# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Antelope Valley Union High School District

CDS Code: 19642460000000
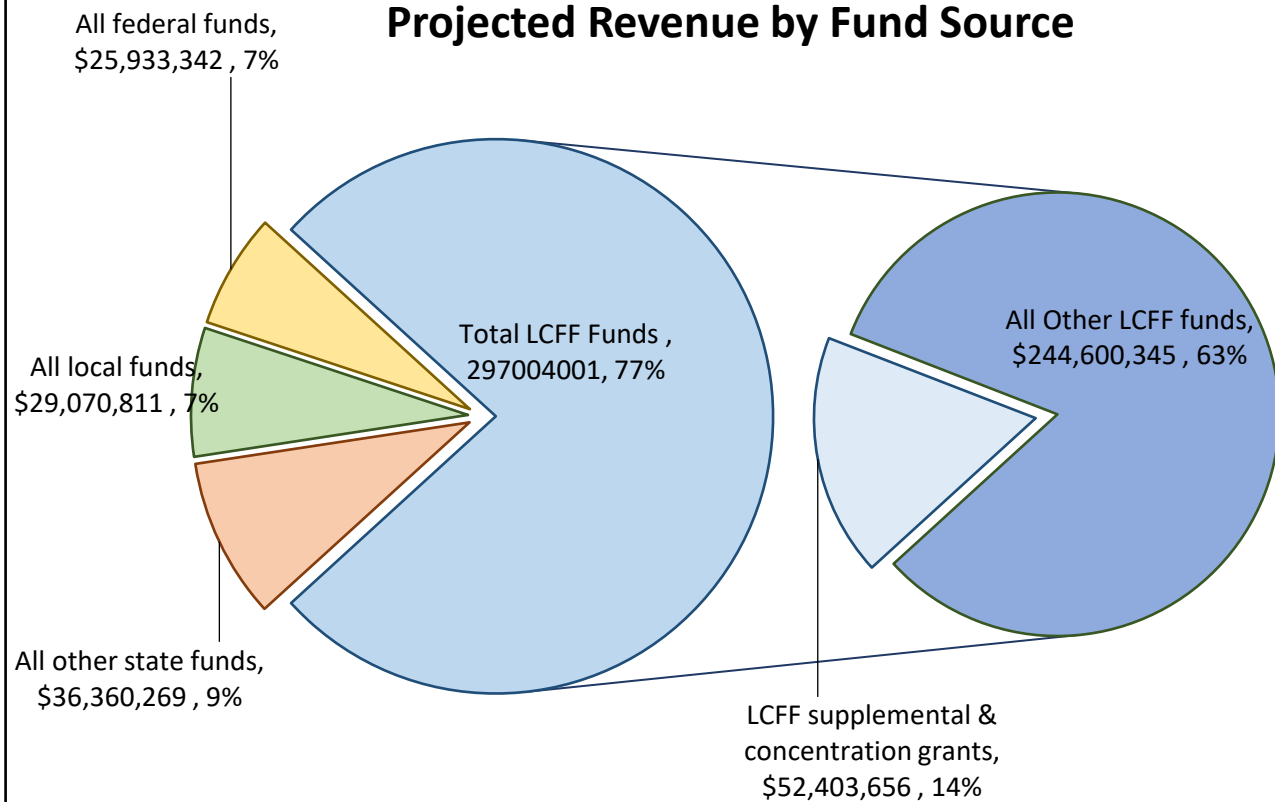
School Year: 2024-25

LEA contact information: Jennifer Slater-Sanchez, (661) 948-7655 jslater-sanchez@avhsd.org

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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

All federal funds, $25,933,342 , 7%

All local funds, $29,070,811 , 7%

All other state funds, $36,360,269 , 9%

Total LCFF Funds , 297004001, 77%

All Other LCFF funds, $244,600,345 , 63%

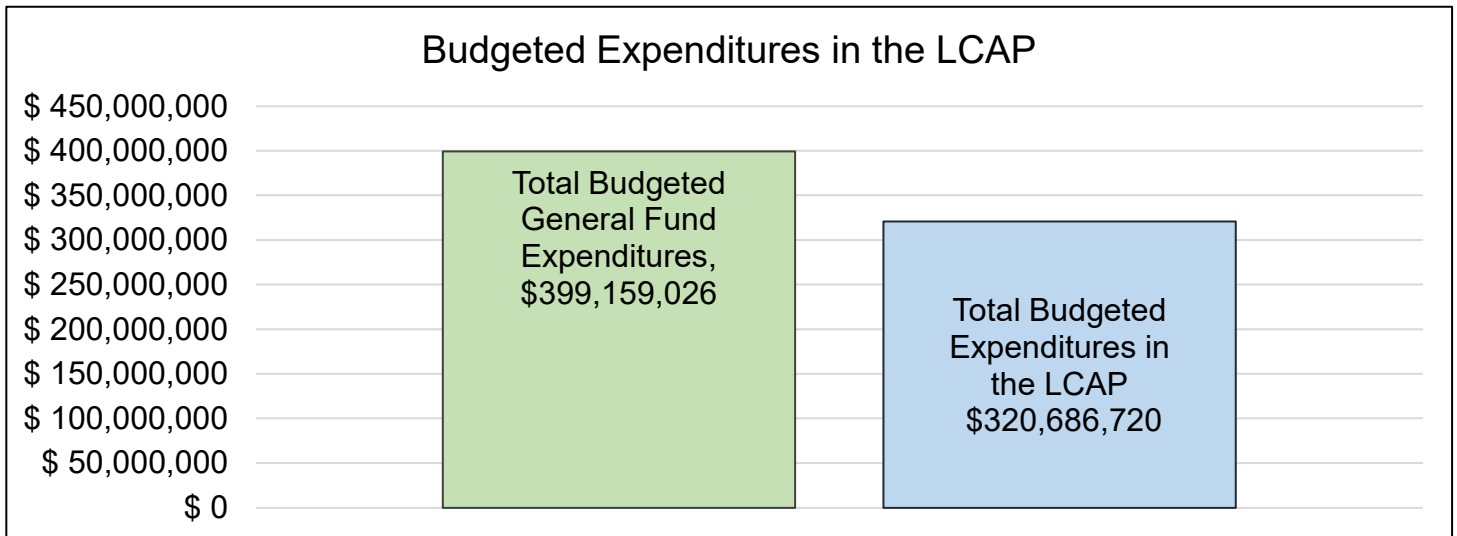LCFF supplemental & concentration grants, $52,403,656 , 14%

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

The text description for the above chart is as follows: The total revenue projected for Antelope Valley Union High School District is $388,368,423.00, of which $297,004,001.00 is Local Control Funding Formula (LCFF), $36,360,269.00 is other state funds, $29,070,811.00 is local funds, and $25,933,342.00 is federal funds. Of the $297,004,001.00 in LCFF Funds, $52,403,656.00 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, $399,159,026 | Total Budgeted Expenditures in the LCAP $320,686,720 |

Chart y-axis: $ 450,000,000 / $ 400,000,000 / $ 350,000,000 / $ 300,000,000 / $ 250,000,000 / $ 200,000,000 / $ 150,000,000 / $ 100,000,000 / $ 50,000,000 / $ 0

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

The text description of the above chart is as follows: Antelope Valley Union High School District plans to spend $399,159,026.00 for the 2024-25 school year. Of that amount, $320,686,720.00 is tied to actions/services in the LCAP and $78,472,306.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
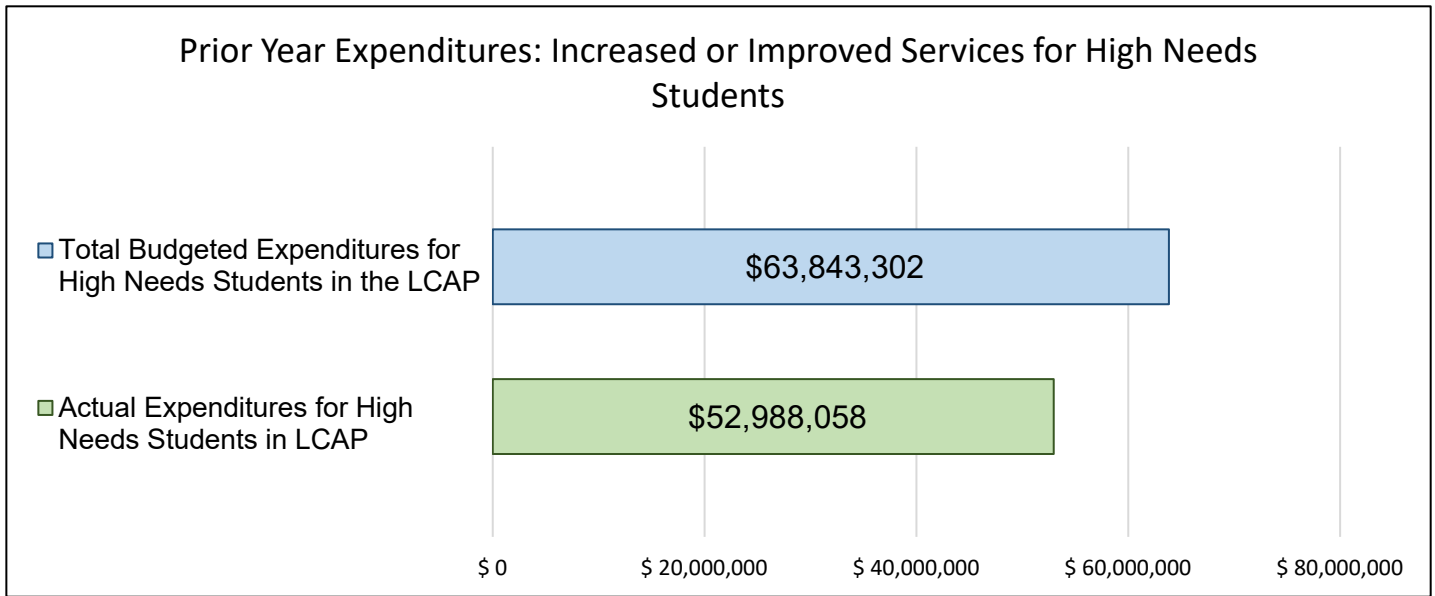
General Fund expenditures not included in the LCAP include those costs of operations and general business expenses of the District, as well as certain federal programs. These expenditures include utilities, insurance, postage, fuel, and site and district support personnel.

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

In 2024-25, Antelope Valley Union High School District is projecting it will receive $52,403,656.00 based on the enrollment of foster youth, English learner, and low-income students. Antelope Valley Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Antelope Valley Union High School District plans to spend $67,584,556.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $63,843,302
- ☐ Actual Expenditures for High Needs Students in LCAP — $52,988,058

(x-axis: $ 0, $ 20,000,000, $ 40,000,000, $ 60,000,000, $ 80,000,000)

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

The text description of the above chart is as follows: In 2023-24, Antelope Valley Union High School District's LCAP budgeted $63,843,302.00 for planned actions to increase or improve services for high needs students. Antelope Valley Union High School District actually spent $52,988,058.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $10,855,244.00 had the following impact on Antelope Valley Union High School District's ability to increase or improve services for high needs students:

Planned actions for Foster Youth, Low-Income, and English Learners were implemented as identified in the 23-24 LCAP, however, due to available COVID funding and timelines, the services were provided under other funding sources. There was no impact on these targeted students as the planned services were still provided and funded through the remaining one-time funding.

# 2023-2024 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Antelope Valley Union High | Dr. Jennifer Slater-Sanchez  Director of Categorical and Special Programs | jslater-sanchez@avhsd.org    (661) 948-7655 |

## *Goals and Actions*

## Goal

| Goal # | Description |
|---|---|
| 1 | Ensure that all students are academically proficient and college and career ready |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|---|---|---|---|---|---|
| Graduation Rate | 85.7% - All Students<br>69.1% - FY (Correction)<br>84.1% - LI<br>73.8% - EL<br>2019-2020<br>DataQuest | 82.8% - All Students<br>65.0% - FY<br>81.1% - LI<br>70.4% - EL<br>64.1% - Students with Disabilities<br>2020-2021<br>DataQuest | 82.3% - All Students<br>56.8% - FY<br>80.5% - LI<br>69.7% - EL<br>63.5% - Students with Disabilities<br>2021-2022<br>DataQuest | 86.7% - All Students<br>75.2% - FY<br>85.7% - LI<br>76.0% - EL<br>71.4% - Students with Disabilities<br>2022-2023<br>DataQuest | 90%-All Students<br>75% - FY<br>90% - LI<br>80% - EL<br>2023-2024<br>DataQuest |
| ELPI (English Learner Progress Indicator) | 39.3% low<br>2019<br>California Dashboard | Summative ELPAC<br>13.05% - Well Developed<br>31.89% - Moderately Developed<br>34.60% - Somewhat | English Learner Progress<br>43% -Low - Making progress towards English language proficiency<br>2022 California Dashboard | English Learner Progress<br>38.5% -Maintained (-1.5%)<br>2023 California Dashboard | 55% High<br>2023<br>California Dashboard |

| | | | | | |
|---|---|---|---|---|---|
| | | Developed<br>20.45% - Minimally<br>Developed | | | |
| RFEP<br>(Reclassification<br>Rate) | 21.8%<br>2019-20 DataQuest<br>(Correction) | 12.6 %<br>2020-2021<br>DataQuest | Preliminary Data from<br>CALPADS<br>8.76% (2021-2022) | 15.7% Data Central | 30%<br>2023-2024<br>DataQuest |
| CCI (College/Career<br>Indicator) | Orange - All Students<br>Performance: 27.6%<br>prepared<br>Progress: +1.4%<br>(maintained)<br><br>Yellow - FY<br>Performance: 12.4%<br>prepared<br>Progress: +2.9%<br>(increased)<br><br>Orange - LI<br>Performance: 24.7%<br>prepared<br>Progress: +1.6%<br>(maintained)<br><br>Red - EL<br>Performance: 7.1%<br>prepared<br>Progress: -1%<br>(maintained)<br><br>2019<br>California Dashboard | DATA NOT AVAILABLE<br>SINCE 2019<br>Orange - All Students<br>Performance: 27.6%<br>prepared - Progress:<br>+1.4% (maintained)<br>Yellow - FY Performance:<br>12.4% prepared Progress:<br>+2.9% (increased)<br>Orange - LI Performance:<br>24.7% prepared Progress:<br>+1.6% (maintained)<br>Red - EL Performance:<br>7.1% prepared Progress:<br>-1% (maintained)<br>2019 California<br>Dashboard | *DATA NOT AVAILABLE<br>SINCE 2019 | 22.2% - All Students<br>6.1% - FY<br>18.9% - LI<br>7.3% - EL<br>2.8% - SWD<br>2023 - College/Career Levels<br>and Measures Report & Data | Green - All Students<br>40% prepared - All Students<br>35% prepared - FY<br>40% prepared - LI<br>35% prepared - EL<br>2023<br>California Dashboard |
| A-G Completion | 34.2% - All Students<br>17.20% - FY<br>30.60% - LI<br>17.30% - EL<br>2019-2020<br>DataQuest | 41.5% - All Students<br>17.80% - FY<br>38.30% - LI<br>19.90% - EL<br>12.4% - SWD<br>2020-2021 DataQuest | 33.4% - All Students<br>8.6% - FY<br>30.3% - LI<br>16.6% - EL<br>9.5% - SWD<br>2021-2022 DataQuest | 32.3% - All Students<br>8.0% - FY<br>29.2% - LI<br>15.2% - EL<br>8.8% - SWD<br>2022-2023 DataQuest | 45% - All Students<br>40% - FY<br>45% - LI<br>40% - EL<br>2023-2024<br>DataQuest |
| CTE Pathway<br>Completion | 26%- All Students<br>16.7% - FY<br>26.2% - LI<br>11.1% - EL | 13.1%- All Students<br>4.6% - FY<br>12.3% - LI<br>4.6% - EL | 11.2%- All Students<br>2.9% - FY<br>10.5% - LI<br>4.9% - EL | 17.2% - All Students<br>9.1% - FY<br>16.5% - LI<br>5.6% - EL | 35%- All Students<br>30% - FY<br>35% - LI<br>30% - EL |

