community Schools Pillar]</p> <p>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.</p> <ul style="list-style-type: none"> • Weekend academic and enrichment time • Enrichment opportunities during the school day 	\$270,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Extracurricular clubs in After School Program including: Aikido, Choir, Cheer, Crafting, Art, Ceramics and Sports • Field Trips Provide opportunities for students to explore non rural communities and activities. Examples include: Coloma (Gold Rush), Goat Farm , Ropes Course, Pumpkin Patch, local museums <p>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.</p> <ul style="list-style-type: none"> • Project based learning (see action 1.6) • Facilitate and provide ongoing/weekly transportation for a dual enrollment Mendocino College classes • Provide extracurricular engagement in clubs, activities and athletic programs to enrich students' educational experience. • Enrichment clubs after school focus on junior high and high school to create enrichment opportunities (such as 3D printer, photography, yearbook, weight room, kick boxing, construction club, and sports. gaming club, art,etc...) • Contracting with a private service to complete the behind the wheel drivers Ed for our students. • Support service learning team (club) student activity club on their project based learning • Continue a program for High School After School Support and Enrichment during (ASSETS Grant) • Field Trips: Provide opportunities for students to explore non rural communities and activities. Examples include: Ashland, Oregon for Shakespeare experiences, College Trips, State and National FFA Conferences and Puerto Rico. 		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,502,473.00	\$182,044

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
31.477%	0.000%	\$0.00	31.477%

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	<p>Action: Community Schools Partnership</p> <p>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.”</p>	<p>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.</p> <p>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</p>	<ul style="list-style-type: none"> • Become a Community School • Receive Grant Funding to implement Community School Model • CA Dashboard Metrics for low-

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
	<p>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.</p> <p>Scope: LEA-wide</p>	Learners, Homeless and Foster Youth because Community Schools Partnership Program is specifically designed to address their identified needs.	income and English Learners (ELA, Math, Chronic Absenteeism, Suspension) will significantly improve three years after full implementation of Community Schools Grant (if funded)
1.2	<p>Action: Family/Guardian Engagement</p> <p>Need: According to the CDE "Research has shown that strong family-school partnerships lead to improved student outcomes."</p> <p>Educational partner engagement sessions with families and staff have demonstrated a need for family engagement events and bilingual support</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need by providing bilingual assistance, family engagement activities/events, and communication with families to help increase family engagement and support.</p> <p>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).</p>	<p>As a small school district with a majority of low-income students, we will also monitor the following school level data for all families:</p> <ul style="list-style-type: none"> • Family Engagement Local Indicator • Increase # of participants at events • Increase % of selected family survey questions
1.3	<p>Action: Student Safety</p>	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-

