LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Anderson UHSD

CDS Code: 45698560000000

School Year: 2022-23

LEA contact information:
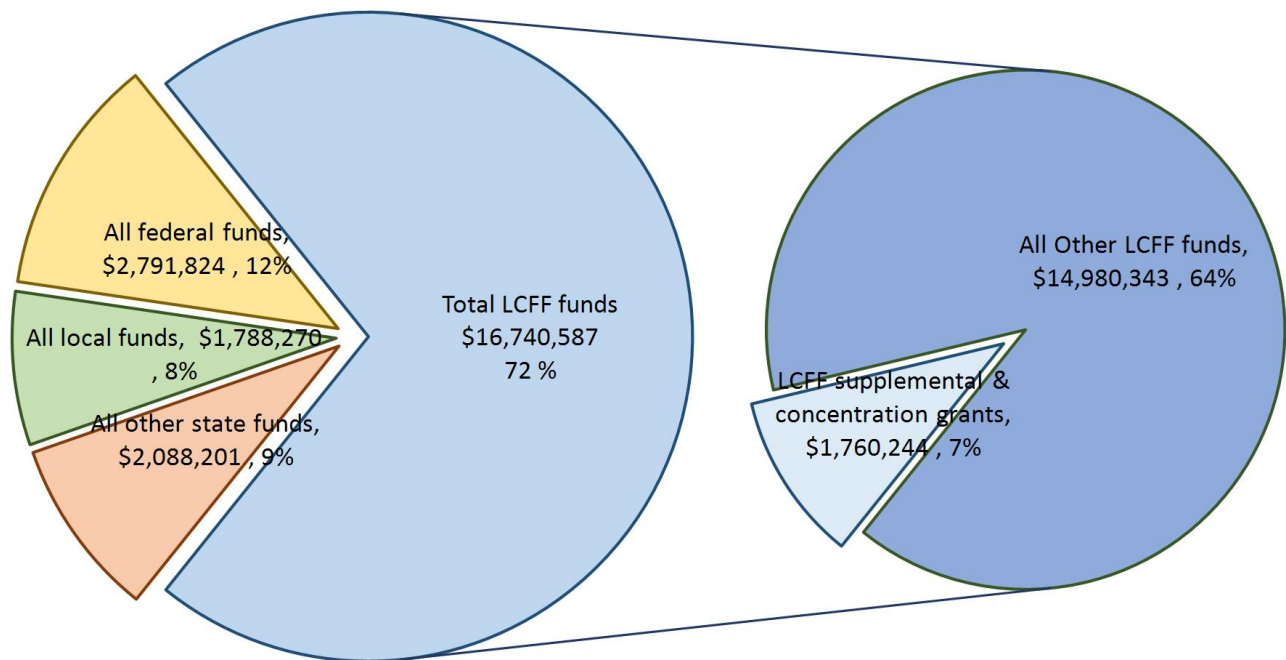
Victor Hopper

Superintendent

vhopper@auhsd.net

(530) 378-0568

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $2,791,824 , 12%

All local funds, $1,788,270 , 8%

All other state funds, $2,088,201 , 9%

Total LCFF funds $16,740,587 72 %

All Other LCFF funds, $14,980,343 , 64%

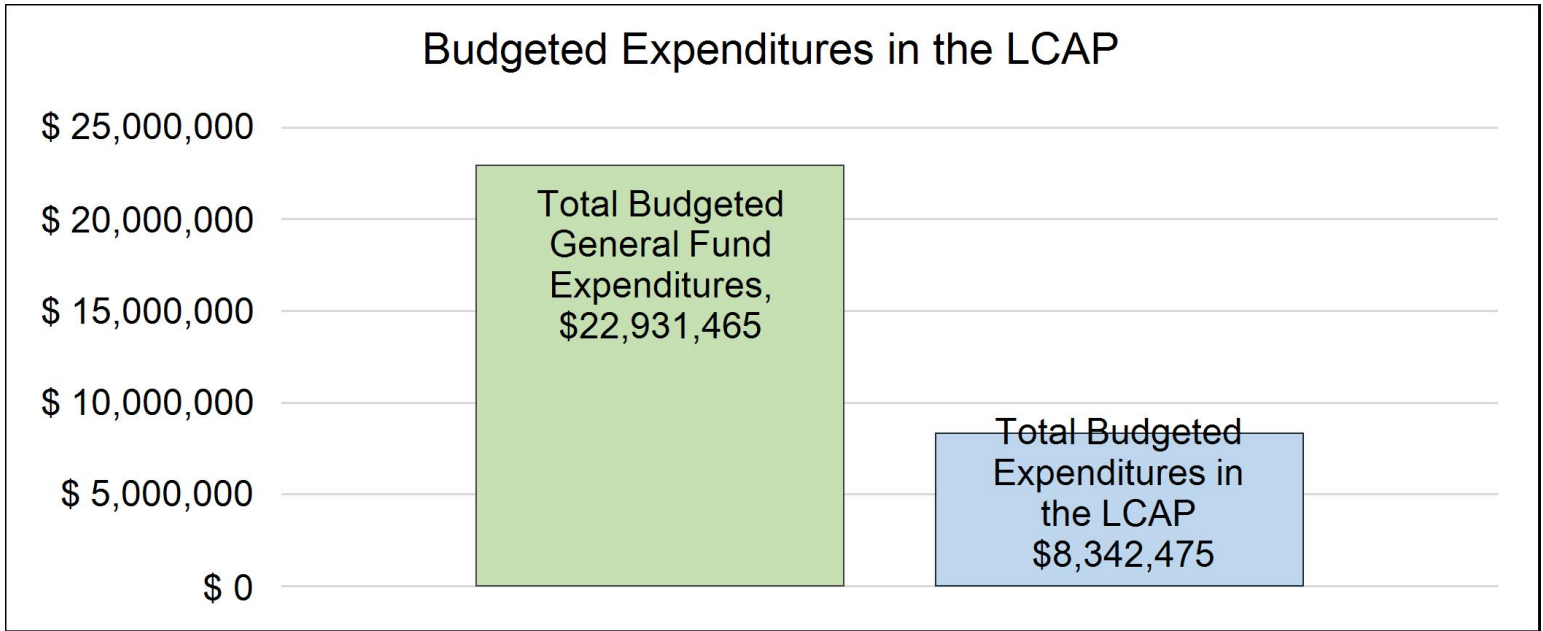LCFF supplemental & concentration grants, $1,760,244 , 7%

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

The text description for the above chart is as follows: The total revenue projected for Anderson UHSD is $23,408,882, of which $16,740,587 is Local Control Funding Formula (LCFF), $2,088,201 is other state funds, $1,788,270 is local funds, and $2,791,824 is federal funds. Of the $16,740,587 in LCFF Funds, $1,760,244 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $22,931,465

Total Budgeted Expenditures in the LCAP $8,342,475

This chart provides a quick summary of how much Anderson UHSD plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Anderson UHSD plans to spend $22,931,465 for the 2022-23 school year. Of that amount, $8,342,475 is tied to actions/services in the LCAP and $14,588,990 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
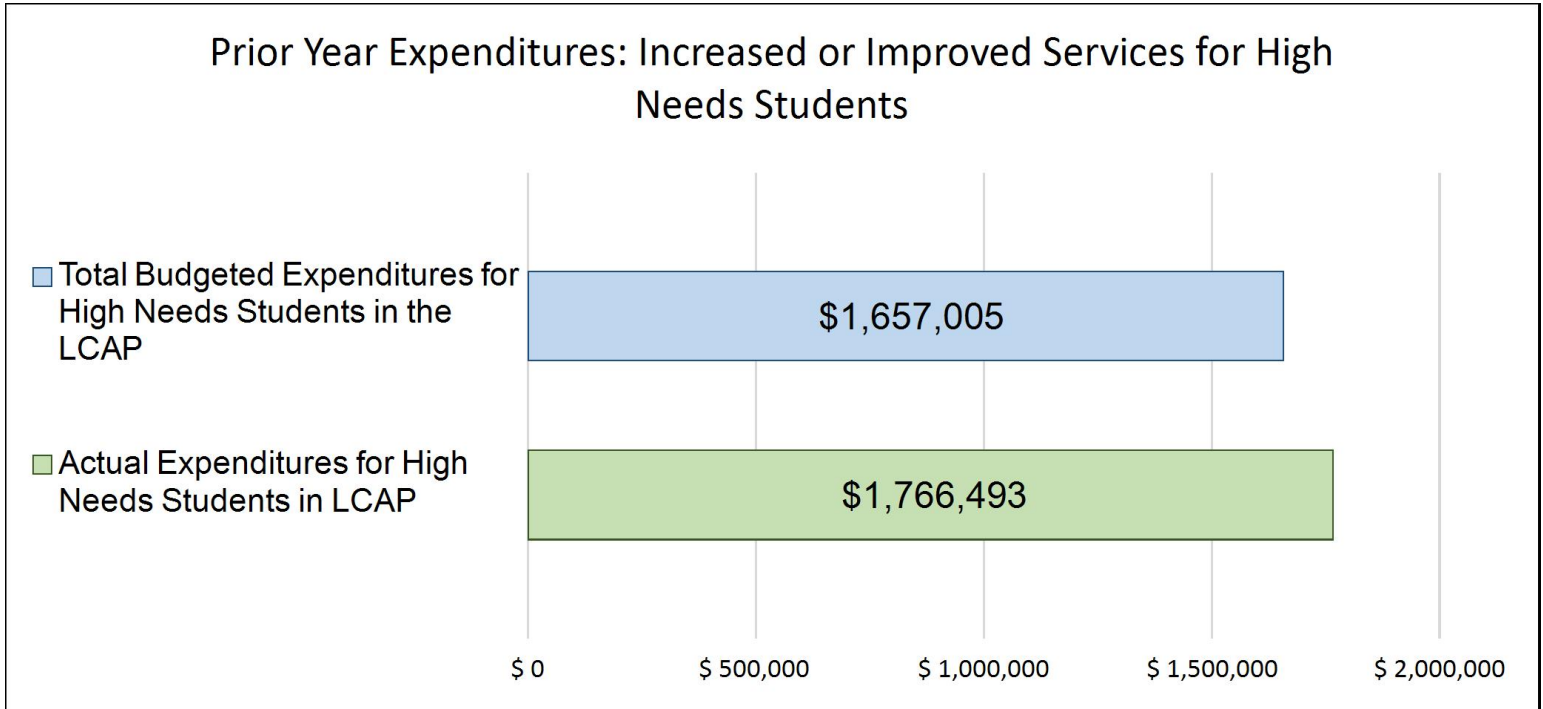
Core instructional services including core special education services, routine plant maintenance and custodial expenses as well as utilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Anderson UHSD is projecting it will receive $1,760,244 based on the enrollment of foster youth, English learner, and low-income students. Anderson UHSD must describe how it intends to increase or improve services for high needs students in the LCAP. Anderson UHSD plans to spend $1,760,244 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 2021-22