| | 2019-2020<br>CDE - College/Career Measures Reports & Data | 2.7- SWD<br>2020-2021<br>CDE - College/Career Measures Reports & Data Only | 1.9%- SWD<br>2021-2022<br>CDE - College/Career Measures Reports & Data Only | 8.7%- SWD<br>2023 - College/Career Levels and Measures Report & Data | 2023-2024<br>CDE - College/Career Measures Reports & Data |
|---|---|---|---|---|---|
| CAASPP ELA | Orange - All Students Performance: 37.6 points below standard Progress: +0.8 points (maintained)<br><br>Red - FY Performance: 106.7 points below standard Progress: Declined 24 Points<br><br>Red - LI Performance:49 points below standard 2019 Dashboard Progress: Maintained 0.5 Points<br><br>No Color - EL 149 points below standard Declined 5.7 Points<br><br>2019 California Dashboard | DATA NOT AVAILABLE SINCE 2019 Orange - All Students Performance: 37.6 points below standard Progress: +0.8 points (maintained) Red - FY Performance: 106.7 points below standard Progress: Declined 24 Points Red - LI Performance: 49 points below standard 2019 Dashboard Progress: Maintained 0.5 Points No Color - EL Performance: 149 points below standard Declined 5.7 Points Orange - SWD Performance: 129.8 points below standard Progress:Increased 4.7 Points 2019 California Dashboard | All Students Performance: 58.1 points below standard FY Performance: 126.7 points below standard LI Performance: 74.2 points below standard EL Performance: 138.4 points below standard SWD Performance: 155.1 points below standard 2022 California Dashboard | Orange - All Students Performance: 52.3 points below standard Progress: +5.8 points (Increased)<br><br>Orange - FY Performance: 119.8 points below standard Progress: +11.1 points (Increased)<br><br>Orange - LI Performance: 65.9 points below standard 2019 Dashboard Progress: +8.3 points (Increased)<br><br>Orange - EL 119.7 points below standard Progress: +18.7points (Increased)<br><br>2023 California Dashboard | Yellow -  All Students Performance: 10 points below standard<br><br>Green - FY Performance: 40 points below standard<br><br>Yellow - LI Performance:10 points below standard<br><br>Green - EL 55 points below standard<br><br>2023 California Dashboard |
| CAASPP Math | 2019 Dashboard Red - All Students Performance: 133.4 points below standard Progress: -2.3 points (maintained)<br><br>Red - FY Performance: 178.8 points below standard Progress: Declined 7.9 Points | DATA NOT AVAILABLE SINCE 2019 Red - All Students Performance: 133.4 points below standard Progress: -2.3 points (maintained) Red - FY Performance: 178.8 points below standard Progress: Declined 7.9 Points Red - LI Performance: 148.8 points below standard Progress: | All Students Performance: 154.6 points below standard FY Performance: 198.6 points below standard LI Performance:  168.7 points below standard EL Performance: 215.1 points below standard SWD Performance:  221.1 points below standard 2022 California Dashboard | Orange - All Students Performance: 149.9 points below standard Progress: +4.7 points (increased)<br><br>Red - FY Performance: 204.4 points below standard Progress: +1.8 (maintained)<br><br>Orange - LI Performance: 164.8 points | Yellow - All Students Performance: 65 points below standard<br><br>Yellow - FY Performance: 95 points below standard<br><br>Yellow  - LI Performance: 75 points below standard<br><br>Yellow  - EL |

| | | | | | |
|---|---|---|---|---|---|
| | Red - LI Performance: 148.8 points below standard Progress: Declined 3.8 Points<br><br>Red - EL Performance: 228.5 points below standard Progress: Declined 11.1 Points<br><br>2019 California Dashboard | Declined 3.8 Points Red - EL Performance: 228.5 points below standard Progress: Declined 11.1 Points Orange - SWD Performance: 168.3 points below standard Progress: Declined 5.8 Points 2019 California Dashboard | | below standard Progress: +3.8 (increased)<br><br>Orange - EL Performance: 205.4 points below standard Progress: +9.7 (increased)<br><br>2023 California Dashboard | Performance: 100 points below standard<br><br>2023 California Dashboard |
| California Science Test | | | All Students - 12.71% Standard Met or Exceeded FY - 6.38% Standard Met or Exceeded EL - 0.11% Standard Met or Exceeded LI - 9.27% Standard Met or Exceeded SWD - 3.47% Standard Met or Exceeded 2021-2022 | All Students - 12.69% Standard Met or Exceeded FY - 6.25% Standard Met or Exceeded EL - 0.33% Standard Met or Exceeded LI - 9.66% Standard Met or Exceeded SWD - 2.93% Standard Met or Exceeded 2021-2022 | All Students - 30% Standard Met or Exceeded FY - 30% Standard Met or Exceeded EL - 30% Standard Met or Exceeded LI - 30% Standard Met or Exceeded SWD - 30% Standard Met or Exceeded |
| Local Math Assessment: NWEA MAP (11th grade) | High: 21% High Avg: 18% Avg.: 19% Low Avg.: 21% Low: 21% 2020-2021 NWEA Local Assessment | High: 11% High Avg: 8% Avg.: 20% Low Avg.: 26% Low: 34% 2021-2022 NWEA Local Assessment | High: 7% High Avg: 14% Avg.: 18% Low Avg.: 24% Low: 37% 2022-2023 Fall NWEA Local Assessment | High: 9% High Avg: 13% Avg.: 20% Low Avg.: 27% Low: 31% 2023-2024 Fall NWEA Local Assessment | 50% high/high avg. 2023-2024 NWEA Local Assessment |
| Local ELA Assessment: NWEA Map (11th grade) | High: 17% High Avg.: 26% Avg.: 23% Low Avg.: 18% Low: 16% 2020-2021 NWEA Local Assessment | High: 19% High Avg: 9% Avg.: 24% Low Avg.: 23% Low: 25% 2021-2022 NWEA Local Assessment | High: 9% High Avg: 17% Avg.: 21% Low Avg.: 24% Low: 29% 2022-2023 Fall NWEA Local Assessment | High: 6% High Avg: 19% Avg.: 23% Low Avg.: 27% Low: 24% 2023-2024 Fall NWEA Local Assessment | 50% high/high avg. 2023-2024 NWEA Local Assessment |
| EAP % Students Prepared for College ELA | 37.65% - All Students 7.25% - FY 33.23% - LI 8.15% - EL | DATA NOT AVAILABLE SINCE 2019 37.65% - All Students 7.25% - FY | 31.74% - All Students 18.06% - FY 25.76% - LI 2.42% - EL | 33.37% - All Students 15.30% - FY 29.25% - LI 3.4% - EL | 50% - All Students 35% - FY 45% - LI 30% - EL |

| | | | | |
|---|---|---|---|---|
| | 2018-2019 https://caaspp-elpac.cde.ca.gov/ | 33.23% - LI 8.15% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/ | 5.15% - SWD 2021-2022 (11th Grade Only) | 5.16% - SWD 2022-2023 (11th Grade Only) https://caaspp-elpac.cde.ca.gov/ | 2023-2024 https://caaspp-elpac.cde.ca.gov/ |
| EAP % Students Prepared for College Math | 11.19% - All Students 14.49% - FY 8.05% - LI 0.83% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/ | DATA NOT AVAILABLE SINCE 2019 11.19% - All Students 14.49% - FY 8.05% - LI 0.83% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/ | 7.73% - All Students 0% - FY 5.03% - LI 0% - EL 0.65% - SWD 2021-2022 (11th Grade Only) | 9.11% - All Students 1.01% - FY 6.23% - LI 0.57% - EL 0.70% - SWD 2022-2023 (11th Grade Only) https://caaspp-elpac.cde.ca.gov/ | 35% - All Students 35% - FY 30% - LI 25% - EL 2023-2024 https://caaspp-elpac.cde.ca.gov/ |
| Implementation of Academic Standards (Local Indicator) | Standard Met 2020-2021 | Standard Met 2021-2022 | Standard Met 2022-23 | Standard Met 2023-2024 | Standard Met 2023-2024 |
| Seal of Biliteracy | All Students Count = 234 Cohort = 4401 5.3%<br><br>FY Count = 4 Cohort = 150 2.7%<br><br>LI Count = 185 Cohort = 3575 5.2%<br><br>EL Count = 6 Cohort = 442 1.4%<br><br>2019-2020 DataQuest | All Students Count = 233 Cohort = 4236     5.3% FY Count = 4 Cohort = 150 2.7% LI Count = 185 Cohort = 3575 5.2% EL Count = 6 Cohort = 442 1.4% 2019-2020 DataQuest | All Students Count = 318 Cohort of Reg HS Diploma =4,151 Percent = 7.7%<br><br>FY Count = 0 Cohort of Reg HS Diploma = 109 Percent = 0%<br><br>LI Count = 261 Cohort of Reg HS Diploma = 3,438 Percent =7.6%<br><br>EL Count = 13 Cohort of Reg HS Diploma = 420 Percent =3.1%<br><br>SWD Count = 2 Cohort of Reg HS Diploma = 518 Percent =0.4% 2021-2022 DataQuest | All Students Count = 329 Cohort of Reg HS Diploma =4,460 Percent = 7.4%<br><br>FY Count =1 Cohort of Reg HS Diploma = 112 Percent = 0.9%<br><br>LI Count = 272 Cohort of Reg HS Diploma = 3,783 Percent =7.2%<br><br>EL Count = 8 Cohort of Reg HS Diploma = 454 Percent =1.8%<br><br>SWD Count = 1 Cohort of Reg HS Diploma = 589 Percent =0.2% 2022-2023 DataQuest | 2019-2020 All Students- 12% FY-10% LI-12% EL-10% 2023-2024 DataQuest |

# *Goal Analysis*

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

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

LCAP Goal 1, "Ensuring that students are academically proficient and prepared for college and career," includes 13 improved actions and services for LCAP year three, 2023/24.

All 13 improved actions and services relating to Goal 1 were fully or partially implemented.
- 7 of 13 actions were implemented fully
- 6 of 13 actions were implemented partially

The 2023/24 school year marked a significant stride forward in raising student achievement. Enhanced actions and services in Goal 1 continued to provide a range of supports aimed at empowering students. This included refining data programs and systems and diversifying programs and interventions to better address student needs and the root causes of behavior and performance. Additionally, we expanded programs and services where feasible, adding further emphasis and enhancements to our implementations, programs, and services, all with the singular focus of elevating student achievement.

The implementation of formative assessments (1.5) and EL program (1.7) continues to yield outstanding results. NWEA formative assessments in ELA, Math, and Science were administered three times this year to gauge student performance and growth accurately. Collaborative efforts between district coordinators and site leadership have significantly improved student participation and academic progress. The EL administrative team's ongoing professional development, monthly training sessions, and comprehensive support for site-level coordinators, teachers, and staff have been instrumental. This support encompasses training on ELD standards, instructional strategies, ELPAC assessments, student placement, and reclassification criteria. Counselors have played a vital role in supporting EL students' academic advancement and enrollment in higher-level courses, while additional staff have ensured the accuracy and reliability of ELPAC data.

Implementing a Focus on Writing (1.13) was challenging due to competing professional development priorities such as the Core Instructional Model, MTSS, and math trainings. These initiatives required teachers to be out of the classroom more frequently, which we aimed to minimize, particularly since MTSS Tier 2 and 3 interventions required significant time for site teams. Despite this, the district remains committed to enhancing writing instruction by providing various support options and integrating writing strategies within the existing frameworks.

No substantive differences were noted in LCAP Goal 1 between the planned actions and their descriptions in the adopted LCAP.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 1.1 - Student Field Trips
Reason for Difference: A substantial number of field trips to college and career-based destinations were funded through one-time COVID-relief funds, A-G grants, and generous donations. Although fewer trips were organized than initially planned, students were still able to participate in a variety of college and career-based destinations without any negative impact. As a result, expenditures were lower than anticipated. Moving forward, we are dedicated to enhancing student experiences and intend to increase the number of field trips to colleges and career-based destinations in the coming year.

Action 1.2 - College Readiness Exams
Reason for Difference: The annual administration of the PSAT, along with the SAT, was fully implemented. This initiative exceeded our initial budget expectations due to the comprehensive nature of the testing program and associated resources required for preparation and administration. We prioritized this action to provide valuable college readiness indicators and enhance students' success on the SAT.

Action 1.3 - AP Training and Tutoring
Reason for Difference: We increased our investment in AP training and tutoring compared to the previous year, but our actual spending was lower than the budgeted amount. This was mainly due to a larger budget allocation, including carryover funds from the 2022/23 fiscal year. Despite this, we spent less than planned. In addition, the availability of AP tutoring was limited due to constraints on the number of AP teachers available after school or on Saturdays. To address this for next year, we're considering ways to expand teacher availability or improve alternative tutoring options.

Action 1.4 - Expanded Learning Opportunities
Reason for Difference: We offered students a variety of enhanced learning experiences through both traditional and online platforms. This involved utilizing existing virtual tutoring resources and providing structured tutoring sessions before and after school, as well as on Saturdays. The availability of dedicated federal funding for Expanded Learning Opportunities (ELO) programs allowed us to provide valuable educational assistance to students through these versatile formats, leading to lower-than-expected expenditures.

Action 1.8 - EL Reclassification Support and Monitoring
Reason for Difference: We dedicated significant resources to training and implementing designated EL support staff to provide professional development on Data Central and PowerSchool database systems for teachers. Although this initiative almost reached our budgeted amount, we decided not to use Ellevation and opted to continue with existing district programs. This choice reflects our commitment to systematically monitor the academic progress of EL students who have exited the program, ensuring they receive appropriate support and achieve increased rates in A-G completion, AP courses, and the Seal of Biliteracy.