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
	<p>Need: 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."</p> <p>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).</p> <p>Scope: LEA-wide</p>	<p>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).</p>	<p>income students, English Learners, and Homeless:</p> <ul style="list-style-type: none"> • Suspension Rate (decrease) <p>As a small school district with a majority of low-income students, we will also monitor the following school level data for all students:</p> <ul style="list-style-type: none"> • CHKS Survey Selected Questions
1.4	<p>Action: Physical Environment</p> <p>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</p>	<p>This action addresses the need by ensuring the completion of facility projects, applying for additional facility funding, and identifying additional needs.</p> <p>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</p>	<ul style="list-style-type: none"> • # 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
	<p>students, school facilities affect health, behavior, engagement, learning, and growth in achievement."</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>Youth because the action is designed to address these students' groups identified needs based on research.</p>	
1.5	<p>Action: Motivation/ Student Agency</p> <p>Need: 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).</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need by providing Positive Behavior Intervention and Supports (PBIS) and other supports necessary to improve behavior and motivation.</p> <p>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.</p>	<p>We will monitor the following data for low-income students, English Learners, and Homeless:</p> <ul style="list-style-type: none"> • Suspension Rate (decrease) <p>As a small school district with a majority of low-income students, we will also monitor the following school level data for all students:</p> <ul style="list-style-type: none"> • CHKS Survey Selected Questions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p>Action: Student Engagement</p> <p>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."</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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).</p> <p>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.</p>	<p>We will monitor the following data for low-income students, English Learners, and Homeless:</p> <ul style="list-style-type: none"> Chronic Absenteeism (Improve) Attendance Rate (Improve) <p>As a small school district with a majority of low-income students, we will also monitor the following school level data for all families:</p> <ul style="list-style-type: none"> CHKS Survey Question
2.1	<p>Action: Highly Qualified Staff</p> <p>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."</p> <p>In order to create effective change for our students, especially socioeconomically</p>	<p>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.</p> <p>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</p>	<p>We will monitor the following data for low-income students, English Learners and homeless:</p> <ul style="list-style-type: none"> # 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
	<p>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:</p> <ul style="list-style-type: none"> • AVUSD: Low-income: 2, EL: 2, Homeless: 1 • AVES: Low-income: 1 EL: 2 • AVJSHS: Low-income: 1 EL: 1 <p>Scope: LEA-wide</p>	<p>students and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based</p>	
2.2	<p>Action: Professional Learning</p> <p>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."</p> <p>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:</p> <ul style="list-style-type: none"> • AVUSD: Low-income: 2, EL: 2, Homeless: 1 • AVES: Low-income: 1 EL: 2 • AVJSHS: Low-income: 1 EL: 1 	<p>This action addresses the need by providing professional learning specifically designed to support unduplicated students and improve suspension rates, chronic absenteeism rate, mathematics scores.</p> <p>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 practices.</p>	<p>We will monitor the following data for low-income students, English Learners and homeless:</p> <ul style="list-style-type: none"> • # 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
	Scope: LEA-wide		
2.4	<p>Action: Instructional Curriculum/ Materials/ Resources</p> <p>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)</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	<p>We will monitor the following data for low-income students, English Learners, and Homeless:</p> <ul style="list-style-type: none"> CA Dashboard Data for ELA and Math
2.5	<p>Action: Academic Focus Areas</p> <p>Need: 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.</p> <p>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).</p>	<p>This action addresses the need by providing mathematics support services, specifically at the high school for the 2024-2025 school year.</p> <p>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).</p>	<p>We will monitor the following data for low-income students:</p> <ul style="list-style-type: none"> a-g completion <p>We will monitor the following data for low-income students, English Learners, and Homeless:</p> <ul style="list-style-type: none"> CA Dashboard Math Indicator

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
	<p>On the 2023 CA Dashboard for Mathematics all students scored 94 points below standard, while our subgroups scored:</p> <ul style="list-style-type: none"> • 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) <p>Scope: Schoolwide</p>		
2.6	<p>Action: College and Career</p> <p>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 28% (compared to 33% for all students and 42% for the state).</p> <p>Scope: Schoolwide</p>	<p>This action addresses the need by providing college and career support, advising services, and personalized learning plans.</p> <p>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, seminar, training, and personalized learning plans).</p>	<p>We will monitor the following data for low-income students:</p> <ul style="list-style-type: none"> • 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
2.7	<p>Action: Career Technical Education & Pathways</p> <p>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)</p> <p>Scope: Schoolwide</p>	<p>This action addresses the need by providing additional CTE advising, classes, and support to increase the number and percent of students completing CTE Pathways.</p> <p>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).</p>	<p>We will monitor the following data for low-income students:</p> <ul style="list-style-type: none"> • % CTE Pathway Completion
2.8	<p>Action: Academic Enrichment</p> <p>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."</p> <p>Educational partners have consistently described the need for visual and performing arts and Spanish education as priorities to ensure student engagement.</p> <p>On Dataquest, 18% of low-income graduates of the class of 2023 earned the Seal of Biliteracy (compared to 19% for all students).</p>	<p>This action addresses the need by providing instruction in Spanish and visual and performing arts.</p> <p>This action is provided on an LEA-wide basis, however, the LCFF funds are specific to just AVJSHS to help improve student engagement and increase the percentage of students earning the seal of biliteracy.</p>	<p>We will monitor the following data for low-income students:</p> <ul style="list-style-type: none"> • % Seal of Biliteracy • Chronic Absenteeism Rate <p>As a small school district with a majority of low-income students, we will monitor the following school level data for all students:</p> <ul style="list-style-type: none"> • CHKS Student Engagement