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,657,005

☐ Actual Expenditures for High Needs Students in LCAP — $1,766,493

Scale: $0 — $500,000 — $1,000,000 — $1,500,000 — $2,000,000

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

The text description of the above chart is as follows: In 2021-22, Anderson UHSD's LCAP budgeted $1,657,005 for planned actions to increase or improve services for high needs students. Anderson UHSD actually spent $1,766,493 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anderson UHSD	Victor Hopper Superintendent	vhopper@auhsd.net 530-378-0568

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Stakeholder review and input has been an ongoing process to include: multiple surveys of staff, students, and parent/guardians; to gathering engagement and input in various meetings with groups and committees such as our ELAC, Site Councils, Title VI/Indian Education Parent Committee, bargaining units, Administrative Team, CAC/Leadership Team, CTE Advisory Committee, LCAP/ELO Advisory Committee, and additional staff and student groups comprised with representation of each site. Given the constraints of the COVID-19 pandemic, early efforts consisted primarily of survey data collections. Survey data from the Spring 2020, to Fall 2020 and Spring 2021; all provided volumes of input and feedback to address the ESSER development and stakeholders needs. The opportunities to address the LCAP which included meeting with the CAC/Leadership Team and Administrative team meetings. The richest content was gained from the in-person meetings, with the CTE Advisory Committee, IPC, unit meetings, the LCAP/ELO Advisory Committee and those small, additional opportunities to collaborate with staff and student groups from sites across the district. Prior to adoption, key stakeholders groups were provided drafts in order to review and solicit final input.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

AUHSD does not receive a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

LEA engaged its educational partners on the use of one-time federal funds received for ROP program costs for expanded, high quality CTE instructional courses. Continue to provide College Connection program for additional students ready for post-secondary concurrent enrollment. Additional psychologist to serve district-wide at-risk students identified for increased supports prior to IEP designations, as well as for special education and transitional IEP services. Increase Dual Enrollment courses to provide students greater A-G and college credit completion opportunities. Increased level of academic guidance and counseling support services. Expanded technology staffing to support instructional technology need of 1:1 devices, Google classroom, etc. School site administrative services to support expanded actions in Attendance, Discipline, and Counseling departments. Expanded campus supervisors to aid in reduction of student attendance and discipline issues as well as adherence of school district policies and procedures to reduce the spread of COVID-19.. .Provide students access to proper nutrition through NSLP food program and Second Chance breakfast that is in accordance with reducing the spread of COVID-19. Provide adequate and safe Home to School Transportation including ensuring safe operations that reduces the spread of COVID-19. Expanded counseling services including MFT in the aid of social/emotional needs, student behaviors and discipline. Clerical support in school offices to aid in contact tracing, quarantine protocols, independent study contracts, etc. Additional nursing services to aid in COVID-19 management, contact tracing, quarantine protocols, etc.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The district's ESSER III plan details actions for the 2022-23 and 2023-24 school years. The district's plan is to utilize ESSER III funds to maintain continuity of existing services as well as continue the enhanced supports implemented with earlier federal and state stimulus funds in the previous and current fiscal year. Efforts to maintain the health and safety of students include enhanced cleaning protocols on campus and in district transportation, use of MERV13 air filters, following all current isolation/quarantine guidance, testing student athletes, and testing unvaccinated staff members weekly, The district has been providing in person instruction since August 2020 with an independent study option for those students choosing that delivery of instruction. The district has been committed to maintaining the continuity of in person services as

well as enhancing supports in a variety of areas (food services, transportation, career technical education and elective offerings, academic interventions, summer school, social emotional counseling). Challenges are primarily around staffing shortages and ability of outside providers to render the level of services desired as well as having to place students on independent study due to Covid quarantine protocols. Successes have included expanded social emotional counseling offerings, expanded summer school and credit recovery offerings, and expanded academic supports in English and Math.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

AUHSD is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans such as ROP program costs for expanded, high quality CTE instructional courses. Continue to provide College Connection program for additional students ready for post-secondary concurrent enrollment. Additional psychologist to serve district-wide at-risk students identified for increased supports prior to IEP designations, as well as for special education and transitional IEP services. Increase Dual Enrollment courses to provide students greater A-G and college credit completion opportunities. Increased level of academic guidance and counseling support services. Expanded technology staffing to support instructional technology need of 1:1 devices, Google classroom, etc. School site administrative services to support expanded actions in Attendance, Discipline, and Counseling departments. Expanded campus supervisors to aid in reduction of student attendance and discipline issues as well as adherence of school district policies and procedures to reduce the spread of COVID-19. Provide students access to proper nutrition through NSLP food program and Second Chance breakfast that is in accordance with reducing the spread of COVID-19. Provide adequate and safe Home to School Transportation including ensuring safe operations that reduces the spread of COVID-19. Expanded counseling services including MFT in the aid of social/emotional needs, student behaviors and discipline. Clerical support in school offices to aid in contact tracing, quarantine protocols, independent study contracts, etc. Additional nursing services to aid in COVID-19 management, contact tracing, quarantine protocols, etc. Provide enhanced in-person Summer School that includes transportation, remediation, and enrichment opportunities. Expand Edgenuity program to provide improved credit recover and student opportunities to increase or improve college eligibility . Provide intervention and support classes for English Language Arts and Mathematics. Implement benchmark assessment system for English and mathematics, administered at least three times through the school year, in order to identify and target student learning needs for intervention for all students, guide instruction and enrich department collaboration. Additional 7 minutes daily added to the instructional day per collective bargaining contract provision allowing for more regular RTI implementation. Tutoring and afterschool intervention for at risk students

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anderson UHSD	Victor Hopper Superintendent	vhopper@auhsd.net (530) 378-0568

Plan Summary [2022-23]

General Information

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

The Anderson Union High School District is a small to medium-sized district of 1401 students in rural Northern California. Our mission is "AUHSD employees, in collaboration with parents/guardians, will prepare all students for post-secondary success through various educational opportunities in a safe and comfortable environment." Our student population reflects the surrounding community with 65.4% of the student body identified as White- Not Hispanic; 19.5% Hispanic, and 5.7% Native American. Our LCFF Unduplicated count is 56.25%. The majority of the Unduplicated count is comprised of Low Income students. Our district has two comprehensive high schools, one charter school, and three alternative education programs. The LCAP is primarily focused on activities that ensure students are prepared for post-graduation success whether that is college, trade, or military.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In a review of our most recent/available and complete 2019 District dashboard, Anderson Union High School District remains pleased with our continued efforts in the College and Career Readiness initiatives, despite a prolonged pandemic and the lack of growth indicated on the Dashboard. We remain encouraged by the implementation of a relevant and viable curriculum, which provides for an "A-G" course of study

throughout our Alternative Ed program, while fully implementing academic 4-year planning for all students so that each will have a clearly identifiable plan to follow before their graduation. We have also increased the number of Dual Enrolled courses, including CTE courses; while implementing a 1:1 initiative district-wide that includes support for those without connectivity at home, with a large scale shift to the Google. Classroom learning management system.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In a review of our most recent/available 2019 District dashboard, our Mathematics performance (68.3 points below standard) and graduation rate (87.8%) remain in the "orange" tier, while our suspension rate(8.4%), English Language Arts performance (9.4 points above standard) and overall CCI indicators (53.5% prepared) remain in the "yellow" tier. While individual sites may perform well in many of these areas (graduation rate and CCI), overall for the district, these areas remain the priority focus.

In reflection, the prolonged pandemic has underscored the need for a continued focus on benchmark assessment data to support student learning, meaningful collaboration and ability to guide instruction; in order to identify and address individual student needs. Having decreased the student-to-teacher ratio throughout the core areas, we have also provided for more targeted instruction in math and English to include core support courses and Title 1 English and math courses, despite continued declining enrollment. Moreover, as a key element to academic success, a focus on attendance, college and career initiatives for all students, and implementation of SEL within the MTMDSS Tier 1-3 supports remains key elements within our strategic planning.

The district strategic goals remain:
1. Provide rigorous and relevant curriculum to prepare students for CSU/UC, career pathway or transition goals ("All students will be progressing toward graduation in an identified CTE pathway or in an A-G course of study").
2. Recruit, hire and retain highly qualified employees.
3. Provide relevant quality staff development opportunities.
4. Strengthen partnerships with all stakeholders (e.g., students, parents, staff and community). ("The school and district will develop and maintain a systematic method of partnering with parents and community members.")
5. Provide safe, secure and well-maintained facilities. ("School will provide a safe, orderly and responsive learning environment.")
6. Maintain a fiscally balanced budget that is positively certified.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through an analysis of state and local indicators and input from stakeholders we have determined that our primary focus is to prepare students academically for success post-graduation in college and/or career. We will accomplish this through the following overarching actions:
1. Provide an academic program that prepares students to meet the requirements of college expectations regardless if the student actually chooses to enroll or not.
2. Through specific counseling and classroom activities, engage parents in the four-year academic plan for their student(s).
3. Provide multiple opportunities to support students who struggle academically and/or socially so they may reach their full potential.