Action 1.10 - Variable Credit Recovery
Reason for Difference: We successfully implemented the provision of supplementary credit retrieval options for EL, FY, and LI students in grades 9-12. However, this initiative resulted in exceeding our budgeted amount due to additional resources required for alternative time frames and personalized support. Nonetheless, the implementation reflects our commitment to improving A-G and graduation rates for these student populations.

Action 1.12 - Ancillary Instructional Materials
Reason for Difference: We supplied supplementary instructional materials across the District to boost student success. We prioritized cost-effective solutions and promoted responsible resource utilization. Our dedication to maximizing resources ensured that these materials significantly enhanced student learning while staying within budgetary constraints. Consequently, we spent less than anticipated.

Action 1.13 - Focus on Writing
Reason for Difference: The implementation of a Focus on Writing faced challenges as trainings were not specifically scheduled to focus on writing. This was due to competing demands in professional development and teachers' time commitments outside the classroom. Despite these obstacles, the district's dedication to enhancing writing instruction remains strong, with ongoing efforts to integrate writing strategies.

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

LCAP Goal 1 - "Ensure that all students are academically proficient and college and career ready."

We have effectively implemented all 13 of the enhanced actions and services tied to Goal 1. Our progress and areas for improvement can be measured using nine state and local indicators, which encompass Graduation Rate, AP Exams taken, AP Courses offered, English Language (EL) progress, Reclassification of Fluent English Proficient (RFEP) students, College/Career readiness, A-G requirements, and CAASPP scores in English Language Arts (ELA) and Math.

1.1 - Student Field Trips
The organized field trips offered numerous students the chance to explore college and career-focused destinations across Southern California, and their impact in providing invaluable learning opportunities cannot be overstated. These trips allowed students to immerse themselves in a variety of colleges and career pathways, empowering them to make well-informed decisions about their future endeavors. Moreover, these experiences broadened their horizons, sparking inspiration and fueling their academic aspirations. The success of these field trips is a testament to the thorough planning and execution by the organizers, ensuring that the trips were not only educational but also safe, engaging, and enlightening. In essence, the organized field trips proved to be a highly effective method of enriching the educational journey for many students.

1.2 - College Readiness Exams
Providing all students in grades 9-11 with the opportunity to take the PSAT throughout the year, and enabling grade 11 students to take the SAT during school hours, was an effective strategy for promoting college readiness. By offering these standardized tests, students gained valuable experience in a testing environment and identified areas needing improvement. The test results also provided crucial data for educators to develop targeted interventions for students requiring extra support. This initiative's success can be credited to the meticulous planning and execution by school administrators and educators, making it possible for students to participate in these tests. Overall, the chance to take these tests proved instrumental in preparing students for college and their future endeavors.

1.3 - AP Training and Tutoring
Providing training for AP teachers to enhance their instructional strategies and utilize new AP resources was effective in improving student participation and pass rates on AP exams. The training equipped AP teachers with new tools and strategies to engage students more effectively and enhance their understanding of AP course materials. Consequently, teachers were able to support their students in achieving higher success levels on AP exams. Moreover the District's efforts to expand AP course offerings and encourage student enrollment in these courses also yielded positive results. This initiative led to increased student participation in AP courses and exams, resulting in success on these exams. Overall, the combination of teacher training and the expansion of AP course options proved to be a successful strategy for promoting student achievement and college readiness. This success is evidenced by a substantial increase of AP exams with qualifying scores taken in 2023/24 (2,074) and a total of 4,437 students enrolled in AP courses.

1.4 - Expanded Learning Opportunities
The extended day tutoring program, available virtually every day of the week with participation from teachers, support staff, virtual tutors, and in-person sessions before and after school each week, has demonstrated a positive influence on students. This is evidenced by notable improvements in CAASPP scores for both English Language Arts (ELA) and Mathematics. These tutoring sessions were designed to enhance students' conceptual understanding of ELA and Math standards, with the goal of closing achievement gaps identified through NWEA Map assessment growth scores and CAASPP Assessments. This initiative was instrumental in providing timely and effective academic support to students who needed it, leading to significant progress in their journey towards academic success.

1.5 - Formative Assessment
The NWEA formative assessments were conducted three times this academic year (Fall, Winter, and Spring) for English Language Arts, Math, and Science to evaluate both performance and student growth. District curriculum coordinators collaborated with site administration and leadership to review the assessment results, analyze participation rates, and devise strategies aimed at enhancing student engagement and academic progress.

1.6 - ELA and Math Support
In our pursuit to tailor instructional approaches for addressing skill gaps in math and literacy among our non-proficient students, we have been able to reduce class sizes for English Language Arts and Math support classes. This reduction is accompanied by the recognition that content and teaching methods must

be adapted in support classes. Looking ahead, we anticipate providing further professional development opportunities for teachers in the coming year to enhance their expertise and capabilities in these specific areas.

1.7/1.8 - EL Program Implementation/EL Reclassification Support and Monitoring
The District's administrative team dedicatedly pursued continuous professional development for English Learners (ELs), actively engaging in EL-specific workshops and conferences. They also conducted monthly training sessions for site-level EL coordinators, ELD teachers, and support staff. The training sessions encompassed various topics such as ELD standards, EL instructional strategies, ELPAC assessments, student placement, and reclassification criteria, with the aim of enhancing staff capacity to deliver a high-quality ELD Program. Moreover, district and site staff have been instrumental in supporting the academic advancement of English Learner (EL) students. This is demonstrated by the increase in CAASPP scores for both ELA and Math. They provided targeted support to aid these students in reaching and sustaining academic proficiency, enrolling in higher-level and A-G courses, and pursuing their college and career goals.. Additionally, extra staff were enlisted to administer and monitor the ELPAC assessment to ensure the accuracy and reliability of data collection.

1.9 - Student-Free Professional Development Days
The District allocated three student-free days specifically for offering targeted professional development sessions for teachers. These sessions focused on various topics, including the optimal utilization of NWEA formative assessments, the integration of social-emotional learning strategies to bolster student well-being, MTSS implementation, the Core Instructional Model (CIM), and effective methods for enhancing student engagement. Continuous training and support will be extended to teachers in these areas throughout the upcoming school year and beyond, ensuring ongoing growth and development.

1.10 - Variable Credit Recovery
Students were given multiple pathways for credit retrieval, which included virtual classes, Edmentum courseware, independent study, summer school, and Saturday credit retrieval sessions. Furthermore, alternative education programs and additional tutoring options were also offered to students, expanding their avenues for credit recovery.

1.11 - Enhanced Data Systems
The District's Data Analysis and Computer Sciences Coordinator collaborated with Data Service Specialists and other staff members to enhance training on internal database systems, specifically Ed Central and Data Central. This initiative streamlined the evaluation of professional development options for district and site teams, as well as provided access to student outcome data. This enabled the implementation of effective monitoring, intervention, and goal-setting strategies, ultimately leading to improved achievement outcomes for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students.

1.12 - Ancillary Instructional Materials
Throughout the 2023/24 school year, there was a focus on providing students with additional resources to support them in reaching their academic goals. These resources included supplementary instructional materials and supplies tailored to meet each student's specific needs. Our goal in offering these resources was to boost student engagement, success, and achievement in their academic pursuits. Based on feedback received from students, there was a clear demand for prioritizing subject knowledge, enhancing learning experiences, and refining organizational skills. Therefore, we expanded our offerings to include other instructional materials, such as student planners, aimed at improving student executive functioning skills as part of our ongoing efforts to enhance the quality of services provided.

1.13 - Focus on Writing
Teachers in grades 9-12 were provided with partial professional development, coaching, and additional writing support to align their teaching methods, assignments, and grading practices. Although there were some positive outcomes in terms of writing instruction, the overall implementation did not meet our expectations.

| 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. |
| --- |

After gathering feedback from our educational partners and analyzing local metrics, we have decided to maintain Goal 1 and its associated actions with some minor modifications.

The metrics in Goal 1 will be revised to follow a logical order by state priorities and local indicators. The "Graduation Rate" metric in Goal 1 was previously also noted in Goal 2. The decision was made to avoid duplication and remove this metric from Goal 1. In addition, the "College and Career Indicator (CCI)" metric will be moved to Goal 2 to better align with the improved actions and services. There will be a total of 13 metrics for Goal 1 in the 2024/25 LCAP.

Additionally, in alignment with the California Department of Education requirements, AVUHSD will introduce new and improved actions and services specifically targeting school sites and student groups identified as being in the "Red" category, further bolstering our commitment to academic excellence and equitable outcomes for all students.

**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.**

# Goal

| Goal # | Description |
| --- | --- |
| 2 | Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
| --- | --- | --- | --- | --- | --- |
| AP exams with qualifying score (+3) | 2405 - All Students<br>3 - FY<br>1185 - LI<br>27 - EL<br>2019-2020<br>CollegeBoard & PowerSchool | 1357 - All Students<br>2 - FY<br>606 - LI<br>18 - EL<br>3- SWD<br>2020-2021<br>CollegeBoard & PowerSchool | 1726 - All Students<br>4 - FY<br>765 - LI<br>37 - EL<br>7- SWD<br>2021-2022<br>CollegeBoard & PowerSchool | 2074 - All Students<br>6 - FY<br>926 - LI<br>48 - EL<br>11- SWD<br>2022-2023<br>College Board & PowerSchool | Qualifying scores<br>3000 - All Students<br>100 - FY<br>2000 - LI<br>350 - EL<br>2022-2023<br>CollegeBoard & PowerSchool |

| | | | | |
|---|---|---|---|---|
| Percentage of qualifying AP scores | 34% - All Students<br>15% - FY<br>32% - LI<br>42%- EL<br>2019-2020<br> CollegeBoard & PowerSchool | 23% - All Students<br>10% - FY<br>19% - LI<br>24%- EL<br>8%-SWD<br>2020-2021 CollegeBoard & PowerSchool | 32% - All Students<br>15% - FY<br>26% - LI<br>34%- EL<br>16%-SWD<br>2021-2022 CollegeBoard & PowerSchool | 33% - All Students<br>18% - FY<br>28% - LI<br>34%- EL<br>13%-SWD<br>2022-2023 College Board & PowerSchool | 45% - All Students<br>35% - FY<br>45% - LI<br>43%- EL<br>2022-2023<br> CollegeBoard & PowerSchool |
| AP Students in District | 3588<br>2020-2021<br>PowerSchool | 4259<br>2021-2022 PowerSchool | 4452<br>2022-2023 PowerSchool | 4,417<br>2023-2024 PowerSchool | 6000<br>2023-2024<br>PowerSchool |
| AP Exams taken | 6850 - All Students<br>20 - FY<br>3719 - LI<br>64 - EL<br>2019-2020<br>CollegeBoard &PowerSchool | 5794 - All Students<br>22 - FY<br>3277 - LI<br>76 - EL<br>38-SWD<br>2020-2021 CollegeBoard &PowerSchool | 5519 - All Students<br>28 - FY<br>2989 - LI<br>109 - EL<br>46-SWD<br>2021-2022 CollegeBoard &PowerSchool | 5478 - All Students<br>28 - FY<br>2989 - LI<br>109 - EL<br>46-SWD<br>2022-2023 College Board & PowerSchool | 8,000 - All Students<br>200 - FY<br>6000 - LI<br>300 - EL<br>2012-2023<br>CollegeBoard &PowerSchool |
| Access to a Broad Course of Study (Local Indicator) | Standard Met<br>2020-2021<br>Local Indicator | Standard Met 2021-2022<br>Local Indicator | Standard Met 2022-2023<br>Local Indicator | Standard Met<br>2023-2024 | Standard Met<br>2023-2024<br>Local Indicator |
| CTE Pathway Completion | 26% - All Students<br>16.7% - FY<br>26.2% - LI<br>11.1% - EL<br>2019-2020<br>College/Career Measures Reports & Data | 13.1%- All Students<br>4.6% - FY<br>12.3% - LI<br>4.6% - EL<br>2.7- SWD<br>2020-2021<br>CDE - College/Career Measures Reports & Data Only | 11.2%- All Students<br>2.9% - FY<br>10.5% - LI<br>4.9% - EL<br>1.9%- SWD<br>2021-2022<br>CDE - College/Career Measures Reports & Data Only | 17.2% - All Students<br>9.1% - FY<br>16.5% - LI<br>5.6% - EL<br>8.7%- SWD<br>2023 - College/Career Levels and Measures Report & Data | 35%- All Students<br>30% - FY<br>35% - LI<br>30% - EL<br>2022-2023<br>College/Career Measures Reports & Data |
| A-G Completion | 34.2% - All Students<br>17.2% - FY<br>30.60% - LI<br>17.3% EL<br>2019-2020<br>DataQuest | 41.5% - All Students<br>17.80% - FY<br>38.30% - LI<br>19.90% - EL<br>12.4% - SWD<br>2020-2021<br>DataQuest | 33.4% - All Students<br>8.6% - FY<br>30.3% - LI<br>16.6% - EL<br>9.5% - SWD<br>2021-2022 DataQuest | 32.3% - All Students<br>8.0% - FY<br>29.2% - LI<br>15.2% - EL<br>8.8% - SWD<br>2022-2023 DataQuest | 45% - All Students<br>40% - FY<br>45% - LI<br>40% - EL<br>2022-2023<br>DataQuest |
| CTE Completion and A-G Completion | 381 Students had both CTE Completion and A-G Completion<br>2019-2020<br>CALPADS Report 15.2 and 3.15 | 471- Students had both CTE Completion and A-G Completion<br>9- SWD had both CTE Completion and A-G Completion | 402- Students had both CTE Completion and A-G Completion<br>9- SWD had both CTE Completion and A-G Completion | 397 Students had both CTE Completion and A-G Completion<br>11 - SWD had both CTE Completion and A-G Completion | 450 Students had both CTE Completion and A-G Completion<br>2022-2023<br>CALPADS Report 15.2 and 3.15 |