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
	<p>The district, and majority of subgroups, are currently at the "Red Level" on the CA Dashboard. Chronic Absenteeism Rate: Low-income: 43% (compared to 42% for all students and 24% for the state).</p> <p>Scope: Schoolwide</p>		Selected Questions
3.1	<p>Action: MTSS (Multi-Tier Systems of Support)</p> <p>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 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."</p> <p>Currently, we have the following number of red areas for SED, EL, Homeless on the CA dashboard:</p> <ul style="list-style-type: none"> • AVUSD: Low-income: 2, EL: 2, Homeless: 1 	<p>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.</p> <p>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 California MTSS Framework is specifically designed to address these student groups' identified needs.</p>	<p>We will monitor the following data for low-income students, English Learners, and Homeless:</p> <ul style="list-style-type: none"> • # 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
	<ul style="list-style-type: none"> • AVES: Low-income: 1 EL: 2 • AVJSHS: Low-income: 1 EL: 1 <p>Scope: LEA-wide</p>		
3.2	<p>Action: Academic Support</p> <p>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)</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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.</p>	<p>We will monitor the following data for low-income students, English Learners, and Homeless:</p> <ul style="list-style-type: none"> • CA Dashboard Data for ELA and Math
3.3	<p>Action: Social/Emotional and Mental Health</p> <p>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</p>	<p>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.</p> <p>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-</p>	<p>As a small school district with a majority of low-income students, we will also monitor the following school level data for all students:</p> <ul style="list-style-type: none"> • CHKS Survey Selected Questions

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
	<p>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.”</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>emotional learning is specifically designed to address these student groups' identified needs.</p>	
3.4	<p>Action: Student Health</p> <p>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</p>	<p>This action addresses this need by providing opportunities for physical activity to students.</p> <p>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).</p>	<p>As a small school district with a majority of low-income students, we will also monitor the following school level data for all students:</p> <ul style="list-style-type: none"> • Participation rate on Physical Fitness Test • Selected CHKS Survey

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
	<p>provides opportunities for increased levels of physical fitness that are associated with high academic achievement."</p> <p>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.</p> <p>Scope: LEA-wide</p>		
3.7	<p>Action: Attendance / Chronic Absenteeism</p> <p>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).</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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 students groups identified needs and desires from educational partner engagement sessions.</p>	<p>We will monitor the following data for low-income students, English Learners, and Homeless:</p> <ul style="list-style-type: none"> CA Dashboard: Chronic Absenteeism (Decrease)
3.8	<p>Action: Technology</p> <p>Need: Supporting each student with personalized learning goals can be challenging. Technology</p>	<p>The action addresses the need by utilizing technology to provide differentiation opportunities in the classroom.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard</p>	<p>We will monitor the following data for low-income students, English Learners, and Homeless:</p> <ul style="list-style-type: none"> CA Dashboard Academic

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
	<p>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.</p> <p>Scope: LEA-wide</p>	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.	Indicator: ELA, Math, EL Progress (Improve)
3.9	<p>Action: Extended/ Expanded Learning Time and Opportunities</p> <p>Need:</p> <p>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.</p> <p>Currently, we have the following number of red areas for SED, EL, Homeless on the CA dashboard:</p> <ul style="list-style-type: none"> • AVUSD: Low-income: 2, EL: 2, Homeless: 1 • AVES: Low-income: 1 EL: 2 • AVJSHS: Low-income: 1 EL: 1 <p>Scope: LEA-wide</p>	<p>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.</p> <p>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 Expanded Learning Opportunities are specifically designed to address these student groups' identified needs.</p>	

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	<p>Action: English Learner Support</p> <p>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."</p> <p>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 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</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action addresses the need by providing the support to English Learners necessary for improving outcomes for English Learners (support courses and EL coordinator).	<p>We will monitor the following data for English Learners</p> <ul style="list-style-type: none">• CA Dashboard: Improve English Learner Progress Indicator (ELPI)• Decrease LTEL'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 \$165,943 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	36:427
Staff-to-student ratio of certificated staff providing direct services to students	N/A	31:427