Key LCAP actions to support these actions are:
1. Ensure that all students are in an identified CTE pathway and/or A-G course of study.
   • Upgrade instructional materials
   • Professional development to support "A-G" and CTE programs.
   • Expanding College Connection and Dual Enrollment opportunities.
   • Providing ongoing college and CTE awareness activities for students and parents/guardians.
   • Providing academic support and recovery programs to ensure access and equity for all students.
   • Implementation of district-wide benchmark assessment program to enhance collaboration, as well as identifying students individual needs and relevant supports.
2. Provide for a safe and responsive learning environment.
   • A focus on increasing student attendance through the use of consistent and timely data, in order to quickly address barriers.
   • Continued refinement of the Multi-Tiered, Multi-Dimensional Systems of Support; with increased services and community resources.
   • Implementation of consistent site recognition and incentive programs for students.
   • Professional development for restorative practices and building staff capacity with trauma-informed strategies.
3. Partner with parents and community
   • Use of AERIES Communicate, as well as social media platforms in order to provide stakeholders with timely, up-to-date information.
   • Continued activities to illicit ongoing stakeholder input and engagement in school programs and advisory activities.
   • Ongoing efforts to update student/parent/guardian contact information, beyond the "Data Confirmation", throughout the year.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

North Valley High School

Support for Identified Schools

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

The LEA, in supporting NorthValley High School (NVHS), has assisted in the Development and implementation of a comprehensive needs assessment. This assessment includes multiple forms of data collection and stakeholder input. Gathering data from the California Dashboard, Dataquest, AERIES SIS, and ongoing classroom observations; the LEA and site administration conferred with the School Site Council committee, which continues to act as the body guiding the improvement process. This process begins with the review of the collective vision of NVHS and the District/school data profiles provided by the LEA. In addition, this process is supported by the consistent participation during collaboration time with all NVHS staff, as well as the District.
Data analysis has included:
1. A demographic profile of NVHS and the District.
2. A student achievement profile of NVHS and the District
3. Community data and statistics gathered from the National Center for Education Statistics

Demographically, North Valley High School proportionally represents the District. In analysis of the sub-groups, NVHS proportionally represents a larger portion of homeless students. However, in the analysis of student achievement data, given the statistical gap as a result of COVID-19, NVHS demonstrates continued areas of need in:
1. Improving from a graduation rate of 58.6%, which declined 14.9% from 2018.
2. Decreasing a suspension rate of 34.5%
3. Increasing an ELA score that is 177.1 points below standard.
4. Increasing a mathematics score that is 234.7 points below standard.
5. Decreasing a chronic absenteeism rate of 82.9% for 2018/19, especially among the white, Hispanic or Latino, Asian and African American students.

Additionally, through the collaborative analysis with the School Site Council committee, resource inequities were identified for North Valley High School. Based upon unique student needs for support services, additional community contracted support services with Hope City, Mr. Rick and Dunamis counseling services; provide essential counseling and support services for NVHS.

In collaboration with the stakeholder groups, the LEA concurs as to their identification of needs to address:

1. The implementation of a rigorous course of study that includes A-G approved courses.
2. The implementation of improved curriculum to coincide with research-based intervention and improving instructional practices through ongoing professional development in order to address student academic progress (specifically targeting English and mathematics).
3. Implementation of PBL-model restorative practices, which includes student counseling and Hope City programs, in order to address suspension rates.
4. Implementation of Tier I, II and II intervention programs; including Hope City, Dunamis counseling, SST and SART model practices to address student attendance.

To address the implementation of viable and high-quality curriculum, graduation rate, and college readiness; North Valley High School has implemented the Edgenuity program to enhance instructional materials, resources and credit recovery options. This has coincided with ongoing professional development opportunities for staff in recognition of CCSS, diagnostic testing practices, ACE's interventions, and "A-G" and CTE opportunities for students. In addition, with the impact of COVID-19, staff have been provided ongoing professional development opportunities in technology, focusing on Google Classroom, G-suite and add-ons; in an effort to make student learning accessible and engaging.

To address the suspension rate, North Valley High School has implemented PBL-model restorative practices, while providing staff training in Edgenuity and Hope City to foster SEL implementation within each classroom. In addition, counseling services continue to be provided through Mr. Rick to target student behaviors.

To address student attendance, North Valley High School has invested in resources such as Hope City and Dunamis therapeutic counseling services. In addition, with the implementation of a formalized Tier I, II, and III protocols with SST and SART practices, we are hoping that early intervention will be a benefit, providing proactive communications to eliminate barriers to attendance.

Monitoring and Evaluating Effectiveness

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

The LEA continues to play a key role in the consistent monitoring and evaluation of the effectiveness of the North Valley High School (NVHS) plan to address school improvement. The LEA consistently gathers data elements through AERIES SIS (attendance, behavior, grades, etc.) and diagnostic testing resources (NWEA). In addition, summative assessments such as ELPAC, SBAC English and Math, and Cast; provide additional data points, The updated data sets are shared with stakeholders throughout the school year, in order to support collaboration, evaluation and adjustment of the improvement plan, as well as the opportunity to celebrate the successes. School staff, students, parents/guardians, and community members will maintain the key role as the guiding body of our school improvement process through their participation in the various school site committees, such as School Site Council. In addition, stakeholders at NVHS, through their participation in the development of the School-Parent Compact, provide the outlines of expectations for parents, staff and student roles and

responsibilities for improved academic achievement. This document also provides a description of the specific ways in which the school and families partner in order to help students achieve the State's high academic standards.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder LCAP review and input has been an ongoing process since the spring of 2020, to include: multiple surveys of staff, students, and parent/guardians; to gathering engagement and input in various meetings with groups and committees such as our ELAC, Site Councils, Title VI/Indian Education Parent Committee, bargaining units, Administrative Team, CAC/Leadership Team, CTE Advisory Committee, LCAP/ELO Advisory Committee, and additional staff and student groups comprised with representation of each site.

Given the constraints of the COVID-19 pandemic, early efforts consisted primarily of survey data collections. Survey data from the Spring 2020, to Fall 2020 and Spring 2021; all provided volumes of input and feedback to address the LCAP development and stakeholders needs. There we opportunities to address the LCAP in a virtual setting, which included meeting with the CAC/Leadership Team and Administrative team meetings. Perhaps the richest content was gained from the in-person meetings this spring, with the CTE Advisory Committee, IPC, unit meetings, the LCAP/ELO Advisory Committee and those small, additional opportunities to collaborate with staff and student groups from sites across the district.

Prior to adoption, key stakeholders groups were provided drafts in order to review and solicit final input.

A summary of the feedback provided by specific educational partners.

The summary of stakeholder feedback, by specific stakeholder groups, is as follows:

Parent/Guardian/Community:
Parents responded with support in maintaining our current three goals, with an appreciation for maintaining the academic rigor of an "A-G" course of study, that included elective and CTE course/pathway offerings. In addition, parents/guardians/community members noted that they would appreciate additional college prep or dual enrolled options for their students, while also wanting more elective course offerings that included a "broader selection of career choices for the CTE pathways". Echoing throughout the stakeholder groups, parents/guardians/community members also desire more opportunities for tutoring and academic support, which could be "online options…to students who need continuous guidance". This stakeholder group also expressed frustrations regarding the impacts of the pandemic, where students have garnered a feeling that attendance is not important (developed by minimum day schedules, distance learning schedules, etc.). As such, the parents/guardians/community member group echoed the similar strategy for implementing a incentive-based incentive program for students who have good or improving attendance, and which is more consistent throughout the year. Along with the request to provide/return to the "normal" offerings of after-school activities and athletics, this stakeholder group also thought that continued professional development for restorative practices would be beneficial. In addition, this group provided the following suggestions for improving communication with parents/guardians and the school-community: more timely communications and updates through AERIES, newsletters, the use of the Remind app, as well as other forms of social media. The underlying issue with the parent/guardian/community group surrounding improving stakeholder involvement, centered around the feeling of receiving information from the schools without the ability for

them to give input; "to just have access to staff or receive information from staff is much different than actual productive and positive communication to resolve issues concerning all matters".

Student:
Receiving student input through 1012 completed surveys (a series of 3 different surveys); students were also engaged in small groups that included special programs such as our ED program. As with the other groups, the students encouraged the continued use of our 3 district goals. Students voiced their appreciation for the continued increase of dual enrollment offering, but suggested utilizing a metric that accounted for the number of college credits that were earned through dual enrollment or students taking a dual enrollment course. The student group also echoed their appreciation for the return of "RTI/Achievement period", an embedded tutoring option for all students. In addition, students were appreciative of the move to Google.classroom, but felt the district should consider the implementation of an SEL program (with "comfort" rooms or wellness centers), a 7-period day to allow for elective courses with a broader selection of career choice for CTE pathways, and the implementation of a student recognition program for grades and attendance. A point of emphasis for the student group, a return of student activities and athletic programs, as well as professional development in restorative practices and more inclusive ("sensitivity training") programs should be considered. Other suggestions from this group included: concern for student behavior, requests for a later school start time, providing better meals or an open-campus, and more engaging classes. When addressing school and district communication, the student group noted that they feel that communications from the school is always last-minute and suggested the use of the Remind app.

Staff:
The summary of staff input has been collected from surveys and small group meeting, to include the district CAC/Leadership Team, the bargaining units (CSEA and AUHSDTA), as well as additional opportunities to collaborate with staff groups from sites across the district. In review of the prior LCAP, staff were committed to continue to work on the 3 district goals from 2019/20. Input related to "A-G" and CTE included strategies to support students and parents with returning to and adding workshops and events for SAT/ACT prep, FAFSA completion, college applications; as well as returning to the full, district-wide implementation of RTI/Achievement period for student academic support. To further support students who may fall behind in credits, staff suggested the district investment in Edgenuity, continuing to focus on students meeting or exceeding standards in English and mathematics and utilizing the increase of CTE completion rates as a metric. Staff also noted that implementing a benchmark assessment system across the district could provide an appropriate placement test for incoming 8th grade students, while also providing the ability to "drill down and use the data collected from the assessments" in collaborative settings. In addition, staff noted their interest in additional student mental health resources; from implementation of a high school appropriate SEL program, to additional therapeutic counseling services, Hope City or Capturing Kids' Hearts and restorative practices professional development. Additional comments included trainings and opportunities for engagement strategies, development of an attendance incentive program, and broadening the elective choices and social events on campus. To support better communication with stakeholders, this group offered strategies such as: maintaining a larger social media presence, the use of the Remind app, outreach efforts and activities (parent AERIES training, FAFSA completion, college applications, SEL topics, etc.), implementing a systematic approach to checking and updating contact information, and provide progress reports more often.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Stakeholders and stakeholder groups provided significant input that has considerably influenced the development of the 2021/22 LCAP. All groups expressed their desire to continue working on the three main goals, with additional or revamped actions and metrics (AMO's).