| | | 2020-2021<br>CALPADS 15.1 | 2021-2022<br>CALPADS 15.1 | CALPADS Report 15.1 | |
|---|---|---|---|---|---|
| Graduation Rate | 85.7% - All Students<br>69.1% - FY<br>84.1% - LI<br>73.8% - EL<br>2019-2020<br>DataQuest | 82.8% - All Students<br>65.0% - FY<br>81.1% - LI<br>70.4% - EL<br>64.1% - Students with Disabilities<br>2020-2021<br>DataQuest | 82.3% - All Students<br>56.8% - FY<br>80.5% - LI<br>69.7% - EL<br>63.5% - Students with Disabilities<br>2021-2022<br>DataQuest | 86.7% - All Students<br>75.2% - FY<br>85.7% - LI<br>76.0% - EL<br>71.4% - Students with Disabilities<br>2022-2023<br>DataQuest | 90% - All Students<br>75% - FY<br>90% - LI<br>80% - EL<br>2022-2023<br>DataQuest |
| Golden State Seal Merit Diploma | All Students<br>Count = 856<br>Reg HS Graduates = 4401<br>19.5%<br><br>FY<br>Count = 11<br>Reg HS Graduates = 150<br>7.3%<br><br>LI<br>Count = 581<br>Reg HS Graduates = 3575<br>16.3%<br><br>EL<br>Count = 24<br>Reg HS Graduates = 442<br>5.4%<br><br>2019-2020<br>DataQuest | All Students<br>Count = 556<br>Reg HS Graduates = 4236<br>13.1%<br><br>FY<br>Count = 13<br>Reg HS Graduates = 154<br>8.4%<br><br>LI<br>Count = 353<br>Reg HS Graduates = 3555<br>9.9%<br><br>EL<br>Count = 24<br>Reg HS Graduates = 407<br>5.9%<br><br>SWD<br>Count = 19<br>Reg HS Graduates = 484<br>3.9%<br>2020-2021<br>DataQuest | All Students<br>Count = 965<br>Reg HS Graduates = 4,151<br>23.2%<br><br>FY<br>Count = 4<br>Reg HS Graduates = 109<br>3.7%<br><br>LI<br>Count = 670<br>Reg HS Graduates = 3,438<br>19.5%<br><br>EL<br>Count = 27<br>Reg HS Graduates = 420<br>6.4%<br><br>SWD<br>Count = 37<br>Reg HS Graduates = 518<br>7.1%<br>2021-2022<br>DataQuest | All Students<br>Count = 969<br>Reg HS Graduates = 4460<br>21.7%<br>FY<br>Count = 6<br>Reg HS Graduates = 112<br>5.4%<br>LI<br>Count = 714<br>Reg HS Graduates = 3,783<br>18.9%<br>EL<br>Count = 29<br>Reg HS Graduates = 454<br>6.2%<br>SWD<br>Count = 24<br>Reg HS Graduates = 589<br>4.1%<br>2022-2023<br>DataQuest | All Students-25%<br>FY-14%<br>LI-25%<br>EL-15%<br>2022-2023<br>DataQuest |
| Classroom Walkthroughs | 6164 Walkthroughs<br>2019-2020<br>DigiCOACH | 1144 Walkthroughs<br>2020-2021<br>DigiCOACH | 2126 Walkthroughs<br>2022-2023<br>DigiCOACH | 4480 Walkthroughs 2023-2024 DigiCOACH | 10,000 Walkthroughs<br>2023-2024<br>DigiCOACH |

# *Goal Analysis*

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

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

LCAP Goal 2, "Providing a 21st century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth," included 15 improved actions and services for the LCAP.

Thirteen of the 15 improved actions and services relating to Goal 2 were fully or minimally implemented; two of the 15 were not implemented.
- 12 of 15 actions were implemented fully
- 1 of 15 actions was implemented minimally
- 2 of 15 actions were not implemented

The alignment between LCAP Goals 1 and 2 has enabled us to offer instructional support and financial assistance, allowing students to enroll in AP courses, take AP tests at reduced costs, and attain higher success rates. Our commitment to improving AP professional development and monitoring AP progress will continue in 2024/25. While the percentage of students passing AP tests is commendable, our primary focus remains on increasing access to these exams for more students, expanding their opportunities for success in higher education and future careers.

The implementation of professional development (2.3) and equitable access to AP classes (2.6) continues to be highly successful. Our increased investment in professional development and online tools has empowered teachers and staff with the necessary skills to deliver top-notch instruction, leading to improvements in Graduation Rate, AP Exams taken, AP Courses offered, CTE Pathway and A-G Completion, College/Career readiness, Golden State Seal Merit Diploma, and classroom walk-throughs. Additionally, we have ensured that LI students have access to AP classes, providing differentiated instruction, extended school day AP prep tutoring, and reduced-cost AP exams. Consequently, we have witnessed a notable increase in qualifying AP exam scores and enrollment in AP courses.

The district has successfully implemented and consistently utilized Classroom Walkthroughs (2.5) across all sites. Both Site and District Instructional Teams rely on "DigiCOACH" classroom walk-through tools to conduct comprehensive observations, gather evidence, and offer valuable feedback to teachers and administrators. These walkthroughs focus on assessing the implementation of California State Standards, 21st-century teaching practices emphasizing rigor, relevance, and relationships, and Common Core practices like communication, critical thinking, collaboration, and creativity. Additionally, the observations include best practices for social-emotional learning (SEL) to create effective learning environments for students. This approach aims to close achievement gaps and boost student achievement by providing targeted instructional support tailored to diverse student needs.

Due to a hiring freeze, the implementation of NGSS supports (2.15) faced challenges as we were unable to hire an anticipated Teacher on Special Assignment (TOSA). This hindered our ability to effectively integrate NGSS (Next Generation Science Standards) supports within our organization. However, despite this setback, we are actively seeking a qualified candidate to fill this role for the 2024/25 school year and beyond. We remain dedicated to overcoming this challenge and ensure the successful integration of NGSS into our curriculum.

There were no substantive differences noted in the planned actions under LCAP Goal 2 compared to their descriptions in the adopted LCAP.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following

Actions:

Action 2.1 - School Counselors
Reason for Difference: We exceeded the budget for providing guidance and counseling services due to increased demand and the need for expanded support to ensure students have ample opportunities for academic, collegiate, professional, and personal growth. This included additional resources for counseling staff, career exploration programs, mental health support services, and college readiness initiatives, all aimed at fulfilling the diverse needs of our student population.

Action 2.4 - Targeted AVTI Mentoring and Supports
Reason for Difference: We exceeded the budget for the Antelope Valley Teacher Induction (AVTI) Coordinator, Teacher Induction Mentors, and other support personnel due to the influx of new teachers and the additional support and resources they required. This increased demand for mentoring and resources contributed to surpassing our budgeted allocation for these services.

Action 2.7 - Career Technical Education (CTE) opportunities
Reason for Difference:  We exceeded the budget due to our focus on expanding CTE pathways and prioritizing "mortgage-paying jobs," as directed by the Governing Board. This effort included increasing CTE course sections on master schedules across all schools to accommodate the rising participation of EL, FY, and LI students, as evidenced by increased CTE participation rates.

Action 2.11 - STEM Support
Reason for Difference:  The spending for the STEM exposition was lower than anticipated due to cost-saving measures implemented by AVUHSD. These measures included seeking cost-effective alternatives and negotiating better pricing for event-related expenses. Additionally, we benefited from unexpected sponsorships, donations, and volunteer support, which helped reduce the financial burden. This resulted in spending less than planned.
Moving forward, this action will be revised to include arts and STEAM exposition, further enriching students' educational experiences and providing them with interdisciplinary learning opportunities.

Action 2.13 - Enrichment Options
Reason for Difference:  The implementation of expanding academic and enrichment courses beyond the 6-period day was not implemented to competing priorities such as after-school tutoring and the introduction of Edmentum during regular school hours, as well as transportation challenges. However, this initiative remains a priority for the future, as it aims to provide students with additional opportunities outside of the school day to enhance their academic and enrichment options.

Action 2.15 - NGSS Supports
Reason for Difference: The implementation of NGSS supports encountered obstacles due to a hiring freeze preventing the hiring of an anticipated Teacher on Special Assignment (TOSA), hindering the effective integration of NGSS within our organization. Consequently, this initiative was not implemented as planned. We are actively seeking a qualified candidate to fill this role for the 2024/25 school year and remain committed to overcoming this challenge to ensure the successful integration of NGSS into our curriculum.

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

LCAP Goal 2 - "Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth".

We have effectively implemented 13 of the 15 improved actions and services related to Goal 2. Our success and areas of improvement can be measured through nine state and local indicators, which include Graduation Rate, AP Exams taken, AP Courses offered, CTE Pathway and A-G Completion,

College/Career readiness, Golden State Seal Merit Diploma, and classroom walk-throughs.

2.1 - School Counselors
Our school counselors have been offering diverse services to ensure that our students have various avenues for academic, collegiate, professional, and personal development. Through both individual and group counseling sessions, our counselors assist students in cultivating essential academic and life skills, navigating post-secondary options, and discovering career paths that resonate with their interests and strengths. By collaborating closely with students and their families, our counselors provide invaluable guidance and support, enabling our students to realize their full potential and emerge as well-rounded, successful contributors to our community.

2.2 - Enhanced Counseling and Support
Our counselors and social workers have played a pivotal role in delivering tiered supports, monitoring student progress, conducting outreach, and providing social-emotional assistance to high-needs students. Specifically, social workers and community attendance workers have collaborated with schools and communities to guarantee that Foster Youth have access to the necessary academic, behavioral, social-emotional, and extracurricular resources to remain engaged in school. To achieve this, additional counselors have been designated to Foster Youth to oversee their progress and coordinate services with at-risk coordinators, who offer academic and social-emotional support. These at-risk coordinators liaise with teachers and administrators via our internal Data Central database to monitor the progress of Foster Youth, assign services and interventions, and follow up to ensure that goals are achieved.

2.3 - Professional Development
To enhance the capabilities of our teachers and staff in delivering top-notch instruction, we have substantially augmented our investment in professional development and online resources. We have offered an extensive array of in-district and out-of-district opportunities, available both in-person and virtually. The introduction of Ed Central, our internal District database, has empowered our teachers by granting them greater autonomy in choosing, engaging in, and assessing professional development activities. This marks a significant stride in empowering our educators to proactively drive their professional advancement, thereby elevating the standard of instruction throughout our District.

2.4 - Targeted AVTI Mentoring and Supports
Our AVTI Coordinator and Teacher Induction Mentors have been working closely with new teachers and administrators to improve their ability to address identified needs and achievement gaps affecting student success and social-emotional well-being. This program is designed to offer comprehensive support to our new educators, enabling them to achieve their objectives and maximize their potential. Through collaborative efforts, we strive to ensure that our students receive the highest quality education and holistic support for their growth and development.

2.5 - Classroom Walkthroughs
Our Instructional Partners, assessment coordinators, and teacher induction mentors have been offering continuous assistance to teachers in analyzing and applying professional development strategies derived from student assessment outcomes. This collaborative endeavor aids our teachers in cultivating effective instructional methodologies that cater to the varied learning requirements of our students. We firmly believe that by arming our teachers with the ability to analyze and interpret student data, we can more effectively address their academic and social-emotional needs, thereby fostering enhanced outcomes for our students.

2.6 - AP Placement/Exams/Tutoring
Our counselors and site administrators have collaborated to ensure that Low-Income (LI) students have equal access to Advanced Placement (AP) classes. Our teachers have implemented differentiated instruction, provided extended school day AP preparation tutoring, and offered reduced-cost AP exams to eliminate financial and academic barriers. Our objective is to provide every student with the opportunity to participate in AP classes and realize their full potential, regardless of their background or financial circumstances. Additionally, we have expanded districtwide AP course offerings, expecting that students enrolled in AP classes will also take the corresponding AP exams. As a result of these initiatives, we have observed a substantial increase in qualifying AP exam scores (2,074) and a static enrollment in AP courses, bringing the total number of students enrolled in AP courses to 4,417.

## 2.7 - Career Technical Education

To meet the rising demand for unduplicated students to engage in Career Technical Education (CTE) courses and pathways, we have expanded the number of CTE course sections in the master schedules across all schools. In this endeavor, our counselors have collaborated closely with CTE support staff and site administrative teams to offer counseling services to students, assess their progress, and make necessary adjustments to the master schedules. Through this collaborative effort, our goal is to guarantee that our students receive top-notch education and support, enabling them to attain their academic and career aspirations.

## 2.8 - AVID Elective

To bolster the academic achievements of our unduplicated students, we have introduced AVID elective classes across all our school campuses. Working closely with AVID site teams, our counselors have been meticulously reviewing master schedules and academic performance data. This ensures that these students have access to the necessary support and resources to thrive in their studies. Through the provision of AVID classes and diligent monitoring of student progress, our goal is to assist our students in cultivating vital academic skills, fostering a robust sense of self-efficacy, and preparing them for success in college and their future endeavors.

## 2.9 - AVID Health Survey/Transition

To foster the health and well-being of our students, we have incorporated sections of the AVID Health Survey/Healthful Living curriculum, staffed by AVID-trained teachers. By integrating health education into our curriculum and leveraging the expertise of our AVID-trained teachers, our goal is to empower our students with the knowledge and abilities to make informed choices regarding their health and embrace healthy, active lifestyles. Through this initiative, we are nurturing the holistic development of our students and emphasizing the significance of health and wellness within our school community.

## 2.10 - Technology

Our district and site support personnel have remained steadfast in equipping teachers with the necessary technology, wireless capabilities, and online resources to enhance their teaching methodologies and boost student engagement with challenging academic standards. These resources have enabled teachers to access a diverse array of digital curriculum materials, academic assessments, and diagnostic tools, empowering them to tailor their instruction and accelerate student progress. Consequently, we have witnessed notable enhancements in key performance indicators, including NWEA growth scores, A-G completion rates, graduation rates, and CCI rates. By arming our teachers with the tools they require for success, we are cultivating a more nurturing and effective learning atmosphere for every student across our district.

## 2.11 - STEM Support

We expanded opportunities for unduplicated students to participate in hands-on, project-based learning experiences through STEM expositions and competitions. STEM educators collaborated closely with district and site support staff to enable students to develop teamwork skills and apply classroom knowledge to real-world scenarios.

## 2.12 - Dual Enrollments/Internships

The Director of Industry Liaison and Post-Secondary Partnerships collaborated closely with colleges and industries to align services, assess student needs and performance, and enhance access to affordable dual enrollment and work-based learning internship opportunities for unduplicated students. This collaborative effort and thorough review of student needs and performance enabled the director to identify and coordinate services that significantly expanded opportunities for students to engage in these programs. Consequently, more unduplicated students benefited from these valuable learning experiences, gaining practical skills and experience in their desired fields.

## 2.13 - Enrichment Options

The initiative to expand academic and enrichment courses beyond the typical 6-period day for targeted students faced obstacles due to competing priorities, such as after-school tutoring, the introduction of Edmentum during the school day, and transportation challenges. Despite these hurdles, the partnership between counselors and site administrators has been successful in identifying students and offering supplementary learning opportunities funded through Title I.

2.14 - 21st Century Learning Environments
Teachers received professional development and feedback from instructional partners, as well as classified and certificated support personnel, to enhance their ability to support targeted students effectively. Classroom walkthroughs were conducted to offer constructive feedback to teachers and refine their instructional approaches. The primary objective was to enhance targeted students' academic performance in core content classes, as evidenced by improvements in NWEA growth scores, progress and reclassification rates for English Learners, A-G completion rates, and CAASPP scores.

2.15 - NGSS Supports
Due to a hiring freeze, the District's Science Curriculum Coordinator position remained vacant, impacting the implementation of the Next Generation Science Standards (NGSS). Without a dedicated coordinator, science teachers received reduced support in implementing and assessing NGSS, hindering overall progress and success. Despite efforts from other curriculum coordinators, the absence of a dedicated Science Curriculum Coordinator created challenges and led to a less satisfactory outcome. However, as we enter the 2024/2025 academic year, we plan to continue with this improved action/service and are actively searching for a suitable candidate to fill this crucial role.