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,773,287	1,502,473.00	31.477%	0.000%	31.477%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,509,216.00	\$548,045.00	\$120,000.00	\$42,467.00	\$2,219,728.00	\$1,759,675.23	\$460,052.77

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	\$12,155.00	\$0.00	\$12,155.00	\$0.00	\$0.00	\$0.00	\$12,155.00	
1	1.2	Family/Guardian Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$218,069.00	\$19,000.00	\$237,069.00	\$0.00	\$0.00	\$0.00	\$237,069.00	
1	1.3	Student Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$159,842.00	\$13,000.00	\$164,842.00	\$8,000.00	\$0.00	\$0.00	\$172,842.00	
1	1.4	Physical Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$24,311.00	\$0.00	\$24,311.00	\$0.00	\$0.00	\$0.00	\$24,311.00	
1	1.5	Motivation/ Student Agency	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
1	1.6	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$67,984.00	\$59,000.00	\$45,485.00	\$72,499.00	\$0.00	\$9,000.00	\$126,984.00	
2	2.1	Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$11,500.00	\$15,067.00	\$5,000.00	\$0.00	\$0.00	\$21,567.00	\$26,567.00	
2	2.2	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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 Curriculum/ Materials/ Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$75,900.00	\$25,000.00	\$0.00	\$47,000.00	\$3,900.00	\$75,900.00	
2	2.5	Academic Focus Areas	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	ongoing	\$42,153.00	\$0.00	\$42,153.00	\$0.00	\$0.00	\$0.00	\$42,153.00	
2	2.6	College and Career	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	ongoing	\$138,323.00	\$2,000.00	\$140,323.00	\$0.00	\$0.00	\$0.00	\$140,323.00	
2	2.7	Career Technical Education & Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	ongoing	\$342,245.00	\$35,500.00	\$248,159.00	\$121,586.00	\$0.00	\$8,000.00	\$377,745.00	
2	2.8	Academic Enrichment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	ongoing	\$210,740.00	\$0.00	\$134,966.00	\$75,774.00	\$0.00	\$0.00	\$210,740.00	
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	\$18,790.00	\$0.00	\$18,790.00	\$0.00	\$0.00	\$0.00	\$18,790.00	
3	3.2	Academic Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$55,589.00	\$0.00	\$55,589.00	\$0.00	\$0.00	\$0.00	\$55,589.00	
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	\$56,357.00	\$73,000.00	\$56,357.00	\$0.00	\$73,000.00	\$0.00	\$129,357.00	
3	3.4	Student Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$113,855.00	\$3,000.00	\$116,855.00	\$0.00	\$0.00	\$0.00	\$116,855.00	
3	3.5	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$105,006.00	\$5,000.00	\$110,006.00	\$0.00	\$0.00	\$0.00	\$110,006.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
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	\$12,156.00	\$12,156.00	\$0.00	\$0.00	\$0.00	\$12,156.00	
3	3.8	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	
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	\$182,756.23	\$87,429.77	\$0.00	\$270,186.00	\$0.00	\$0.00	\$270,186.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,773,287	1,502,473.00	31.477%	0.000%	31.477%	\$1,509,216.00	0.000%	31.618 %	Total:	\$1,509,216.00
								LEA-wide Total:	\$778,020.00
								Limited Total:	\$110,006.00
								Schoolwide Total:	\$621,190.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Community Schools Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,155.00	
1	1.2	Family/Guardian Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$237,069.00	
1	1.3	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$164,842.00	
1	1.4	Physical Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,311.00	
1	1.5	Motivation/ Student Agency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.6	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,485.00	
2	2.1	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$5,000.00	

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	2.2	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.4	Instructional Curriculum/ Materials/ Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
2	2.5	Academic Focus Areas	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	\$42,153.00	
2	2.6	College and Career	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	\$140,323.00	
2	2.7	Career Technical Education & Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	\$248,159.00	
2	2.8	Academic Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVJSHS	\$134,966.00	
3	3.1	MTSS (Multi-Tier Systems of Support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,790.00	
3	3.2	Academic Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$55,589.00	
3	3.3	Social/ Emotional and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,357.00	
3	3.4	Student Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$116,855.00	
3	3.5	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$110,006.00	
3	3.7	Attendance / Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,156.00	
3	3.8	Technology	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$50,000.00	