With our first goal, the influence stakeholder input can be seen in the addition of four AMO's: number of students completing a Dual Enrollment class (including the disaggregation by site), the CTE completer rate, the Graduation rate for students with disabilities, and the EL reclassification rate (with individual counts for EL, AR-LTEL, LTEL, and RFEP). In addition, action items were included as a results of stakeholder input, including:

- Providing strategies and activities to support students and parents with returning to and adding workshops and events for SAT/ACT prep, FAFSA completion, college field/virtual trips and applications, college and industry guest speakers, college and career fairs; as a strategy to increase student and stakeholders awareness and
understanding.
- Providing additional tutoring support services that which are in-school and/or after-school.
- Implement benchmark assessment system for English and mathematics, administered at least three times through the school-year, in order to identify and target student learning needs for intervention for all students, guide instruction and enrich department collaboration.
- Professional development will focus on the use of benchmark data and PLC practices, SEL implementation, student engagement with trauma-informed practices, Grading for Equity and other general site instructional needs.
- Implementation of Edgenuity program to provide improved credit recovery and student opportunities to increase or improve college eligibility.

In regards to our second goal, where schools will provide a safe, orderly, and responsive learning environment; stakeholder input helped to shape two AMO's; the disaggregation of chronic truancy data to include chronic truancy data in regards to students of special populations (SWD, SED, Foster, Homeless, and EL students), and the disaggregation of suspension rate data to include suspension data regarding students of special populations (SWD, SED, Foster, Homeless, and EL students). In addition, stakeholder input has also served to form the inclusion of several district actions:

- Student attendance will improve with utilization of Aeries letters and notification system to communicate with parents concerning attendance, the implementation of a recognition and incentive program for positive attendance at each site, and continued participation in SART and SARB training to ensure that students with attendance
problems are identified as early as possible to provide appropriate support and intervention services.
- District personnel will participate in professional development to build capacity to meet student and staff emotional well-being needs and implement trauma-informed strategies to ensure safe and welcoming learning environments. District and school SEL teams will participate monthly in the county-wide SEL Community of Practice to
build capacity, access SEL resources, and share best practices with other SEL practitioners. District and school SEL teams will implement the Base Education SEL curriculum provided through the county-wide SEL Community of Practice for Tier I-III levels of instruction.

- Provide continued professional development for restorative justice practices, social/emotional counseling, trauma-informed practices and parent outreach.

With our third goal, the schools and district will develop and maintain a systematic method of partnering with parents and community members, stakeholder input helped to shape two AMO's in an attempt to better assess on an ongoing basis: parent satisfaction in school/district communication and general parent feelings of being welcomed and encouraged to be involved in school activities and advisories. Stakeholder input also provided for the development of two additional actions:
- Providing ongoing parent/guardian outreach events to educate, inform and support parents in the use of Aeries, Google.Classroom, and available student interventions and supports.
- Providing strategies and activities to support students and parents with returning to and adding workshops and events for SAT/ACT prep, FAFSA completion, college field/virtual trips and applications, college and industry guest speakers, college and career fairs; as a strategy to increase student and stakeholders awareness and
understanding.
- In addition to data confirmation implement a systematic process to update student /parent contact information during ongoing meetings, events, and activities; to address changes in contact information in a timely manner.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

With the District's commitment to the mission of "AUHSD employees, in collaboration with parents/guardians, will prepare all students for post-secondary success through various educational opportunities in a safe and comfortable environment", as well as District Strategic Goals: 1) provide a rigorous and relevant curriculum to prepare students for CSU/UC, career pathway or transition goals, 2) recruit, hire and retain highly qualified employees, 3) provide relevant quality staff development opportunities, 4) strengthen partnerships with all stakeholders, 5) provide safe, secure and well maintained facilities, and 6) maintain a fiscally balanced budget that is positively certified; the goal of "All students will be progressing toward graduation in an identified CTE pathway or in an "A-G" course of study", remains a cornerstone of our District's mission and strategic objectives. Vetted through stakeholder input, the school-community remains committed to providing a rigorous course of study that creates and maintains meaningful 21st Century post-secondary opportunities for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. College and Career Indicator	2019 Baseline is at 53.5% prepared	2020 54.8% prepared			100% prepared
2. "A-G" completion rate	2020 Baseline is District total of 35.7%	2021 35.3%			60% "A-G" completion District total
3. CTE pathways at each site	3 CTE pathways at each comprehensive site	3 CTE pathways at each comprehensive site			4 CTE pathways at each comprehensive site
4. CTE completer rate	Baseline for Class of 2020 is 30%	2021 is 41.5%			45% CTE completer rate for the class of 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. EAP scores	2019 Baseline: English Exempt or Conditionally Exempt is 56.36% and Math Exempt or Conditionally Exempt is 28.33%	2021 English Exempt or Conditionally Exempt is 54.2% and Math Exempt or Conditionally Exempt is 34%			English Exempt or Conditionally Exempt = 62.36% Math Exempt or Conditionally Exempt = 35%
6. SBAC Summative ELA and Math scores	2019 Baseline for English mean scale score is 2592 and Math mean scale score is 2558	2021 English mean Scale score is 2571 and math mean scale score is 2541			English = 2747 Math = 2711
7. Students completing a Dual Enrolled course, by district and school site	2020 Baseline: 385 students completed at least one DE course. AUHS= 80 (16.3% of site) WVECHS = 292 (35.6% of site) ANTHS = 18 (15.7% of site) OHS = 3 (3.7% of site)	2021 376 students completed at least one DE course. AUHS= 84 (27.9)% of site) WVECHS=245 (53.3% of site) ANTHS= 21 (34.4% of site) OHS=26 (22.2% of site)			770 students completed at least on DE course
8. Graduation rate.	Four-year adjusted cohort graduation rate for 2020 is 86.3%	2021 88.9%			Four-year adjusted cohort graduation rate of 92%
9. Graduation rate for students with disabilities	2020 four-year adjusted cohort graduation rate for students with disabilities is 65.6%	2021 82%			Four-year adjusted cohort graduation rate of 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10. EL Reclassification rate; with individual counts for Newcomer 0-3 years (EL), At-risk of becoming LTEL (AR-LTEL), Long-term English Learner (LTEL), and Reclassified English Proficient (RFEP).	2020 EL Reclassification rate is 23.1% EL= 15 AR-LTEL = 0 LTEL = 30 RFEP = 9	2021 EL Reclassification rate is 8.3% EL=7 AR-LTEL=0 LTEL=41 RFEP= 4			EL Reclassification rate of 30%
11. Proficiency rate for the Summative ELPAC	2019 Baseline proficiency rate for the Summative ELPAC was 32.36%	2021 proficiency rate for the Summative ELPAC was 21.74%			Summative ELPAC proficiency rate of 90%
12. Percent of teacher miss-assignments	2020 Baseline of 0%	0%			0% teacher miss-assignments
13. Implementation and access of adopted State standards for all students, including ELD standards	100%	100%			100%
14. Access to standards-aligned instructional materials	100%	100%			100%
15. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	27% of students passed their AP tests with a score of 3 or higher	In progress. AUHSD has not received results from testing.			30% of students will pass their AP tests with a score of 3 or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CTE instructional materials and technology.	Upgrade CTE instructional materials, technology and equipment	$228,585.00	No
1.2	ROP program support	ROP program support	$1,167,363.00	No
1.3	CTE pathway brochures.	Brochures outlining career pathways/capstone courses will be used by counselors and sites during outreach and course counseling. All students will identify their chosen pathway and review annually. There are no costs this year for brochures as there is still a remaining supply from the prior year.		No
1.4	Skills USA maintained to support non-Ag CTE pathways	Skills USA will be maintained for each site to support non-Ag CTE pathways.	$1,000.00	No
1.5	Electives will be aligned to provide CTE courses that are specific to industry sector pathways.	Electives will be aligned to provide CTE courses that are specific to industry sector pathways.		No
1.6	Upgrade instructional materials.	Upgrade instructional materials/textbooks. New textbooks to be purchased in order to align with NGSS curriculum and courses for science and new adoption for math in spring of 2023.	$100,000.00	No
1.7	Maintain Natural Resources pathway development at AUHS.	Maintain Natural Resources pathway development at AUHS.	$23,602.00	No
1.8	College Connection program	Continue to provide College Connection program.	$139,934.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Expand College Connection enrollment opportunities.	Expand College Connection enrollment opportunities.	$34,800.00	Yes
1.10	Maintain Medical Biology and Medical Chemistry	Maintain Medical Biology and Medical Chemistry.	$123,060.00	Yes
1.11	Continued professional development for college and career readiness.	Through continued professional development, all staff will gain a deeper understanding of college and career readiness requirements with counselor participation, collaboration meetings, and conferences.	$5,700.00	No
1.12	Guidance counselors will update, maintain, and communicate students' academic plan.	Guidance counselors will update, maintain, and communicate students' academic plan. No costs reflected as this action is within the counselor work day and costs of which are detailed in other actions related to academic counseling.		No
1.13	Provide college awareness and preparation activities to increase student and stakeholder awareness and understanding.	Provide college awareness and preparation activities to include FAFSA, SAT/ACT prep, college application, college field/virtual trips, college dress-up days, guest speakers, and college and career fairs; as a strategy to increase student and stakeholder awareness and understanding.	$4,250.00	No
1.14	Increasing college exempt status on EAP.	SAT/ACT preparation will be suspended unless the requirement for these exams is reinstated at a future date.		No
1.15	Maintain or increase Dual Enrollment courses.	Maintain or increase Dual Enrollment courses.	$505,532.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Additional counseling services for ED program.	Provide additional counseling for ED student services at West Valley High School.	$48,784.00	Yes
1.17	Maintain guidance and counseling support services.	Maintain guidance and counseling support services at pre-expanded level.	$598,301.00	No
1.18	English Language Arts intervention and support.	Provide intervention and support classes for English Language Arts.	$25,056.00	No
1.19	Tutoring support services.	Provide in-school and after-school tutoring support services to students. Afterschool tutoring is provided through Project Share with no district cost. In school tutoring is no cost peer tutoring.		No
1.20	Summer School	Action combined with 1.21		
1.21	Summer School	Provide enhanced in-person Summer School that includes transportation, remediation, and enrichment opportunities.	$80,456.00	No
1.22	Implement Edgenuity program for credit recovery.	Continued implementation of Edgenuity program to provide improved credit recovery and student opportunities to increase or improve college eligibility.		No
1.23	Mathematics intervention and support.	Provide intervention and support classes for Mathematics.	$130,145.00	No
1.24	Maintain concurrent enrollment at Anderson Adult School.	Maintain concurrent enrollment at Anderson Adult School.	$20,047.00	No