## 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.

Based on input from our educational partners and an analysis of local metrics, we have chosen to retain Goal 2 and its related actions with slight adjustments.


2.9 - AVID Health Survey/Transition
This action will be combined with Action 2.8 "AVID Elective".

2.10 - STEM Support
This action will be revised to include arts exposition and competition opportunities, thereby fully encompassing STEAM and will be renamed "STEAM Support".

2.14 - Enrichment Options
Though not implemented due to competing before and after school supports, continuing this initiative next year will further enrich students' educational experiences, improve academic performance, foster increased engagement, and expand avenues for students to explore their interests beyond traditional classroom settings.

2.15 - NGSS Supports
Though a coordinator was not hired in the 2023/24 school year, we are actively seeking a qualified candidate to fill this role for the 2024/25 school year and beyond. Despite this setback, we remain dedicated to overcoming this challenge and ensuring the successful integration of NGSS into our curriculum. This action will be 2.14 in the 2024/25 LCAP

2.15 - Visual and Performing Arts (VAPA) Support
This is a new action that includes hiring a district coordinator of visual and performing arts integration.

The metrics in Goal 2 will be revised to follow a logical order by state priorities and local indicators. The "A-G Completion" and "CTE Completion" metrics in Goal 2 were previously also noted in Goal 1. The decision was made to avoid duplication and remove these metrics from Goal 2. "Percentage of Qualifying AP Scores" will be removed, as it measured the same data as "AP Exams with Qualifying Scores". In addition, the "College and Career Indicator (CCI)" metric was moved from Goal 1 to Goal 2 to better align with the improved actions and services. There will be a total of 9 metrics for Goal 2 in the 2024/25 LCAP.

Furthermore, aligning with the California Department of Education requirements, AVUHSD will introduce enhanced actions and services tailored to school sites and student groups categorized as "Red." This initiative strengthens our dedication to academic excellence and equitable outcomes for all students.

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.

# Goal

| Goal # | Description |
|--------|-------------|
| 3 | Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|--------|----------|----------------|----------------|----------------|-------------------------------|
| Access to Standards-Aligned Instructional Materials | 100%<br>Fall 2020<br>Williams | 100%<br>Fall 2021<br>Williams | 100%<br>Fall 2022<br>Williams | 100%<br>Fall 2023<br>Williams | 100%<br>Fall 2023<br>Williams |
| Facilities in "Good" Repair | 100%<br>2020-21<br>Facility Inspection Tool (FIT) per Williams | 100%<br>2021-22<br>Facility Inspection Tool (FIT) per Williams | 100%<br>2022-23<br>Facility Inspection Tool (FIT) per Williams | 100%<br>2023-24<br>Facility Inspection Tool (FIT) per Williams | 100%<br>2023-24<br>Facility Inspection Tool (FIT) per Williams |
| Fully Credentialed and Appropriately Assigned Teachers | 2% Teacher Misassignments and 1.6% Teacher Vacancies<br>Fall 2020<br>Census Day-CALPADS 4.1 and 4.3 | 1.4% Teacher Misassignments and 1% Teacher Vacancies<br>Spring 2021<br>CalSAAS- Summary of Findings | 1% Teacher Misassignments and 3% Teacher Vacancies<br>Spring 2022<br>CalSAAS- Summary of Findings | 14% Teacher Misassignments 4% Teacher Vacancies<br><br>Fall 2023 Census Day CALPADS 4.1 and 4.3 | 1% Teacher Misassignments and .5% Teacher Vacancies<br>Fall 2023<br>Census Day- CALPADS 4.1 and 4.3 |
| Local Climate Survey (Local Indicator) | Fall Climate Survey Safety:<br>86% Agreed or Strongly Agree- Parents - "I feel my student is safe at school." | Fall Climate Survey Safety:<br>81% Agreed or Strongly Agree- Parents - "I feel my student is safe at school."<br>75% Agreed or Strongly | Fall Climate Survey Safety:<br>80% Agreed or Strongly Agree- Parents - "I feel my student is safe at school."<br>75% Agreed or Strongly | Fall Climate Survey Safety:<br>87% Agreed or Strongly Agree- Parents - "I feel my student is safe at school."<br>78% Agreed or Strongly | Fall Climate Survey Safety:<br>90% Agreed or Strongly Agree- Parents - "I feel my student is safe at school."<br>90% Agreed or Strongly |

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|---|---|---|---|---|---|
| | 84% Agreed or Strongly Agree - Students - "I feel safe at school."<br>88% Agreed or Strongly Agree- Teachers - "I feel safe at work."<br><br>Connectedness:<br>86% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school."<br>69% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."<br>87% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."<br>2020-2021 | Agree - Students - "I feel safe at school."<br>76% Agreed or Strongly Agree- Teachers - "I feel safe at work."<br><br>Connectedness:<br>86% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school."<br>61% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."<br>77% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."<br>2021-2022 | Agree - Students - "I feel safe at school."<br>83% Agreed or Strongly Agree- Teachers - "I feel safe at work."<br><br>Connectedness:<br>84% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school."<br>61% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."<br>81% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."<br>2022-2023 | Agree - Students - "I feel safe at school."<br>85% Agreed or Strongly Agree- Teachers - "I feel safe at work."<br><br>Connectedness:<br>89% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school."<br>62% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."<br>80% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."<br>2023-2024 | Agree - Students - "I feel safe at school."<br>88% Agreed or Strongly Agree- Teachers - "I feel safe at work."<br><br>Connectedness:<br>90% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school."<br>80% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."<br>95% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."<br>2023-2024 |
| Suspension Indicator | Yellow - All Students Performance: 8.1% Progress: -1.5% (declined)<br><br>Orange - FY Performance: 24% suspended at least once Progress: Declined 0.9%<br><br>Orange -LI Performance: 9.2% suspended at least once Progress: Declined 1.7%<br><br>Orange - EL Performance: 9.3% suspended at least once Progress: Declined 1.2%<br><br>2019 California Dashboard | NO NEW DATA AVAILABLE FROM THE SAME SOURCE<br>Yellow - All Students Performance: 8.1% Progress: -1.5% (declined)<br><br>Orange - FY Performance: 24% suspended at least once Progress: Declined 0.9%<br><br>Orange -LI Performance: 9.2% suspended at least once Progress: Declined 1.7%<br><br>Orange - EL Performance: 9.3% suspended at least once Progress: Declined 1.2% | All Students -7.1% suspended at least one day<br>FY - 18.9% suspended at least one day<br>LI - 8.4% suspended at least one day<br>EL - 8% suspended at least one day<br>SWD - 13.5% suspended at least one day<br><br>2022 California Dashboard | Orange - All Students Performance: 6.8% Progress: -0.4% (declined)<br><br>Red - FY Performance: 18.5% suspended at least once Progress: Maintained (-0.4%)<br><br>Orange -LI Performance: 8.1% suspended at least once Progress: Maintained (-0.3%)<br><br>Yellow - EL Performance: 7.1% suspended at least once Progress: Declined 0.9%<br><br>2023 California Dashboard | Green - All Students Performance: 6%<br><br>Yellow - FY Performance: 10% suspended at least once<br><br>Yellow -LI Performance: 6% suspended at least once<br><br>Yellow - EL Performance: 6% suspended at least once<br><br>2022 California Dashboard |

| | | | | | |
|---|---|---|---|---|---|
| | | 2019<br>California Dashboard | | | |
| Suspension Rate | 5.7%<br>2020<br>DataQuest | 0.1%<br>2021<br>DataQuest | All - 7.5%<br>FY - 19.5%<br>EL - 8.4%<br>LI - 8.8%<br>SWD - 14.0%<br>2021-2022<br>DataQuest | All - 8.6%<br>FY - 20.8%<br>EL - 8.9%<br>LI - 61.0%<br>SWD - 14.6%<br>2022-2023<br>DataQuest | 5.7% Maintain<br>2023<br>DataQuest |
| Expulsion Rate | 0.13%<br>2020<br>DataQuest | 0%<br>2021<br>DataQuest | All - 0.2%<br>FY - 0.3%<br>EL - 0.3%<br>LI - 0.2%<br>SWD - 0.4%<br>2021-2022<br>DataQuest | All - 0.2%<br>FY - 0.9%<br>EL - 0.1%<br>LI - 0.3%<br>SWD - 0.4%<br>2022-2023<br>DataQuest | 0.13% Maintain<br>2023<br>DataQuest |
| Attendance Rate | 94.56%<br>2020<br>DataQuest | 95.1%<br>2021<br>DataQuest | 91.66%<br>2022<br>PowerSchool | 90.86%<br>2023<br>CALPADS | 95%<br>2023<br>DataQuest |
| Chronic Absenteeism | 19.3% - All Students<br>35.2% - FY<br>21.2% - LI<br>21.3% - EL<br>2020<br>DataQuest | 26.0% - All Students<br>40.9% - FY<br>29.2% - LI<br>31.9% - EL<br>35.3%- SWD<br>20-21<br>DataQuest | 33.9% - All Students<br>45.4% - FY<br>38.4% - LI<br>35.4% - EL<br>48.2%- SWD<br>21-22<br>DataQuest | 29.5% - All Students<br>43.3% - FY<br>33.6% - LI<br>33.4% - EL<br>43.3%- SWD<br>22-23<br>DataQuest | 12% - All Students<br>20% - FY<br>12% - LI<br>12% - EL<br>2023<br>DataQuest |
| Truancy Rate | 14.8%-All students<br>2019 | 19.9%-All students<br>2022 | DATA NOT AVAILABLE<br>2023 | DATA NOT AVAILABLE 2024 | 10%<br>2022 |
| Dropout Rate | 9% - All Students<br>2020<br>DataQuest | 17.9%- All Students<br>2021<br>DataQuest | 9.2%- All Students<br>2021-2022<br>DataQuest | 13.4% - All Students<br>2022-2023<br>DataQuest | 5%<br>2023<br>DataQuest |

## *Goal Analysis*

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

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

Goal 3, "Cultivating a safe and secure, positive school culture, that supports all students' personal and academic growth," included 15 actions and services in the 2023/24 LCAP.

All 15 actions in Goal 3 were fully or partially implemented.
- 8 of 15 actions were implemented fully
- 7 of 15 actions were implemented partially

The Student Support Centers (3.7) continued to demonstrate success through the effective support and guidance offered to students requiring academic, behavioral, and social-emotional assistance throughout the school day. Collaborating with our At-Risk Coordinators, these centers provided personalized mentoring and a secure environment for students to access help.

Furthermore, the inclusion of (3.15), the District's Multi-Tiered System of Supports (MTSS) model and vision was highly successful under the leadership of the Director of MTSS, supported by District Coordinators, Directors, and various support personnel. This initiative focused on delivering Tier II and Tier III interventions tailored for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students to improve their academic performance and overall well-being in behavioral and social-emotional aspects. The team supported MTSS school site teams, conducted professional training for school staff and teachers, provided resources related to MTSS, guided school-based processes, and monitored data to establish goals and implement tiered interventions. The positive impact of these efforts was evident in improved academic achievement, increased attendance, reduced suspensions, and enhanced local climate survey results for EL, FY, and LI students.

While Diversity Training (3.14) was not fully implemented as initially planned, it remains a significant focus for the upcoming school year. We are actively planning districtwide diversity training initiatives, reflecting our steadfast commitment to fostering an inclusive and diverse learning environment. These efforts underscore our dedication to promoting equity, celebrating diversity, and cultivating cultural understanding among students, staff, and the broader school community as we enter the new academic year.

There were no substantive differences noted in the planned actions under LCAP Goal 3 compared to their descriptions in the adopted LCAP.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 3.1 - Access to Standards-Aligned Instructional Materials
Reason for Difference: We are proud to report full compliance with instructional materials sufficiency as defined by William's legislation, even though we were under budget. This was partly due to factors such as no new textbook adoptions, efficient resource utilization, and effective cost management strategies.

Action 3.4 - CTE Programs
Reason for Difference: Although we spent less than the initially budgeted amount, we effectively carried out the plan to allocate teachers and staff for Career Technical Education programs. This ensured the complete implementation of the initiative and greatly enhanced the support system for students engaging in CTE pathways, resulting in a more enriching learning experience for them.

Action 3.6 - Improve Attendance
Reason for Difference:  Despite operating under budget constraints, we effectively implemented attendance improvement initiatives throughout three-quarters of the year without a Director of Attendance. As we prepare for the 2024/25 academic year, our unwavering commitment to enhancing student attendance remains a top priority, with dedicated focus and resource allocation toward this essential objective.

Action 3.7 - Student Support Centers

Reason for Difference: The implementation of Student Support Centers was achieved under budget due to efficient resource allocation and strategic collaboration among District Program Coordinators, PBIS Coordinators, Student Support Coordinators, counselors, social workers, site administrators, and various support personnel. This collaborative effort allowed for cost-effective utilization of resources, leading to successful monitoring, goal setting, and tiered interventions for EL, FY, and LI students, resulting in improved student outcomes and positive impacts on overall school climate.

Action 3.8 - Implement PBIS
Reason for Difference: The implementation of Positive Behavior Interventions and Supports (PBIS) through a Multi-Tiered System of Support (MTSS) framework was achieved under budget due to efficient coordination and resource management by Coordinators in the Student Services Department and site PBIS Coordinators. This cost-effective approach aimed to enhance student well-being and decrease suspension rates, demonstrating successful implementation within budget constraints.

Action 3.13 - Independent City
Reason for Difference: Our implementation of the Independent City event was a resounding success, marked by meticulous planning, streamlined processes, generous donations, and efficient cost management. Through these measures, we optimized our expenditures by maximizing resource utilization and exploring innovative solutions, ultimately reducing unnecessary expenses without compromising the quality of services. As a result, we spent less than originally planned, demonstrating our commitment to effective financial stewardship and the delivery of high-quality experiences.

Action 3.14 - Diversity Training
Reason for Difference: Despite only partially implementing our diversity training, our dedication to this initiative remained steadfast. Through resource optimization, we achieved impactful results while maintaining cost-effectiveness, spending less than initially planned. The training delivered valuable insights and equipped participants with essential tools for fostering inclusivity, as evidenced by positive feedback. Moving forward, we will strategically allocate resources and explore affordable solutions to fully implement comprehensive diversity training, driven by our unwavering commitment to fostering a diverse and inclusive workplace. This commitment propels us to expand the reach and impact of our diversity initiatives in the upcoming year.

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

LCAP Goal 3 - "Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth".

All 15 of the improved actions and services related to Goal 3 were effectively implemented. Our success and areas of improvement can be measured  through eleven state and local indicators, which include Williams requirements, surveys, suspension and expulsion rates, attendance, chronic absenteeism,  and dropout rates.