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 (%)
3	3.9	Extended/ Expanded Learning Time and Opportunities	Yes	LEA-wide	Low Income English Learners Foster Youth Low Income	All Schools	\$0.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,843,106.65	\$1,766,783.43

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	Highly Qualified Staff	Yes	\$48,282.73	\$25,393.84
1	1.2	Professional Learning	Yes	\$24,819.33	\$28,976.51
1	1.3	Implementation and Assessment of the Standards (and Competencies for High School)	Yes	\$45,791.01	\$45,017.47
1	1.4	Instructional Curriculum/ Materials/ Resources	Yes	\$41,680.00	\$60,661.86
1	1.5	Technology	Yes	\$15,000.00	\$14,662.99
1	1.6	English Learner Support	Yes	\$134,460.85	\$100,899.89
1	1.7	Academic Support/MTSS	Yes	\$34,208.26	\$39,812.40
1	1.8	Foreign Language Instruction	Yes	\$79,592.87	\$81,766.16
1	1.9	Student Engagement	Yes	\$188,213.24	\$122,460.56
1	1.10	Students with Disabilities	No	0	0
1	1.11	Visual and Performing Arts	Yes	\$133,741.67	\$135,650.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Universal Transitional Kindergarten/ Preschool	No	0	0
1	1.13	Attendance	No	0	0
2	2.1	College Prep Courses and Academic Counseling	Yes	\$26,060.81	\$26,177.46
2	2.2	Career Technical Education & Pathways	Yes	\$387,527.71	\$368,389.96
2	2.3	College and Career Supports	Yes	\$222,012.43	\$219,151.55
2	2.4	College and Career Readiness Exploration (Elementary)	No	0	0
3	3.1	Parent Engagement	Yes	\$150,068.24	\$164,829.86
3	3.2	Positive Behavior Intervention and Support (PBIS)	No	0	\$770.77
3	3.3	Supervision/ Student Safety	Yes	\$161,029.49	\$170,110.68
3	3.4	Social/ Emotional	Yes	\$52,122.08	\$73,617.22
3	3.5	Student Health	Yes	\$98,495.93	\$88,434.25
3	3.6	Diversity, equity and inclusion	No	0	0
3	3.7	Physical Environment	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Community	No	0	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,628,597	\$1,637,983.00	\$1,628,597.00	\$9,386.00	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	Highly Qualified Staff	Yes	0	0		
1	1.2	Professional Learning	Yes	\$24,819.33	\$12,412.08		
1	1.3	Implementation and Assessment of the Standards (and Competencies for High School)	Yes	\$45,791.01	\$45,017.47		
1	1.4	Instructional Curriculum/ Materials/ Resources	Yes	\$41,680.00	\$60,599.02		
1	1.5	Technology	Yes	\$15,000.00	\$16,512.26		
1	1.6	English Learner Support	Yes	\$117,675.08	\$80,766.19		
1	1.7	Academic Support/MTSS	Yes	\$34,208.26	\$136,954.08		
1	1.8	Foreign Language Instruction	Yes	\$79,592.87	\$81,766.16		
1	1.9	Student Engagement	Yes	\$188,213.24	\$65,789.42		
1	1.11	Visual and Performing Arts	Yes	\$133,741.67	\$86,343.86		
2	2.1	College Prep Courses and Academic Counseling	Yes	\$26,060.81	\$26,177.46		
2	2.2	Career Technical Education & Pathways	Yes	\$345,944.08	\$358,874.03		

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)
2	2.3	College and Career Supports	Yes	\$125,540.91	\$160,868.75		
3	3.1	Parent Engagement	Yes	\$150,068.24	\$160,160.70		
3	3.3	Supervision/ Student Safety	Yes	\$159,029.49	\$168,672.54		
3	3.4	Social/ Emotional	Yes	\$52,122.08	\$77,272.76		
3	3.5	Student Health	Yes	\$98,495.93	\$90,410.22		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,014,784	\$1,628,597	0.00	32.476%	\$1,628,597.00	0.000%	32.476%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- 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 of 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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