Action #	Title	Description	Total Funds	Contributing
1.25	Maintain Math IIA and Math IIB	Math course sequence will maintain Math IIA and Math IIB to provide an avenue for all students to have access to Math III.	$141,762.00	Yes
1.26	Maintain Personal Finance, Statistics and/or Calculus course access.	Course of Personal Finance, Statistics and/or Calculus will be maintained to allow students a greater opportunity to earn math credits and gain math proficiency.	$185,219.00	Yes
1.27	Provide additional support and supplies for special education students.	Provide additional support and supplies for special education students.	$17,509.00	No
1.28	Implement TAG program with Access course.	Implementation of the TAG program to include the addition of the Access course to provide additional academic support to special education and identified at-risk students.	$177,220.00	No
1.29	Additional psychologist services	Additional psychologist services to serve district-wide at-risk students identified for increased supports prior to IEP designations, as well as for special education and transitional IEP services.	$130,575.00	No
1.30	Implement common benchmark assessments.	Implement benchmark assessment system for English and mathematics, administered at least three times through the school-year, in order to identify and target student learning needs for intervention for all students, guide instruction and enrich department collaboration.	$36,679.00	No
1.31	Maintain additional technology staffing.	Maintain additional technology staffing.	$15,942.00	Yes
1.32	Maintain current school site	Maintain current school site administrative services.	$669,199.00	No

Action #	Title	Description	Total Funds	Contributing
	administrative services.			
1.33	Indian Education program	Maintain Indian Education program for additional services to Native American students.	$19,062.00	No
1.34	Professional development.	Professional development will focus on the use of benchmark data and PLC practices, SEL implementation, student engagement with trauma-informed practices, Grading for Equity and other general site instructional needs. Costs for this are detailed in Goal #2.		No
1.35	ELD class will be maintained.	Maintain ELD class to provide services to EL students.	$21,736.00	Yes
1.36	Maintain/increase elective offerings.	Maintain/increase elective offerings.	$186,412.00	Yes
1.37	Broad course of study (EC 51220 [a-i])	Administration will ensure a Broad Course of Study as defined by Ed Code 51220 (a-i) is available to all students including unduplicated students and students with exceptional needs.		No
1.38	Aid support for Community Day School	Additional instructional aide support at Community Day School.	$33,901.00	No
1.39	Community Day School	The district will continue to provide a Community Day School for at-risk 9th and 10th graders.	$148,649.00	Yes
1.40	Maintain Ag Chemistry	Maintain Ag Chemistry	$88,499.00	Yes
1.41	Additional course offerings and	Provide .50 FTE in additional course offerings and interventions in continuation education	$52,271.00	Yes

Action #	Title	Description	Total Funds	Contributing
	interventions in continuation education			

Goal Analysis [2021-22]

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.

Additional course offerings/interventions were needed in continuation education due to enrollment shifts. Additional math 1 and independent study support was needed at the comprehensive high schools due to enrollment shifts and continued impact of the pandemic.

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.

Maintaining current site administrative services actual expenditures were less than budgeted due to the Anderson Union High School Principal vacancy having to be fulfilled by the Director of HR for the 21-22 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

Four-year adjusted cohort graduation rate for 2020 is 86.3% in 2021 it went to 88.9%. The utilization of interventions in continuation education made an impact on the graduation rate. The increase of staff in independent study also contributed to this impact.

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.

Maintain these utilizations of interventions in continuation education and flexibility in staff to handle enrollment shifts.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
With the District's commitment to the mission of "AUHSD employees, in collaboration with parents/guardians, will prepare all students for post-secondary success through various educational opportunities in a safe and comfortable environment", as well as District Strategic Goals: 1) provide a rigorous and relevant curriculum to prepare students for CSU/UC, career pathway or transition goals, 2) recruit, hire and retain highly qualified employees, 3) provide relevant quality staff development opportunities, 4) strengthen partnerships with all stakeholders, 5) provide safe, secure and well maintained facilities, and 6) maintain a fiscally balanced budget that is positively certified; the goal of "schools will provide a safe, orderly, and responsive learning environment", continues to be an essential element of our District's mission and strategic objectives. Understanding that a vital ingredient to a high-quality education is the timely meeting of student needs in a safe and productive setting, stakeholder input and evaluation reaffirmed the commitment to providing a rigorous course of study in a safe, orderly and responsive learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Attendance rate	2020 Baseline was 86.7%	2021 87.6%			90% or higher
2. Decrease chronic absentee rate	2019 Baseline for Chronic absentee rate is 23.2% (Dataquest)	2021 12.4%			10% or lower
3.. Decrease chronic absentee rate for students of special populations	2019 chronic absentee rate for students of special populations (local metrics): SWD (34%), SED (28.4%), Foster (23.5%), Homeless	2021 chronic Absentee rate for student of special populations(local metrics):SWD (20.3%), SED (15.4%), Foster (9.1%), Homeless			Chronic absentee rate for students of special populations: SWD (10%), SED (10%), Foster (10%), Homeless (10%), and EL students (5% or less).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(67.4%), and EL students (5.2%).	(18.4%) and EL (3.1%)			
4. Suspension rate	2019 Baseline was 8.4%	2021 was 5.8%			4% or lower
5. Decrease suspension rate for students of special populations	2019 suspension rate for students of special populations (Dataquest): SWD (11.1%), SED (10.4%), Foster (15%), Homeless (17%) and EL students (5.1%)	2021 suspension rate for student of special populations(local metric): SWD (13.3), SED (12.9%), Foster (22.2%), Homeless (28.5%) and EL (19.1%)			Suspension rate for students of special populations: SWD (4%), SED (4%), Foster (4%), Homeless (4%), and EL students (4%)
6. Expulsion rate	2019 Baseline was ..35%	2021 was .12%			.1% or lower
7. Dropout rate	2020 Baseline is 2.1%	2021 was 2.7%			1% or lower
8. Survey of school repair	2021 Baseline is 100%	2022 is 100%			100%
9. CHKS Students Survey for school climate and student data for belonging and safety	2021 Baseline with 946 (66%) responding (local metric)	waiting on data			100% responding

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	TOSA sections	Student attendance will increase, discipline incidences reduce, and academic performance will improve as a result of maintaining TOSA at AUHS and WVHS (.40 FTE each)	$96,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Campus Supervisors	Student attendance will increase and discipline incidences reduce as a result of maintaining expanded campus supervisor hours	$24,281.00	Yes
2.3	Resource Officers	Resource officers contracted at NVHS and WVHS through DOJ Tobacco Grant Program. School safety, student attendance, and student behaviors will improve as a result of the tobacco cessation initiatives implemented.	$188,099.00	No
2.4	Nutrition Services	Students access to proper nutrition will continue through access to NSLP food program. Second change breakfast will continue to be offered. The Universal Free Meals Program will be implemented in the 2022-23 school year which will extend free meal opportunities for all students that existed temporarily during the pandemic. No contribution from the General Fund is projected at this time.		No
2.5	Saturday School	Saturday school will be utilized as a discipline and poor attendance alternative	$5,459.00	No
2.6	Home to School Transportation	Maintain adequate & safe Home to School Transportation	$848,077.00	No
2.7	Extracurricular activities	Maintain current level of extracurricular opportunities for students in athletics or activities	$693,359.00	No
2.8	Facilities	Maintain physical plant and keep district facilities in good repair	$907,404.00	No
2.9	Curriculum	Social Science Department develop a common curriculum districtwide to use in Social Science 9 courses addressing drug, alcohol, tobacco education and social justice issues.	$9,600.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Student Board member	Maintain student representative as a member of the District Governing Board	$50.00	No
2.11	Attendance	Student attendance will improve with utilization of Aeries letters and notification system to communicate with parents concerning attendance. Student attendance will increase through the implementation of a recognition and incentive program for positive attendance at each site, on a quarterly basis. Continue to participate in SART and SARB training to ensure that students with attendance problems are identified as early as possible to provide appropriate support and intervention services.	$11,500.00	No
2.12	Tier II and Tier III training	Continue to participate in trainings and collaborations to support the Tier II and Tier III intensive referrals for families and students to community services such as Community Connect and case manager support.	$6,500.00	No
2.13	Social Emotional Learning (SEL)	District personnel will participate in professional development to build capacity to meet student and staff emotional well-being needs and implement trauma-informed strategies to ensure safe and welcoming learning environments. District and school SEL teams will participate monthly in the county-wide SEL Community of Practice to build capacity, access SEL resources, and share best practices with other SEL practitioners. District and school SEL teams will implement the Base Education SEL curriculum provided through the county-wide SEL Community of Practice for Tier I-III levels of instruction.	$9,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.14	Professional development	Provide continued professional development for restorative justice practices, social/emotional counseling, trauma-informed practices and parent outreach.	$4,500.00	No
2.15	Counseling services	Student academic performance, attendance and discipline will improve with expanded counseling services to include several contracted counseling services (e.g. Dunamis Counseling, Youth Violence Prevention Council, and Hope City) in the aid of social/emotional and suspension related behaviors.	$190,061.00	No
2.16	Resource Officers	Maintain resource officers contracted at NVHS and WVHS through DOJ Tobacco Grant Program for entire school year. School safety, student attendance, and student behaviors will improve as a result of the tobacco cessation initiatives implemented.	$86,787.00	Yes

Goal Analysis [2021-22]

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.