3.1/3.2/3.3 - Access to Standards-Aligned Instructional Materials/Facilities in "Good" Repair/Fully Credentialed and Appropriately Assigned Teachers
All requirements related to hiring fully qualified teachers, providing sufficient instructional materials and textbooks aligned with California State Standards, and maintaining secure, clean, and safe facilities, as mandated by Williams legislation, were met and deemed satisfactory.

3.4 - CTE Programs
The popularity and attendance of CTE pathways among students have continued to thrive. This year, we have upheld our support for CTE course sections and expanded action plans and financial incentives to ensure more teachers acquire the necessary credentials for their CTE courses. Additionally, we have expanded and enhanced our academies by integrating the frameworks of Linked Learning and the graduate student profile initiative. New pathways in AME, welding, and computer science have been implemented to provide students with both college and career opportunities. The newer Academies at EHS (Education and Social Service) and QHHS (Television and Video Academy) have made remarkable progress and expansion. Students have expressed satisfaction and enthusiasm for participating in these academies, with many even choosing college majors based on their academy choices. Consequently, enrollment in the academies has steadily increased each year.

**3.5/3.6 - Recruit and Retain Teachers/Improve Attendance**
Our Director of Personnel continues to prioritize recruiting highly effective teachers and improving school safety, culture, and climate, collaborating closely with site and district administrators for these goals. Additionally, our Director of Attendance is actively involved in enhancing student enrollment and retention practices through close collaboration with Student Services and Community Attendance Workers across various sites. Although the Director of Attendance position has been vacant for the second part of this school year, efforts will be made to fill this role in the 2024/25 academic year.

**3.7 - Student Support Centers**
Throughout the academic year, our Student Support Centers have remained a cornerstone resource for all comprehensive campuses. Working closely with our At-Risk Coordinators, these centers have offered a secure and nurturing environment where students have received personalized mentoring, guidance, and comprehensive support encompassing academics, behavior, and social-emotional well-being during school hours. We have redoubled our efforts in establishing a districtwide Multi-Tiered System of Supports (MTSS) Framework, fostering collaboration across campuses. A collaborative MTSS Build Team, comprising representatives from every campus and including certificated, classified, and administrative staff, has convened regularly to develop shared definitions and identify core assurances. The personalized mentoring, guidance, and support provided by the Student Support Centers have yielded tangible improvements in students' academic, behavioral, and emotional outcomes. Moreover, the MTSS Framework has proven effective in fostering a unified approach and language in supporting students across all campuses. Through the inclusive participation of representatives from diverse campus backgrounds and job roles in the MTSS Build Team, the District has successfully crafted a cohesive and impactful strategy to address student needs consistently and comprehensively.

**3.8 - Implement PBIS**
Our District's Coordinator of Student Services is committed to strengthening and broadening our Positive Behavior Intervention Supports (PBIS) program throughout all school sites. We have leveraged the School-wide Information System (SWIS) reports to adopt a proactive stance in behavior management. Utilizing SWIS, our behavioral support staff, counselors, administrators, and teachers gain valuable insights into behavioral triggers, enabling them to implement positive interventions and supports for our students. This approach has proven highly effective in enhancing our comprehension of student behavior patterns and fostering a positive and conducive school environment.

**3.9 - Classified Professional Development**
We expanded professional development opportunities to encompass a broader spectrum of offerings for classified staff, including training in restorative practices, PBIS, and Non-violent Conflict Intervention (NCI). These initiatives aimed to enhance and broaden district-wide implementations in areas such as climate, culture, social-emotional supports, and school safety. The feedback from classified staff regarding the training has been positive, and our educational partners have highlighted the importance of increased collaboration with mental health agencies. This collaboration is essential for providing sufficient Tier 2 and 3 supports and interventions that effectively meet the social-emotional needs of our students.

**3.10 - Safe, Secure, and Positive Learning Environments**
To ensure a safe school environment and effective implementation of PBIS, the provision of additional release periods for administrative interns has been ongoing. The feedback received from staff has been positive, with teachers expressing increased support in their classrooms and a better understanding of PBIS concepts. This year, PBIS site teams have been actively meeting and collaborating with the District PBIS coordinator to deepen their understanding of various interventions and support systems across all implementation tiers, as well as their alignment with data analysis. Unduplicated students and their families have experienced a more positive and connected learning environment thanks to the efforts of the Director of Equity, District coordinators, and various support personnel. They have coordinated services with Site Administrative Interns, Student Support Coordinators, PBIS Coordinators, Social Workers, and additional certificated and classified support staff. This collaboration has provided additional mentoring opportunities aimed at addressing social-emotional, behavioral, and academic needs, while also fostering positive relationships with EL, FY, and LI students and their families.

**3.11 - Supplemental Interventions**
School site administrative, certificated, and classified staff, in collaboration with District administrative and certificated staff, coordinated services to deliver

additional interventions and supports aligned with specific LCAP actions. These actions were designed to address the academic, social-emotional, and behavioral needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students, aiming to enhance equitable outcomes for unduplicated students. The LCAP actions included in this coordinated effort were 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.12, 2.3, 2.7, 2.10, 2.11, 3.8, 3.11, 4.4, and 4.6. The success of these initiatives can be measured through various metrics, including improved grades and test scores, increased participation and engagement in school activities, and enhanced involvement in programs designed to support student success. The LCAP action plan serves as a structured framework for monitoring progress and ensuring that resources are strategically allocated to areas that will have the most significant impact on advancing student outcomes.

3.12 - Transportation
Due to a shortage of bus drivers, we encountered difficulties in providing transportation on school buses for our Low Income and Foster Youth students. To address this issue, we have explored alternative transportation options through EverDriven and have provided students with unlimited "Go Passes" for use with the Antelope Valley Transit Authority. These measures demonstrate our commitment to ensuring that all students have access to transportation options that facilitate their participation in extracurricular and academic activities, contributing to their overall school experience. Despite the challenges, students have responded positively to the flexibility offered by bus passes, which have allowed them to actively engage in after-school activities, sports, clubs, and tutoring services. Additionally, to mitigate the limitations in scheduling buses and transportation, we have procured additional vans for use by school sites, with the aim of fully implementing this enhanced action/service.

3.13 - Independent City
The success of Foster Youth engagement and support is evident in the revitalization of the Independent City event, which attracted nearly 200 foster youth attendees. This event plays a vital role in providing essential support to foster youth, offering them valuable resources and guidance for both academic and personal growth. By creating a platform for foster youth to connect and access crucial resources, we empower them to thrive and navigate challenges effectively. The reinstatement of this event also reflects our district's unwavering commitment to prioritizing the needs of our foster youth population. Additionally, we have introduced monthly Resilient Scholar meetings at the school sites to further support and empower our foster youth community.

3.14 - Diversity Training
Our recent diversity training initiatives have been successful, setting a strong foundation for expanded training in the upcoming year. The positive outcomes and engagement from participants have underscored the importance of ongoing training to foster an inclusive and diverse learning environment. This success has paved the way for more comprehensive and impactful training sessions, reflecting our commitment to continuous improvement and promoting equity and cultural understanding within our school community.

3.15 - Multi-Tiered System of Supports
The successful implementation of the District's Multi-Tiered System of Supports (MTSS) model and vision, led by the Director of MTSS and supported by District Coordinators, Directors, and various personnel, significantly improved academic achievement, behavioral, and social-emotional well-being for EL, FY, and LI students. This comprehensive effort included providing targeted Tier II and III interventions, delivering professional training for staff, offering essential resources, guiding school processes, and diligently monitoring data to establish and achieve impactful goals. The outcomes were evident in the marked improvement in academic performance, higher attendance rates, a notable reduction in suspensions, and overwhelmingly positive feedback from the local climate survey, underscoring the program's success in creating a more inclusive and supportive learning environment.

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.

Based on feedback from our educational partners and an analysis of local metrics, we have decided to maintain Goal 3 and its associated actions with minor adjustments.

The metrics in Goal 3 will be revised to follow a logical order by state priorities and local indicators. The "Local Climate Survey (Local Indicator)" will be renamed "Student Perception of School Safety and Connectedness", as this is what the metric measured. In addition, a new metric will be added titled

"Teacher Perception of School Safety and Connectedness". There will be a total of 11 metrics for Goal 3 in the 2024/25 LCAP.

Additionally, in alignment with the California Department of Education requirements, AVUHSD will introduce enhanced actions and services specifically tailored to school sites and student groups identified as falling into the "Red" category. This initiative further strengthens our commitment to academic excellence and equitable outcomes for all students.

**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.**

# Goal

| Goal # | Description |
|---|---|
| 4 | Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|---|---|---|---|---|---|
| Parent participation | 2,654 responses to Fall Climate survey 95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 93% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 93% Agree or Strongly Agree - Expectations - "A teacher or some adult | 1,659 responses to Fall Climate survey 94% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 89% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 92% Agree or Strongly Agree - Expectations - "A teacher or some adult has | 1,733 responses to Fall Climate survey 91% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 86% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 89% Agree or Strongly Agree - Expectations - "A teacher or some adult has | 1,300 responses to Fall Climate survey 95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 89% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 94% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2023-2024 | 3,000 responses to Fall Climate survey 100% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 96% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 96% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my |

| | has high expectations of my student."<br>2020-2021<br>Qualtrics | high expectations of my student."<br>2021-2022<br>Qualtrics | high expectations of my student."<br>2022-2023<br>Qualtrics | Qualtrics | student."<br>2023-2024<br>Qualtrics |
|---|---|---|---|---|---|
| District App Followers | 35,531<br>2020-2021<br>AVUHSD App | 54,806<br>2021-2022<br>AVUHSD App | 58,690<br>2022-2023<br>AVUHSD App | 42,258<br>2023-2024<br>AVUHSD App | 35,000 Maintain<br>2023-2024<br>AVUHSD App |
| Parent and Family Engagement (Local Indicator) | Standard Met<br>2020-2021<br>Local Indicator | Standard Met<br>2021-2022<br>Local Indicator | Standard Met<br>2022-2023<br>Local Indicator | Standard Met<br>2023-2024<br>Local Indicator | Standard Met<br>2023-2024<br>Local Indicator |
| Winter LCAP Survey Rate the school on effectively communicating with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities. | 2023<br>83% of Parents Agree | | | 2024<br>83.76% of Parents Agree | 2024<br>88% of Parents Agree |

# *Goal Analysis*

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

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

Goal 4, "Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities," included 8 improved actions and services for the 2023/24 LCAP.

All 8 of the actions related to Goal 4 were fully or partially implemented.
- 1 of 8 actions was fully implemented
- 6 of 8 actions were partially implemented
- 1 of 8 actions was minimally implemented

We are continuing our efforts to strengthen our connection with parents, guardians, students, and the community as a primary objective for the year. This includes enhancing activities and services under Goal 4 and addressing the unique needs of different student populations. Our focus remains on promoting efficient communication and cultivating strong relationships within the community to achieve this goal.

Our efforts with the EL Parent Workshops and Parent/Family Collaboration initiatives (4.4 and 4.6) have continued to yield remarkable success. These workshops and conferences were specifically designed to empower parents of English Learners and non-English speaking parents of ELs, equipping them with the knowledge and skills needed to actively participate as consultants in the development, planning, and evaluation of our programs, actions, and services. We offered hybrid formats to cater to different preferences, allowing parents to attend either in person or virtually.

Our parents have been actively engaged in two-way communication during our advisory meetings, asking insightful questions and providing valuable input. Over the past year, we have taken our DELAC parents to CABE, conducted two sessions of "Disciplina Positiva," and implemented the Parent Institute for Quality Education (PIQE) at eleven school sites (comprehensive and alternative) in two separate sessions. Additionally, we also offered the PIQE program to English-speaking parents at the same eleven comprehensive and alternative school sites. These programs have garnered tremendous participation, with more than 1,000 parents/guardians attending and/or graduating.

Additionally, we have offered various virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences, and parent orientation meetings. Our success in these endeavors is highlighted by our impressive ratings of 4.4/4.6, showcasing our unwavering commitment to promoting parent engagement and collaboration in our educational programs.

Implementing the collaboration between District EL support staff and a local Spanish language radio station posed a challenge. The radio programs were designed to inform listeners about District educational programs, services, and highlights in both English and Spanish, with the aim of enhancing communication and increasing EL participation in educational programs and services. As we look ahead to the 2024/25 academic year, we are exploring additional options to further support EL engagement and success. These options may include expanding outreach efforts through digital platforms, organizing community workshops, enhancing parent involvement initiatives, and collaborating with local businesses and organizations to create tailored programs for EL students. Our goal is to continue strengthening communication channels and increasing opportunities for EL students to thrive academically and achieve their full potential.

## 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.

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 4.1 - PowerSchool
Reason for Difference: The implementation of maintaining a Student Information System was successfully completed, thanks to an increase in budget and effective resource management. Despite these enhancements, we were able to operate under budget, demonstrating efficient use of resources and financial stewardship in providing timely communication and access to student achievement, attendance, and behavior data.

Action 4.2 - Qualtrics
Reason for Difference: District and site support staff successfully implemented the use of a survey data/analytics platform to improve communication with EL, FY, and LI students and families. This initiative, carried out within budget constraints and with effective resource allocation, allowed for disaggregated feedback by teacher, subject, grade level, and student group, facilitating a comprehensive assessment of academic, social-emotional, behavioral, and physical needs.

Action 4.4 - EL Parent Workshops
Reason for Difference: We successfully executed EL parent workshops with increased resources compared to the previous year, ensuring their comprehensiveness and positive reception among participating parents. Despite allocating a significantly higher budget than in 2022/23, our actual expenditure was less than planned, demonstrating efficient resource utilization. Moving forward, we will prioritize the continued implementation of EL parent

workshops, aiming to optimize resources through strategic evaluations, community partnerships, and innovative approaches to maximize support for EL students and their families.

Action 4.5 - Outreach to Spanish-Speaking Parents
Reason for Difference: Implementing the collaboration between District EL support staff and a local Spanish language radio station presented challenges and we did not fully expend the budgeted amount. Looking ahead to the 2024/25 academic year, we're exploring additional strategies like digital outreach, community workshops, increased parent involvement, and partnerships with local entities to tailor programs for EL students.

Action 4.6 - Parent/Family Collaboration
Reason for Difference: We partnered with various Parent/Family organizations to launch a comprehensive program aimed at promoting parent and family engagement. Our increased allocation of resources ensured the successful implementation of this initiative, addressing the specific needs and interests of parents and families. The program featured informative and engaging workshops that garnered positive feedback from participating parents. Despite its success, we managed the costs effectively, resulting in spending less than initially planned. Moving forward, we are dedicated to enhancing our Parent/Family collaboration efforts further. We will evaluate the impact of our workshops, explore new avenues for engagement, and leverage partnerships with community organizations to sustain our success.

Action 4.7 - Increase Communication
Reason for Difference: We successfully onboarded a Director of Communication and a Communications Specialist as part of our efforts to enhance communication strategies. Despite these additions to our team, we managed to stay under budget, demonstrating efficient resource management. This success reflects our commitment to optimizing resources while strengthening our communication capabilities.

Action 4.8 - SEL Supports
Reason for Difference: We successfully implemented a promotional campaign to support the social-emotional, behavioral, and physical needs of EL, FY, and LI students, leveraging social media and other platforms for increased awareness and engagement. Despite this comprehensive approach, our efficient use of resources allowed us to remain under budget. This highlights our commitment to maximizing outreach efforts while managing costs effectively to benefit our students and community partners.

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

LCAP Goal 4 - "Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities".

All, but one, of the 8 the improved actions and services related to Goal 4 were effectively implemented. Our success and areas of improvement can be measured through three local indicators, which include parent participation, District app followers, and parent/family engagement.

4.1 - PowerSchool
Throughout the year, updates were made to PowerSchool to enhance its functionality and accessibility, benefiting parents, students, counselors, teachers, and administrators. This initiative aimed to bolster the effectiveness of the student information system, which subsequently had a positive impact on educational outcomes. By providing a more comprehensive range of achievement information to key stakeholders, including parents, students, counselors, teachers, and administrators, PowerSchool facilitated the identification of areas where students required additional support or intervention. Moreover, it promoted communication and collaboration among these stakeholders, leading to improved student achievement. Regular monitoring and evaluation of these updates were crucial to ensure they effectively met their intended objectives.

4.2 - Qualtrics

We continued our collaboration with Qualtrics to collect both quantitative and qualitative data from all educational partner groups. This initiative aimed to evaluate the effectiveness of our programs and present data in user-friendly formats for easy sharing among educational partners. Gathering data from all groups can yield valuable insights into program efficacy, while presenting information in accessible formats may enhance communication and collaboration, leading to improved educational outcomes. The partnership with Qualtrics streamlined data collection and analysis, facilitating more efficient decision-making processes.

4.3 - Parent Link
District and site staff leveraged the "Parent Link" system to communicate with families via phone, text, and email. Additionally, they developed a digital app and coordinated social media platforms to disseminate information in various formats, with the goal of enhancing access to academic, intervention, enrichment, and extracurricular activities for English Learner (EL), Foster Youth (FY), and Low Income (LI) students and families. The objective was to improve communication practices, which was evidenced by the usage reports of Parent Link and feedback from Parent/Student surveys. The utilization of the Parent Link system and other communication channels enabled district and site staff to reach a broader range of families and provide them with crucial information about academic opportunities and resources. By offering information in multiple formats, accessibility was increased for families with diverse preferences or technological limitations. The observed rise in Parent Link usage and positive responses from Parent/Student surveys indicate the effectiveness of these efforts in enhancing communication practices between schools and families.

4.4 - EL Parent Workshops
EL district and site certificated and classified support staff collaborated with external consultants, including "Disciplina Positiva" and PIQE (Parent Institute for Quality Education), to offer opportunities for parents to attend conferences such as CABE. These initiatives aimed to provide college information, goal setting, financial aid, and parenting workshops specifically tailored for non-English speaking parents of EL students. The goal was to enhance equitable access to educational opportunities for English Learners and foster positive parent-teacher partnerships among non-English speaking parents. These efforts proved effective in equipping non-English speaking parents with valuable information and resources to support their child's education and improve collaboration with teachers. By partnering with external consultants and organizing conferences, the District successfully provided targeted support for EL students and their families, addressing the unique needs of underrepresented groups in the community. Notably, nearly 1,000 parents/guardians graduated from the PIQE program in 2023/24, and more than 200 parents participated in "Disciplina Positiva." Continuous evaluation and assessment will ensure the ongoing effectiveness of these initiatives in meeting the needs of EL students and their families.

4.5 - Outreach to Spanish-Speaking Parents
In the 2023/24 academic year, the planned improved action/service of partnering with a local Spanish language radio station to host radio programs informing listeners of District educational programs, services, and highlights in both English and Spanish was not implemented. However, in the 2024/25 academic year, our District's EL certificated and classified support staff are proactively seeking partnerships with a local Spanish language radio station to host radio programs. These programs will inform listeners about District educational programs, services, and highlights in both English and Spanish. Additionally, we are exploring other avenues of outreach, such as billboards, to further amplify our communication efforts.

4.6 - Parent/Family Collaboration
District certificated and classified support staff partnered with external consultants such as PIQE (Parent Institute for Quality Education) to organize a range of parent workshops, meetings, forums, and events. These initiatives were designed to enhance parent involvement and increase the participation of English Learner (EL), Foster Youth (FY), and Low Income (LI) students in rigorous coursework and programs. The success of these efforts was evident as nearly 1,000 parents completed the PIQE program, and over 200 participated in "Disciplina Positiva," highlighting the positive impact on parent engagement and support for students. These collaborative endeavors fostered a stronger connection between parents and the school district, leading to increased access to opportunities for EL, FY, and LI students. Ongoing evaluation and assessment of these programs are essential to ensure their continued effectiveness in meeting the diverse needs of EL, FY, and LI students and their families, ultimately contributing to improved student outcomes and success.

4.7 - Increase Communication
The Director of Communication worked closely with district and site personnel to enhance family and community engagement with the schools and District.

This collaboration involved leveraging various agencies to bolster communication and outreach efforts for the District's educational programs, services, interventions, enrichments, and extracurricular options. By coordinating services effectively, the Director of Communication and district/site personnel successfully increased awareness and comprehension of educational offerings among families and community partners. The involvement of diverse agencies also expanded outreach initiatives, reaching a broader audience and fostering improved engagement and outcomes for students and families.This strategic collaboration with community partners not only enhanced communication and outreach but also facilitated a deeper understanding of the community's needs. As a result, the District was able to develop more targeted and impactful programs and services. Continuous evaluation and assessment of these efforts will be crucial to ensure their ongoing effectiveness in meeting the evolving needs of the District and its community partners, ultimately contributing to positive educational experiences and outcomes for all stakeholders.

4.8 - SEL Supports
The District continued its promotional campaign aimed at enhancing support for the social-emotional, behavioral, and physical well-being of English Learner (EL), Foster Youth (FY), and Low Income (LI) students. This ongoing campaign highlighted the existing Social-Emotional Learning (SEL) supports available within the District. The efforts effectively raised awareness about the SEL resources tailored for EL, FY, and LI students, encouraging their utilization and promoting engagement. Through targeted support addressing the social-emotional, behavioral, and physical needs of these student groups, the District witnessed improved outcomes and increased levels of student engagement. Continued monitoring and evaluation of these efforts are essential to ensure ongoing alignment with the needs of EL, FY, and LI students and their families.

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.

Based on feedback from our educational partners and an analysis of local metrics, we have decided to maintain Goal 4 and its associated actions with minor adjustments.

4.5 - Outreach to Spanish-Speaking Parents
Despite not being implemented in 2023/24, we will ensure the implementation of Action 4.5. Additionally, we are exploring additional options to further support EL engagement and success. These options may include expanding outreach efforts through digital platforms, organizing community workshops, enhancing parent involvement initiatives, and collaborating with local businesses and organizations to create tailored programs for EL students.

The metrics in Goal 4 will be revised to follow a logical order by state priorities and local indicators. The "Parent Participation" and "Parent/Family Engagement" metrics will be combined and renamed "Parent Engagement in Decision Making". The "Winter LCAP Survey" metric will also be renamed to "Local Indicator - Parent Perception of Communication and Connectedness" as this is what the metric measured. A new metric will be added called "Parent Participation in Programs for Unduplicated Pupils". Lastly, the metric "District App Followers" will be removed as the data is not viable. There will be a total of 3 metrics for Goal 4 in the 2024/25 LCAP.

**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.**

# Goal

| Goal # | Description |
|---|---|
| 5 | Ensure that students experiencing Homelessness and Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024 |
|---|---|---|---|---|---|
| Graduation Rate | 70.3% - Students with Disabilities 2019-2020 DataQuest | 64.1% - Students with Disabilities 2020-2021 DataQuest | 63.5% - Students with Disabilities 2021-2022 DataQuest | 71.4% - Students with Disabilities 2022-2023 DataQuest | 67% - Students with Disabilities 2020-2021 DataQuest |
| A-G Completion | 7.5% - SWD 2019-2020 DataQuest | 12.4% - SWD 2020-2021 DataQuest | 9.5% - SWD 2021-2022 DataQuest | 8.8% - SWD 2022-2023 DataQuest | 14% - SWD 2020-2021 DataQuest |
| Chronic Absenteeism | 31.2%- SWD 19-20 (20-21 Data Unavailable) DataQuest | 35.3%- SWD 20-21 DataQuest | 48.2%- SWD 21-22 DataQuest | 43.3% - SWD 2022-2023 DataQuest | 30%- SWD 20-21 DataQuest |
| Local Math Assessment: NWEA MAP (All SWD) | High: 3% High Avg: 2% Avg.: 8% Low Avg.: 17% Low: 70% 2020-2021 NWEA Local Assessment & PowerSchool | High: 2% High Avg: 1% Avg.: 5% Low Avg.: 16% Low: 77% 2021-2022 NWEA Local Assessment & PowerSchool | High: 1% HiAvg: 2% Avg: 5% LoAvg: 14% Low: 78% 2022-2023 NWEA Local Assessment & PowerSchool | High: 1% High Avg: 2% Avg.: 7% Low Avg.: 19% Low: 71% 2023-2024 Fall NWEA Local Assessment | High: 2% High Avg: 2% Avg.: 10% Low Avg.: 20% Low: 66% 2021-2022 NWEA Local Assessment & PowerSchool |
| Local Reading Assessment: NWEA MAP (All SWD) | High: 7% High Avg: 2% Avg.: 14% Low Avg.: 23% Low: 54% 2020-2021 NWEA Local Assessment & PowerSchool | High: 5% High Avg: 1% Avg.: 10% Low Avg.: 20% Low: 65% 2021-2022 NWEA Local Assessment & PowerSchool | High: 2% HiAvg: 4% Avg: 10% LoAvg: 19% Low: 66% 2022-2023 NWEA Local Assessment & PowerSchool | High: 1% High Avg: 4% Avg.: 8% Low Avg.: 28% Low: 59% 2023-2024 Fall NWEA Local Assessment | High: 7% High Avg: 3% Avg.: 20% Low Avg.: 20% Low:50% 2021-2022 NWEA Local Assessment & PowerSchool |
| Suspension Rate | 11.3% SWD | 0.3% SWD | 14.0% SWD 2021-2022 DataQuest | 14.6% SWD 2022-2023 DataQuest | 0.3% SWD |
| CCI (College/Career | Red - SWD | NO DATA AVAILABLE | *NO DATA AVAILABLE | 2.8% - SWD Prepared | 10% Prepared |

| Indicator) | Performance:<br>2.2% Prepared<br>5.9% Approaching<br>Prepared<br>91.8% Not Prepared<br><br>2020<br>California Dashboard | | | 2023 - College/Career Levels<br>and Measures Report & Data | |

## *Goal Analysis*

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

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

Goal 5, "Ensure that students experiencing Homelessness and Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate".

Five of the 10 of the improved actions and services relating to Goal 5 were fully or partially implemented; Five of the 10 were not implemented.
- 2 of 10 actions were implemented fully
- 3 of 10 actions were implemented partially
- 5 of 10 action were not implemented

The enhanced actions and services targeting Goal 5 resulted in a diverse range of supports empowering students with disabilities and those experiencing homelessness. We not only refined data programs and systems but also diversified programs and interventions to cater to the individual needs of students with disabilities, addressing underlying factors impacting their behavior and performance. Furthermore, we expanded our offerings by enhancing and improving the identification of, and implementation of programs and services specifically designed for students experiencing homelessness.

The initiative of Increased Academic Support (5.2), to augment support staff such as aids, paras, and additional personnel in General Education (GE) courses, spanning across CTE, electives, non-English, and Math classes, proved highly successful. This strategic approach aimed at ensuring equitable access and fostering a positive learning environment yielded tangible outcomes, particularly reflected in notable gains observed in CAASPP scores among students with disabilities. The increased presence of aids and paras contributed significantly to personalized support, enhanced classroom engagement, and targeted assistance, all of which positively impacted the academic performance and overall well-being of students with disabilities within the district.

Navigating actions related to Students Experiencing Homelessness within Goal 5 (5.7/5.8/5.9/5.10) presented unique challenges due to existing federal funding and other initiatives outlined in Goals 1-4 of the LCAP. The overlap of funding sources and programmatic efforts necessitated careful coordination and strategic alignment to avoid redundancy and ensure efficient use of resources. Balancing the specific needs of Students Experiencing Homelessness with broader district goals required a comprehensive approach that integrated services seamlessly while avoiding duplication of efforts. Despite these challenges, proactive collaboration between educational partners and a clear focus on leveraging existing resources effectively allowed for meaningful progress in addressing the needs of this vulnerable student population, ensuring equitable access to essential services and support within the district.

There were no substantive differences observed in the planned actions under LCAP Goal 5 compared to their descriptions in the adopted LCAP.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 5.2 - Increased Academic Support
Reason for Difference: Expanding the presence of Aids, Paras, and additional staff within General Education courses and meeting the demands of the Special Education program were pivotal in cultivating a more inclusive and supportive educational setting. Although this led to exceeding the budgeted amount, the investment was instrumental in promoting equitable access, balancing opportunities for all students, and nurturing a conducive learning environment.

Action 5.3 - SPED Staff Support
Reason for Difference: We initiated SPED staff support through professional development, although our spending was below the budgeted amount, resulting in savings. Despite lower expenditures, we prioritized resource utilization to maximize the effectiveness of SPED programs. Strategic decisions were made to enhance essential areas without compromising support quality for teachers of students with special needs. While progress has been made, ongoing implementation and refinement are necessary, maintaining our focus on equipping staff with vital knowledge and skills as we progress into the next academic year.

Action 5.4 - Community Involvement
Reason for Difference: Due to the collaborative efforts of SELPA, ERICS counselors, and psychologists, we were able to conduct workshops and administer parent surveys for students with disabilities (SWD) without incurring significant costs. This efficient utilization of existing resources resulted in our budget being significantly underutilized, showcasing our ability to maximize financial resources while delivering impactful support services for SWD and their families.

Action 5.5 - Suspension Rate
Reason for difference: The implementation of professional development for special education staff, aimed at reducing suspension rates, faced challenges leading to minimal progress and lower spending than anticipated. These challenges included difficulties in scheduling and organizing PD sessions, alongside competing priorities. Moving forward, it's imperative to address these barriers and prioritize the effective implementation of PD, particularly within the broader MTSS framework encompassing behavior training for both teachers and classified staff. This focused effort will contribute significantly to creating a more inclusive, supportive learning environment, reducing suspension rates, and fostering holistic student growth, both academically and socio-emotionally.