Additional social emotional counseling services were needed and implemented during the 21-22 school year.

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.

Extracurricular activities expenses were less due to obtaining free COVID testing options vs. amounts originally budgeted for this expense.

An explanation of how effective the specific actions were in making progress toward the goal.

An increased attendance rate and a decrease in suspension rate can be contributed from the increase in social emotional counseling options available for students.

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.

Maintaining social emotional counseling options available for students to increase attendance rate and a decrease in suspension rate.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The effective communication and collaboration with parent/guardians and community members is an essential element to our educational enterprise. This principle, coupled with the District's commitment to the mission of "AUHSD employees, in collaboration with parents/guardians, will prepare all students for post-secondary success through various educational opportunities in a safe and comfortable environment", and the District Strategic Goals: 1) provide a rigorous and relevant curriculum to prepare students for CSU/UC, career pathway or transition goals, 2) recruit, hire and retain highly qualified employees, 3) provide relevant quality staff development opportunities, 4) strengthen partnerships with all stakeholders, 5) provide safe, secure and well maintained facilities, and 6) maintain a fiscally balanced budget that is positively certified; the goal of "the schools and district will develop and maintain a systematic method for partnering with parents and community members", continues to be that third cornerstone of our District's mission and strategic objectives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Percent of parents engage in post secondary planning with students as indicated by student 4-year plan.	Updated baseline due to COVID will be re-established for 2021.	52.2% parents engage in post secondary planning			100%
2. Number of Parent Surveys completed	2021 Baseline of 458 (40.5%)	AUHSD 280 completed (25.4%)			100%
3. Number of Parents satisfied that the school/district communicates	2021 Baseline through annual parent survey is 59.7%	AUHSD 97 completed (14.2%)			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
effectively with parents.					
4. Number of parents that report they feel welcomed and encouraged to be involved in school.	2021 Baseline through annual parent survey is 62.5%	AUHSD 97 completed (14.2%)			100%
5. Site Council meeting participation by targeted groups.	2020 Baseline is 100%	Site principals report 100% participation from targeted groups in site council.			100%
6. Sign-in sheets collected from school meetings and school engagement activities.	First year of data collection due to COVID-19.	100% at this time			100%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Aeries Communicate Software	The district will continue to utilize Aeries Communicate as a platform for communication to parents via phone calls, e-mails and/or text messaging	$5,838.00	No
3.2	Surveys and parental input	Student achievement will increase as a result of gathering input regarding school programs through annual survey of parents/guardians and input via School Site Council and other advisory committees, including the AUHSD LCAAP Advisory Committee.	$750.00	No
3.3	Communications	Increase parent participation in advisory meetings by communicating through a variety of means (social media,newsletters, website, dialer).	$3,540.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Individualized counseling students with disabilities	Parent outreach to unduplicated and special ed students through individualized counseling. 10% of counselors' time will be dedicated to outreach and postsecondary planning for these groups.	$78,160.00	No
3.5	Parent outreach events	Provide ongoing parent/guardian outreach events to educate, inform and support parents in the use of Aeries, Google.Classroom, and available student interventions and supports.	$900.00	No
3.6	College preparation activities	Provide college awareness and preparation activities to include FAFSA, SAT/ACT prep, college application, college field/virtual trips, college dress-up days, guest speakers, and college and career fair; as a strategy to increase student and stakeholder awareness and understanding.	$2,750.00	No
3.7	Parent contact	In addition to data confirmation implement a systematic process to update student /parent contact information during ongoing meetings, events, and activities.	$7,600.00	No

Goal Analysis [2021-22]
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.

No substantive differences

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

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

The district utilized Aeries Communicate as a platform for communication to parents via phone calls, e-mails and/or text messaging. Implementation was poor due to a training issue with staff that has been rectified since then.

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.

The district will continue to utilize Aeries Communicate as a platform for communication to parents via phone calls, e-mails and/or text messagingProvide ongoing parent/guardian outreach events to educate, inform and support parents in the use of Aeries, Google.Classroom, and available student interventions and supports

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,760,244	

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
12.06%	0.00%	$0.00	12.06%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The district's unduplicated population represents 56% of students with some sites below 55% and some sites at or above 55%. The district plans to use the supplemental/concentration funds generated by these students as detailed in actions for Goals #1-3. Some services are planned to be implemented on a districtwide or schoolwide basis. The primary benefit is for the unduplicated students but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for unduplicated students for a variety of reasons. Delivering services in a targeted approach creates administrative cost burdens that are not necessary when these funds would be best spent servicing pupils as a whole while still providing underprivileged students comparable or increased services. Providing services in a schoolwide or districtwide manner is more consistent with the way many existing programs are already administered, creating consistency within the district. Additionally, planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available without interruption. Where all of these conditions could be met while offering targeted services to unduplicated pupils only, then that was the approach used.
In order to address the needs of all students in the pursuit of graduating in an identified CTE pathway or in an "A-G" course of study, additional course options for unduplicated students (EL, FY, and SED/LI) will be expanded in College Connection, Medical Biology and Medical Chemistry, mathematics (Personal Finance, Math IIA, Math IIB, Statistics and/or Calculus), ELD designated course(s), and maintaining or increasing student access to electives.

By providing academic support and interventions (Individualized Academic Support classes, Math interventions, English courses supported by labs, ELD, summer school, smaller class size at Alternative Education, CDS, and increased instructional technology support), targeted to where approximately 70% of the students served by these academic support and interventions are unduplicated students (EL, FY, and SED/LI); these unduplicated student groups will be afforded additional integrated and designated supports for success in graduating college or career ready. Math interventions, English courses supported by labs, smaller class sizes at Alternative Education and CDS all provide necessary tiered instruction models for our lowest performing students thereby increasing student achievement and progress towards graduation. Individualized Academic Support classes and summer school provide low performing students with greater remediation opportunities also increasing progress towards graduation and allowing students to continue at the comprehensive campuses rather than Alternative Education. EL student needs will be addressed through a scaffolding approach with supports built into a smaller ELA and a separate ELD class. Increased instructional technology support is necessary to fully integrate technology in the classroom to ensure career readiness for our students in the 21st century job market. As additional technology has been necessary to implement SBAC testing, delivery of common core instruction, and CTE course development, the trained staff necessary to support the teachers and students in the classroom is an important support service.

Other student support services (additional academic and social emotional counseling, campus supervision, and expanded TOSA support) typically target our unduplicated (EL, FY, and SED/LI) students, those most often in greatest need of these additional support services. Our unduplicated students often have attendance and discipline issues that create educational barriers. Through support services provided by counselors, campus supervision and TOSAs working to curb attendance and discipline related issues, our unduplicated students remain in the classroom a greater number of instructional days, thereby allowing improved academic achievement. In addition, utilizing the district SIS, unduplicated groups demonstrate a higher-level of chronic absenteeism, with EL students at 3.1%, foster youth at 9.1%, Homeless students at 18.4% and Socially Economically Disadvantaged at 15.4%. By maintaining increased TOSA sections and maintaining expanded campus supervisor positions, these positions will provide support elements to our enhanced SART process to yield early interventions and supports in removing barriers to school attendance.

In reviewing the overall expenses for the district, the district plans to spend $1,760,244 to provide services described above and these planned expenditures meet the MPP of 12.06%. These services will be provided in a districtwide, schoolwide, and targeted basis due to the high concentration of unduplicated students districtwide and site-specifically. While all students will benefit, the strategies were developed and principally focused to improve services for the unduplicated students. Unduplicated students will benefit through increased course offerings and student support services, thereby enabling them to successfully graduate in an A-G course of study and/or CTE pathway with a combination of employability skills, college readiness, and college unit completion.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Funds will be used primarily to increase course access and offerings, academic support and interventions, other student support services such as counseling and campus supervision, and parent engagement activities as described in the various strategies detailed in the actions for Goals #1-3. Following is a brief description of how the actions/services are principally directed to increase and improve outcomes for foster youth, English learners and low-income students (unduplicated students) and a description of effectiveness of program.
Increase course access and offerings (Dual Enrollment, Ag Chem, Med Chem, Med Bio, various electives, Statistics, Personal Finance and Math 2A/2B)

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

Academic support and interventions (Individualized Academic Support classes, Math interventions, English courses supported by labs, ELD, summer school, smaller class size at Alternative Education, CDS, and increased instructional technology support)
Approximately 70% of the students served by these academic support and interventions are unduplicated students (EL, FY, and SED/LI). Math interventions, English courses supported by labs, smaller class sizes at Alternative Education and CDS all provide necessary tiered instruction models for our lowest performing students thereby increasing student achievement and progress towards graduation. Individualized Academic Support classes and summer school provide low performing students with greater remediation opportunities also increasing progress towards graduation and allowing students to continue at the comprehensive campuses rather than Alternative Education. EL student needs will be addressed through a scaffolding approach with supports built into a smaller ELA and a separate ELD class. Increased instructional technology support is necessary to fully integrate technology in the classroom to ensure career readiness for our students in the 21st century job market. As additional technology has been necessary to implement SBAC testing, delivery of common core instruction, and CTE course development, the trained staff necessary to support the teachers and students in the classroom is an important support service.

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

The district plans to spend $1,760,244 to provide services described above and these planned expenditures meet the MPP of 12.06%. These services will be provided in a districtwide, schoolwide, and targeted basis due to the high concentration of unduplicated students districtwide and site-specifically. While all students will benefit, the strategies were developed and principally focused to improve services for the unduplicated students. Unduplicated students will benefit through increased course offerings and student support services, thereby enabling them to successfully graduate in an A-G course of study and/or CTE pathway with a combination of employability skills, college readiness, and college unit completion.

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.

N/A - no additional concentration grant add-on funding

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,409,468.00	$848,811.00	$108,500.00	$975,696.00	$8,342,475.00	$4,666,894.00	$3,675,581.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	CTE instructional materials and technology.	All		$179,962.00		$48,623.00	$228,585.00
1	1.2	ROP program support	All	$1,167,363.00				$1,167,363.00
1	1.3	CTE pathway brochures.	All					
1	1.4	Skills USA maintained to support non-Ag CTE pathways	All		$1,000.00			$1,000.00
1	1.5	Electives will be aligned to provide CTE courses that are specific to industry sector pathways.	All					
1	1.6	Upgrade instructional materials.	All		$100,000.00			$100,000.00
1	1.7	Maintain Natural Resources pathway development at AUHS.	All		$23,602.00			$23,602.00
1	1.8	College Connection program	Seniors All	$139,934.00				$139,934.00
1	1.9	Expand College Connection enrollment opportunities.	English Learners Foster Youth Low Income	$34,800.00				$34,800.00
1	1.10	Maintain Medical Biology and Medical Chemistry	English Learners Foster Youth Low Income	$123,060.00				$123,060.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Continued professional development for college and career readiness.	All	$3,700.00			$2,000.00	$5,700.00
1	1.12	Guidance counselors will update, maintain, and communicate students' academic plan.	All					
1	1.13	Provide college awareness and preparation activities to increase student and stakeholder awareness and understanding.	All	$2,250.00	$2,000.00			$4,250.00
1	1.14	Increasing college exempt status on EAP.	All					
1	1.15	Maintain or increase Dual Enrollment courses.	English Learners Foster Youth Low Income	$505,532.00				$505,532.00
1	1.16	Additional counseling services for ED program.	Foster Youth Low Income	$48,784.00				$48,784.00
1	1.17	Maintain guidance and counseling support services.	All	$598,301.00				$598,301.00
1	1.18	English Language Arts intervention and support.	All				$25,056.00	$25,056.00
1	1.19	Tutoring support services.	All					
1	1.20	Summer School						
1	1.21	Summer School	All	$19,674.00	$60,782.00			$80,456.00
1	1.22	Implement Edgenuity program for credit recovery.	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.23	Mathematics intervention and support.	All				$130,145.00	$130,145.00
1	1.24	Maintain concurrent enrollment at Anderson Adult School.	All		$20,047.00			$20,047.00
1	1.25	Maintain Math IIA and Math IIB	English Learners Foster Youth Low Income	$141,762.00				$141,762.00
1	1.26	Maintain Personal Finance, Statistics and/or Calculus course access.	English Learners Foster Youth Low Income	$185,219.00				$185,219.00
1	1.27	Provide additional support and supplies for special education students.	Students with Disabilities				$17,509.00	$17,509.00
1	1.28	Implement TAG program with Access course.	Students with Disabilities				$177,220.00	$177,220.00
1	1.29	Additional psychologist services	All Students with Disabilities		$78,391.00		$52,184.00	$130,575.00
1	1.30	Implement common benchmark assessments.	All		$4,500.00		$32,179.00	$36,679.00
1	1.31	Maintain additional technology staffing.	English Learners Foster Youth Low Income	$15,942.00				$15,942.00
1	1.32	Maintain current school site administrative services.	All	$669,199.00				$669,199.00
1	1.33	Indian Education program	Native American students				$19,062.00	$19,062.00
1	1.34	Professional development.	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.35	ELD class will be maintained.	English Learners	$21,736.00				$21,736.00
1	1.36	Maintain/increase elective offerings.	English Learners Foster Youth Low Income	$186,412.00				$186,412.00
1	1.37	Broad course of study (EC 51220 [a-i])	All					
1	1.38	Aid support for Community Day School	All				$33,901.00	$33,901.00
1	1.39	Community Day School	English Learners Foster Youth Low Income	$148,649.00				$148,649.00
1	1.40	Maintain Ag Chemistry	English Learners Foster Youth Low Income	$88,499.00				$88,499.00
1	1.41	Additional course offerings and interventions in continuation education	Foster Youth Low Income	$52,271.00				$52,271.00
2	2.1	TOSA sections	English Learners Foster Youth Low Income	$96,510.00				$96,510.00
2	2.2	Campus Supervisors	English Learners Foster Youth Low Income	$24,281.00				$24,281.00
2	2.3	Resource Officers	All		$188,099.00			$188,099.00
2	2.4	Nutrition Services	All					
2	2.5	Saturday School	All	$5,459.00				$5,459.00
2	2.6	Home to School Transportation	All	$642,308.00			$205,769.00	$848,077.00
2	2.7	Extracurricular activities	All	$505,231.00	$188,128.00			$693,359.00
2	2.8	Facilities	All	$801,404.00		$106,000.00		$907,404.00
2	2.9	Curriculum	All	$9,600.00				$9,600.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.10	Student Board member	All	$50.00				$50.00
2	2.11	Attendance	All	$9,000.00		$2,500.00		$11,500.00
2	2.12	Tier II and Tier III training	All				$6,500.00	$6,500.00
2	2.13	Social Emotional Learning (SEL)	All				$9,500.00	$9,500.00
2	2.14	Professional development	All				$4,500.00	$4,500.00
2	2.15	Counseling services	All				$190,061.00	$190,061.00
2	2.16	Resource Officers	English Learners Foster Youth Low Income	$86,787.00				$86,787.00
3	3.1	Aeries Communicate Software	All				$5,838.00	$5,838.00
3	3.2	Surveys and parental input	All	$750.00				$750.00
3	3.3	Communications	All	$3,540.00				$3,540.00
3	3.4	Individualized counseling students with disabilities	Unduplicated and Special Education Students Students with Disabilities	$62,511.00			$15,649.00	$78,160.00
3	3.5	Parent outreach events	All		$900.00			$900.00
3	3.6	College preparation activities	All	$1,350.00	$1,400.00			$2,750.00
3	3.7	Parent contact	All	$7,600.00				$7,600.00

2022-23 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
14,592,696	1,760,244	12.06%	0.00%	12.06%	$1,760,244.00	0.00%	12.06 %	**Total:**	$1,760,244.00
								LEA-wide Total:	$164,591.00
								Limited Total:	$21,736.00
								Schoolwide Total:	$1,573,917.00

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	1.9	Expand College Connection enrollment opportunities.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School 12	$34,800.00	
1	1.10	Maintain Medical Biology and Medical Chemistry	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$123,060.00	
1	1.15	Maintain or increase Dual Enrollment courses.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$505,532.00	
1	1.16	Additional counseling services for ED program.	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: West Valley High School	$48,784.00	

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 (%)
						9-12 ED students		
1	1.25	Maintain Math IIA and Math IIB	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$141,762.00	
1	1.26	Maintain Personal Finance, Statistics and/or Calculus course access.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$185,219.00	
1	1.31	Maintain additional technology staffing.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,942.00	
1	1.35	ELD class will be maintained.	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Anderson Union High School	$21,736.00	
1	1.36	Maintain/increase elective offerings.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$186,412.00	
1	1.39	Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,649.00	
1	1.40	Maintain Ag Chemistry	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$88,499.00	
1	1.41	Additional course offerings and interventions in continuation education	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: North Valley High School	$52,271.00	
2	2.1	TOSA sections	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School / West Valley High School	$96,510.00	
2	2.2	Campus Supervisors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School /	$24,281.00	

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 (%)
						West Valley High School		
2	2.16	Resource Officers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North Valley High School / West Valley High School	$86,787.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,649,165.00	$8,312,385.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	CTE instructional materials and technology.	No	$125,394.00	$175,013
1	1.2	ROP program support	No	$1,119,767.00	$1,110,587
1	1.3	CTE pathway brochures.	No		
1	1.4	Skills USA maintained to support non-Ag CTE pathways	No	$500.00	$0
1	1.5	Electives will be aligned to provide CTE courses that are specific to industry sector pathways.	No		
1	1.6	Upgrade instructional materials.	No	$100,000.00	$100,000
1	1.7	Maintain Natural Resources pathway development at AUHS.	No	$21,722.00	$22,146
1	1.8	College Connection program	No	$178,348.00	$136,987
1	1.9	Expand College Connection enrollment opportunities.	No Yes	$44,730.00	$52,200

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	1.10	Maintain Medical Biology and Medical Chemistry	Yes	$120,523.00	$96,409
1	1.11	Continued professional development for college and career readiness.	No	$2,346.00	$2,346
1	1.12	Guidance counselors will update, maintain, and communicate students' academic plan.	No		
1	1.13	Provide college awareness and preparation activities to increase student and stakeholder awareness and understanding.	No	$6,250.00	$4,250
1	1.14	Increasing college exempt status on EAP.	No	$2,100.00	$0
1	1.15	Maintain or increase Dual Enrollment courses.	Yes	$505,725.00	$517,501
1	1.16	Additional counseling services for ED program.	Yes	$45,461.00	$46,668
1	1.17	Maintain guidance and counseling support services.	No	$609,631.00	$588,614
1	1.18	English Language Arts intervention and support.	No	$45,219.00	$69,717
1	1.19	Tutoring support services.	No		
1	1.20	Summer School	No	$17,406.00	$17,474
1	1.21	Summer School	No	$102,013.00	$61,543
1	1.22	Implement Edgenuity program for credit recovery.	No	$100,000.00	$100,000

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	1.23	Mathematics intervention and support.	No	$101,284.00	$75,077
1	1.24	Maintain concurrent enrollment at Anderson Adult School.	No	$21,432.00	$17,144
1	1.25	Maintain Math IIA and Math IIB	Yes	$134,573.00	$144,975
1	1.26	Maintain Personal Finance, Statistics and/or Calculus course access.	Yes	$175,390.00	$214,535
1	1.27	Provide additional support and supplies for special education students.	No	$13,275.00	$17,966
1	1.28	Implement TAG program with Access course.	No	$155,766.00	$160,968
1	1.29	Additional psychologist services	No	$49,343.00	$50,661
1	1.30	Implement common benchmark assessments.	No	$12,000.00	$28,500
1	1.31	Maintain additional technology staffing.	Yes	$15,428.00	$15,419
1	1.32	Maintain current school site administrative services.	No	$665,244.00	$521,300
1	1.33	Indian Education program	No	$12,767.00	$12,984
1	1.34	Professional development.	No		
1	1.35	ELD class will be maintained.	Yes	$26,697.00	$22,596

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	1.36	Maintain/increase elective offerings.	Yes	$182,927.00	$158,614
1	1.37	Broad course of study (EC 51220 [a-i])	No		
1	1.38	Aid support for Community Day School	No	$41,480.00	$46,354
1	1.39	Community Day School	Yes	$143,384.00	$144,875
1	1.40	Maintain Ag Chemistry	Yes	$80,048.00	$68,673
1	1.41	Additional course offerings/interventions for continuation education	Yes		$61,287
1	1.42	Additional math 1 and IS support	Yes		$51,299
2	2.1	TOSA sections	Yes	$158,372.00	$172,057
2	2.2	Campus Supervisors	Yes	$23,747.00	$21,349
2	2.3	Resource Officers	No	$299,535.00	$258,054
2	2.4	Nutrition Services	No	$239,727.00	$0
2	2.5	Saturday School	No	$4,870.00	$5,369
2	2.6	Home to School Transportation	No	$851,307.00	$870,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Extracurricular activities	No	$782,901.00	$699,345
2	2.8	Facilities	No	$1,038,931.00	$1,094,529
2	2.9	Curriculum	No	$9,600.00	$0
2	2.10	Student Board member	No		$50
2	2.11	Attendance	No	$11,500.00	$6,000
2	2.12	Tier II and Tier III training	No	$6,500.00	$0
2	2.13	Social Emotional Learning (SEL)	No	$9,500.00	$0
2	2.14	Professional development	No	$4,500.00	$4,500
2	2.15	Counseling services	No	$139,125.00	$198,175
3	3.1	Aeries Communicate Software	No	$5,838.00	$5,838
3	3.2	Surveys and parental input	No	$750.00	$750.00
3	3.3	Communications	No	$3,540.00	$3,540

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	3.4	Individualized counseling students with disabilities	No	$68,149.00	$46,897
3	3.5	Parent outreach events	No	$2,250.00	$900
3	3.6	College preparation activities	No	$2,750.00	$2,750
3	3.7	Parent contact	No	$7,600.00	$7,600

2021-22 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)
$1,757,199	$1,657,005.00	$1,766,493.00	($109,488.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Expand College Connection enrollment opportunities.	Yes	$44,730.00	$52,200		
1	1.10	Maintain Medical Biology and Medical Chemistry	Yes	$120,523.00	$96,409		
1	1.15	Maintain or increase Dual Enrollment courses.	Yes	$505,725.00	$495,537		
1	1.16	Additional counseling services for ED program.	Yes	$45,461.00	$46,668		
1	1.25	Maintain Math IIA and Math IIB	Yes	$134,573.00	$144,975		
1	1.26	Maintain Personal Finance, Statistics and/or Calculus course access.	Yes	$175,390.00	$214,535		
1	1.31	Maintain additional technology staffing.	Yes	$15,428.00	$15,419		
1	1.35	ELD class will be maintained.	Yes	$26,697.00	$22,596		
1	1.36	Maintain/increase elective offerings.	Yes	$182,927.00	$158,614		
1	1.39	Community Day School	Yes	$143,384.00	$144,875		
1	1.40	Maintain Ag Chemistry	Yes	$80,048.00	$68,673		

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	1.41	Additional course offerings/interventions for continuation education	Yes		$61,287		
1	1.42	Additional math 1 and IS support	Yes		$51,299		
2	2.1	TOSA sections	Yes	$158,372.00	$172,057		
2	2.2	Campus Supervisors	Yes	$23,747.00	$21,349		

2021-22 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)
$14,325,191	$1,757,199	0	12.27%	$1,766,493.00	0.00%	12.33%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, 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]).

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

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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).

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

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

- **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.

    o 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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
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Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Anderson UHSD	Victor Hopper Superintendent	vhopper@auhsd.net (530) 378-0568

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

With the District's commitment to the mission of "AUHSD employees, in collaboration with parents/guardians, will prepare all students for post-secondary success through various educational opportunities in a safe and comfortable environment", as well as District Strategic Goals: 1) provide a rigorous and relevant curriculum to prepare students for CSU/UC, career pathway or transition goals, 2) recruit, hire and retain highly qualified employees, 3) provide relevant quality staff development opportunities, 4) strengthen partnerships with all stakeholders, 5) provide safe, secure and well maintained facilities, and 6) maintain a fiscally balanced budget that is positively certified; the goal of "All students will be progressing toward graduation in an identified CTE pathway or in an "A-G" course of study", remains a cornerstone of our District's mission and strategic objectives. Vetted through stakeholder input, the school-community remains committed to providing a rigorous course of study that creates and maintains meaningful 21st Century post-secondary opportunities for all students. Anyone on of the items could be a barrier preventing AUHSD from providing access to a broad course of study for all students. Understanding that a vital ingredient to a high-quality education is the timely meeting of student needs in a safe and productive setting, stakeholder input and evaluation reaffirmed the commitment to providing a rigorous course of study in a safe, orderly and responsive learning environment. As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.. Through an analysis of state and local indicators and input from stakeholders we have determined that our primary focus is to prepare students academically for success post-graduation in college and/or career. We will accomplish this through the following overarching actions: 1. Provide an academic program that prepares students to meet the requirements of college expectations regardless if the student actually chooses to enroll or not. 2. Through specific counseling and classroom activities, engage parents in the four-year academic plan for their student(s). 3. Provide multiple opportunities to support students who struggle academically and/or socially so they may reach their full potential. Key LCAP actions to support these actions are: 1. Ensure that all students are in an identified CTE pathway and/or A-G course of study. • Upgrade instructional materials • Professional development to support "A-G" and CTE programs. • Expanding College Connection and Dual Enrollment opportunities. • Providing ongoing college and CTE awareness activities for students and parents/guardians. • Providing academic support and recovery programs to ensure access and equity for all students. • Implementation of district-wide benchmark assessment program to enhance collaboration, as well as identifying students individual needs and relevant supports.

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

    Rating Scale (lowest to highest) -
    - 1 - Exploration and Research Phase
    - 2 - Beginning Development
    - 3 - Initial Implementation
    - 4 - Full Implementation
    - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

    Rating Scale (lowest to highest) -
    - 1 - Exploration and Research Phase
    - 2 - Beginning Development
    - 3 - Initial Implementation
    - 4 - Full Implementation
    - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research
    2 – Beginning Development
    3 – Initial Implementation
    4 – Full Implementation
    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing 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.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

> When partnering with parents and community, AUHSD uses AERIES Communicate, as well as social media platforms in order to provide stakeholders with timely, up-to-date information.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

> AUHSD will continue activities to illicit ongoing stakeholder input and engagement in school programs and advisory activities. This will be thru a variety of tools such as Aeries Communicate, Parent Square and surveys.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

> Ongoing efforts to update student/parent/guardian contact information, beyond the "Data Confirmation", throughout the year. This will be thru a variety of tools such as Aeries Communicate, Parent Square and surveys.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in 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.				4	

Building Partnerships	1	2	3	4	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

When partnering with parents and community, AUHSD uses AERIES Communicate, as well as social media platforms in order to provide stakeholders with timely, up-to-date information.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

AUHSD will continue activities to illicit ongoing stakeholder input and engagement in school programs and advisory activities. This will be thru a variety of tools such as Aeries Communicate, Parent Square and surveys.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Ongoing efforts to update student/parent/guardian contact information, beyond the "Data Confirmation", throughout the year. This will be thru a variety of tools such as Aeries Communicate, Parent Square and surveys.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. 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.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

> When partnering with parents and community, AUHSD uses AERIES Communicate, as well as social media platforms in order to provide stakeholders with timely, up-to-date information.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

> AUHSD will continue activities to illicit ongoing stakeholder input and engagement in school programs and advisory activities. This will be thru a variety of tools such as Aeries Communicate, Parent Square and surveys.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

> Ongoing efforts to update student/parent/guardian contact information, beyond the "Data Confirmation", throughout the year. This will be thru a variety of tools such as Aeries Communicate, Parent Square and surveys.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited–to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

> California Healthy Kids Survey for school climate and student data for belonging and safety. Data showed with 2021 Baseline of 946 (66%) responding (local metric). 2022 California Healthy Kids Survey results are still pending review.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

- With the District's commitment to the mission of "AUHSD employees, in collaboration with parents/guardians, will prepare all students for post-secondary success through various educational opportunities in a safe and comfortable environment", as well as District Strategic Goals: 1) provide a rigorous and relevant curriculum to prepare students for CSU/UC, career pathway or transition goals, 2) recruit, hire and retain highly qualified employees, 3) provide relevant quality staff development opportunities, 4) strengthen partnerships with all stakeholders, 5) provide safe, secure and well maintained facilities, and 6) maintain a fiscally balanced budget that is positively certified; the goal of "All students will be progressing toward graduation in an identified CTE pathway or in an "A-G" course of study", remains a cornerstone of our District's mission and strategic objectives. Vetted through stakeholder input, the school-community remains committed to providing a rigorous course of study that creates and maintains meaningful 21st Century post-secondary opportunities for all students. As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.. Through an analysis of state and local indicators and input from stakeholders we have determined that our primary focus is to prepare students academically for success post-graduation in college and/or career. We will accomplish this through the following overarching actions: 1. Provide an academic program that prepares students to meet the requirements of college expectations regardless if the student actually chooses to enroll or not. 2. Through specific counseling and classroom activities, engage parents in the four-year academic plan for their student(s). 3. Provide multiple opportunities to support students who struggle academically and/or socially so they may reach their full potential. Key LCAP actions to support these actions are: 1. Ensure that all students are in an identified CTE pathway and/or A-G course of study. Upgrade instructional materials Professional development to support "A-G" and CTE programs. Expanding College Connection and Dual Enrollment opportunities. Providing ongoing college and CTE awareness activities for students and parents/guardians. Providing academic support and recovery programs to ensure access and equity for all students. Implementation of district-wide benchmark assessment program to enhance collaboration, as well as identifying students individual needs and relevant supports.

Ensure that all students are in an identified CTE pathway and/or A-G course of study.
- Upgrade instructional materials
- Professional development to support "A-G" and CTE programs.
- Expanding College Connection and Dual Enrollment opportunities.
- Providing ongoing college and CTE awareness activities for students and parents/guardians.
- Providing academic support and recovery programs to ensure access and equity for all students.
- Implementation of district-wide benchmark assessment program to enhance collaboration, as well as identifying students individual

needs and relevant supports

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					