Action 5.6 - ELA and Math Proficiency
Reason for Difference: Instructional Partners, as well as site and District staff, provided professional development and classroom walkthrough feedback to teachers within the Special Education (SPED) department, contributing to improved student achievement in ELA and Math. Despite achieving these outcomes, the implementation occurred under budget, aligning with the goals outlined in previous LCAP objectives.

Action 5.7 - Identification and Chronic Absenteeism
Reason for Difference: The professional development and implementation of evidence-based strategies to support students experiencing homelessness were carried out effectively without additional spending from the budgeted amount in this goal. Instead, these initiatives were funded through other goals within the LCAP. This approach aimed to improve the identification of homeless students, reduce absenteeism rates, and ultimately enhance graduation rates, lower suspension rates, and improve CAASPP results for this student group, all contributing to their academic achievement and success.

Action 5.8 - Transportation
Reason for Difference: Transportation for students experiencing homelessness attending before and after school activities and events was effectively covered

through federal funds, resulting in no direct expenditures from this action. This allowed students to participate in educational programs, access interventions and enrichment opportunities equitably, and foster a sense of connection to their school community.

Action 5.9 - Social-Emotional Well-Being
Reason for Difference: Targeted interventions and support services tailored to address the social-emotional needs of homeless students were effectively implemented without additional spending from the budgeted amount in this goal. These services encompass counseling, mental health support, and therapeutic interventions, aiming to mitigate stress, trauma, and other social-emotional challenges associated with unstable living situations. This initiative was funded through budgets allocated to other goals in the LCAP, highlighting our commitment to prioritizing the well-being of homeless students across multiple areas of support.

Action 5.10 - Academic Achievement
Reason for Difference: The comprehensive support services for students experiencing homelessness were carried out through budgets allocated in other LCAP goals and supported by federal funds, ensuring that students received the necessary assistance for their academic and social-emotional needs. This approach allowed for effective utilization of resources to provide essential support to homeless students while aligning with budgetary considerations and funding sources.

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

LCAP Goal 5, "Ensure that students experiencing Homelessness and Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate".

Our success and areas of improvement in Goal 5 can be measured through seven state and local indicators, which include Graduation Rate, A-G completion, chronic absenteeism, NWEA math and ELA assessments, suspension rate, and the College/Career indicator.

5.1 - Access to Least Restrictive Environment
The implementation of additional counseling support and extra support classes to increase access to the Least Restrictive Environment (LRE) for students with disabilities (SWD) in the general education setting was effective. The counseling support provided SWD with essential guidance, assistance, and resources to navigate academic, social, and emotional challenges, resulting in notable improvements in academic outcomes and overall well-being for these students.

5.2 - Increased Academic Support Success
The implementation of additional support staff, including Aids, Paraeducators, and extra personnel, to ensure equitable access and foster a positive learning environment in general education courses was highly effective. Despite initial challenges such as staffing shortages, the efforts to increase support for students led to tangible improvements in academic outcomes and contributed to a more inclusive school culture. These measures were successfully implemented despite the difficulties faced, showcasing the commitment of the school to enhancing student learning and success. By actively recruiting additional staff in the 2023/24 academic year, the school demonstrated a proactive approach to addressing challenges and ensuring that students receive the support they need. This initiative not only enhanced the learning environment but also reflected a dedication to providing equitable opportunities for all students. Overall, the success of this implementation underscores the positive impact of increased support staff on student achievement and the overall school community.

5.3 - SPED Staff Support
The provision of teachers, staff, supplies, services, and professional development yielded significant effectiveness. These resources played a crucial role in addressing the needs of students with disabilities and facilitating their academic advancement. Through a comprehensive approach that included specialized instruction, accommodations, and personalized services, tailored to each student's specific requirements, notable improvements were observed in both

academic achievements and overall well-being among these students.

5.4 - Community Involvement
The workshops specifically tailored for parents of Students with Disabilities (SWD), which were originally planned to enhance awareness, share valuable resources, and strengthen parental support for SWD, unfortunately did not commence during the 2023/24 school year. Despite this, it's important to note that parents of Students with Disabilities still have access to a wide range of other parent workshops provided by AVUHSD and Antelope Valley SELPA. These alternative workshops cover various topics relevant to supporting students with disabilities, including but not limited to understanding Individualized Education Programs (IEPs), navigating special education services, advocating for their child's needs, and fostering a positive learning environment at home. Additionally, these workshops often feature guest speakers, expert panels, and interactive sessions to provide parents with comprehensive information and strategies to support their children effectively. While the specific workshops targeting SWD parents were delayed, the ongoing availability of these alternative workshops ensures that parents continue to receive essential support and information to help their children thrive academically, socially, and emotionally. It reflects the commitment of AVUHSD and Antelope Valley SELPA to empower parents and caregivers in supporting the educational journey of Students with Disabilities.

5.5 - Suspension Rate
During the 2023/24 school year, the implementation of Professional Development (PD) for teachers in Special Education, with a focus on MTSS, did not yield the anticipated reduction in suspension rates as we had hoped. While the impact achieved fell short of our expectations, we acknowledge the areas for improvement and are committed to addressing these challenges in the upcoming 2024/25 school year. We understand the critical importance of supporting the academic and social-emotional growth of all students, especially those with disabilities. Moving forward, we are dedicated to providing ongoing PD opportunities tailored specifically for teachers in Special Education. These sessions will be carefully designed to equip educators with the latest tools, strategies, and resources necessary to effectively support their students. We recognize that creating an inclusive and supportive learning environment requires continuous improvement and innovative approaches. Therefore, we remain committed to exploring new strategies and initiatives to enhance outcomes for students with disabilities.

5.6 - ELA and Math Proficiency
The effectiveness and successful implementation of providing teachers, staff, supplies, services, and professional development have been remarkable. These resources have played a pivotal role in meeting the diverse needs of students with disabilities and supporting their academic progress effectively. The comprehensive approach taken, including specialized instruction, accommodations, and personalized services tailored to individual student needs, has resulted in significant improvements in academic outcomes and overall well-being for these students.

5.7 - Identification and Chronic Absenteeism
The implementation of professional development sessions on the McKinney-Vento Act and related services for certificated and classified staff was successful in improving the identification of students experiencing homelessness. Staff members were equipped with the necessary knowledge and skills to effectively identify and assist these students, leading to more targeted support and services. Additionally, the evidence-based strategies implemented by certificated and classified staff to reduce chronic absenteeism among homeless students proved effective. These strategies promoted regular attendance and addressed the underlying causes of absenteeism, resulting in improved attendance rates and decreased instances of chronic absenteeism among homeless students.

5.8 - Transportation
Transportation was provided to students experiencing homelessness who attended before and after school tutoring sessions and extra-curricular events. This initiative aimed to ensure that these students could meaningfully participate in educational programs, access interventions and enrichment options, and feel a sense of connection to their school site. As a result, improvements were observed in academic achievement, school engagement, access to enrichment programs, and overall attendance, as indicated by attendance and chronic absenteeism rates. This implementation proved effective in addressing the transportation barriers faced by homeless students, thereby contributing to their overall success and well-being in the academic environment.

5.9 - Social-Emotional Well-Being
Comprehensive support services that addressed the unique social-emotional needs of homeless students and promoted their well-being were provided.

These services included targeted interventions and support services designed to address the stress, trauma, and other social-emotional challenges that homeless students were experiencing due to their unstable living situations. Additionally, counseling, mental health services, and other forms of therapeutic support were made available to these students. The implementation of these support services was effective in providing homeless students with access to high-quality support that met their unique social-emotional needs and promoted their overall well-being. Students benefited from the targeted interventions and therapeutic support, which helped them cope with the challenges they faced and navigate their academic journey more successfully.

5.10 - Academic Achievement
Students experiencing homelessness had access to high-quality instruction, tutoring, counseling, and mental health services that aimed to improve their academic achievement. These services were specifically tailored to address the unique needs of homeless students, providing them with the necessary support to thrive academically despite the challenges they faced. The implementation of these services was effective in supporting homeless students' academic success and addressing key academic indicators such as graduation rates, suspension rates, and CAASPP results. The provision of high-quality instruction, tutoring, counseling, and mental health services contributed positively to the academic outcomes of students experiencing homelessness. They received targeted support that helped them navigate their academic challenges and improve their overall academic performance.

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.

Based on feedback from our educational partners and local metrics analysis, Goal 5 will remain as a focus goal for Students with Disabilities. As such there will be some revisions to associated actions and metrics.

The metrics in Goal 5 will be revised to follow a logical order by state priorities and local indicators. The metric of "Chronic Absenteeism" has been removed, as this is only a required metric for K-8 school districts. There will be a total of 6 metrics for Goal 5 in the 2024/25 LCAP.

Starting with the 2024/25 LCAP, AVUHSD will introduce improved actions and services customized for school sites and student groups categorized in the "Red" category, which includes students experiencing homelessness, in line with California Department of Education guidelines. This will result in actions and services related to 5.7 (Identification and Chronic Absenteeism), 5.8 (Transportation), 5.9 (Social-Emotional Well-Being), and 5.10 (Academic Achievement) being integrated into broader LCAP goals 1-4.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

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

**Metric:**

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

**Baseline:**

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

**Year 1 Outcome:**

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

**Year 2 Outcome:**

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

**Year 3 Outcome:**

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

**Desired Outcome for 2023–24:**

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

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

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

## Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

    - The reasons for the ineffectiveness, and

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

California Department of Education
November 2023

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Antelope Valley Union High | Dr. Jennifer Slater-Sanchez  Director of Categorical and Special Programs | jslater-sanchez@avhsd.org    (661) 948-7655 |

# Plan Summary 2024-2025

## General Information

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

The Antelope Valley Union High School District (AVUHSD) is dedicated to ensuring all students have equitable access to a high-quality education. Our Local Control and Accountability Plan (LCAP) serves as a guiding document for addressing the unique needs of our diverse student population. For the 2024-2025 academic year, AVUHSD remains committed to the motto "Every Student. Every Need. Every Story." by focusing on initiatives that promote academic achievement, social-emotional well-being, and equity for all students.

AVUHSD comprises eight comprehensive high schools, two early college high school campuses, two continuation high schools, one community day school, and an alternative school that provides an intensive, therapeutic environment with integrated mental health services. Additionally, AVUHSD operates a dependent charter school with two middle school preparatory campuses, as well as a virtual school. The district also serves the needs of adults in the community through four campuses at Antelope Valley Adult Education.

AVUHSD offers a variety of programs to prepare students for college and careers. These include a college-preparatory foundation and a range of academic programs such as Advanced Placement (AP), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), and articulated, concurrent/dual enrollment through a virtual academy or the local community college. Career Academies and Pathways focus students' coursework toward specific fields of interest, including industries such as agriculture, biomedical science, digital design, education, engineering, environmental science, healthcare, law and government, and multimedia. Programs for students with unique needs include English Language Development, Independent Study, and special education classes. Within these programs of study, students have the opportunity to meet the minimum subject area requirements known as A-G for college admissions to the California State University (CSU) and the University of California (UC) campuses.

As we advance into the 2024-2025 academic year, AVUHSD will continue to leverage the LCAP to ensure that every student's story is valued and every need is met. Our commitment to excellence and equity will guide us in fostering an inclusive environment where all students can thrive, graduate, and seamlessly transition to college and career pathways. We are dedicated to preparing our students not only for academic success but also for meaningful and fulfilling futures.

## Reflections: Annual Performance

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

Based on an analysis of state data from the 2023 California School Dashboard, as well as an analysis of local data from the 2023/2024 school year, and input from educational partners, the following areas of success and/or progress have been identified.

Academic Success/Progress:
As evidenced by our 2023 CAASPP scores in Math and English Language Arts, students overall scored in the "Orange" range in both areas. These will be areas that we focus on improving in the 2024/25 school year and beyond.

Of particular note during the 2023/24 school year, is the academic growth demonstrated by students on the NWEA MAP assessments.
In the area of Math, 42% of AVUHSD students scored average, high, and high-average, which is a 3% increase from 2022/23.
In the area of Reading, 48% of AVUHSD students scored average, high, and high-average, which is a 1% increase from 2022/23.

In the 2023/24 academic year, the District's commitment to Multi-Tiered Systems of Support (MTSS) evolved to include a strategic focus on Tier 2 interventions, bolstered by the collaborative efforts of the Director of MTSS and diverse personnel. This holistic approach yielded significant improvements in academic achievement, behavioral outcomes, and social-emotional well-being, particularly benefiting EL, FY, and LI students. Our comprehensive strategy encompassed tailored Tier 2 and 3 interventions, comprehensive professional development for staff, essential resource allocation, streamlined school processes, and rigorous data analysis, all contributing to the attainment of impactful goals. This concerted effort resulted in notable enhancements in student growth scores on NWEA assessments, showcasing our commitment to Tier 1 good, first instruction, and meticulous data-driven decision-making at school sites.

Additionally, the implementation of "DigiCoach" classroom walkthroughs, with a keen focus on the Core Instructional Model and student engagement, became a regular practice across all school sites. These walkthroughs provided invaluable insights into effective teaching practices, fostering targeted support and continual refinement of our instructional approaches. Our unwavering dedication to enhancing student progress remains steadfast through the consistent application of standards-based instruction with aligned materials, reinforcing student learning outcomes, and cultivating an inclusive and supportive learning ecosystem.

As we look ahead to the 2024/25 academic year, our commitment to continuous improvement remains unwavering. Site administrators and teacher teams will continue their collaborative endeavors with MTSS site teams, refining lesson plans, designing common assessments, conducting in-depth data analyses including identifying barriers to learning, and leveraging insights to inform initial instruction and strategic support planning. Continuous capacity-building sessions for administrators in implementing MTSS school-wide will remain a top priority, empowering instructional leaders to uphold a sustained focus on best practices aimed at addressing skill gaps and overcoming barriers to learning at each school site.

Our District's curriculum and instruction staff will persist in providing comprehensive support services and professional development opportunities tailored to the unique needs of teachers and paraprofessional staff in reading and mathematics. We will further optimize the utilization of our internal database systems, Data Central and NWEA Map assessments, to systematically track, monitor, mentor, and formulate targeted goals and interventions more effectively and efficiently for all student demographics, including those with disabilities, homeless youth, and African American students. An enhanced emphasis will be placed on supporting English Learner (EL), Low-Income (LI), and Foster Youth (FY) students, ensuring their sustained academic, social-emotional, and behavioral success.

The outstanding academic growth demonstrated by students on the NWEA MAP assessments during the 2023/24 school year serves as a testament to the efficacy of our comprehensive approach. In Math, 42% of AVUHSD students achieved average, high, and high-average scores, representing a notable 3% increase from the previous academic year. Similarly, in Reading, 48% of AVUHSD students attained average, high, and high-average scores, showcasing a commendable 1% increase from the preceding year.

This remarkable success can be primarily attributed to our robust Multi-Tiered Systems of Support (MTSS) framework, underscoring our commitment to Tier 1 good, first instruction, and data-informed decision-making practices at school sites. The ongoing professional development initiatives for administrators and teachers also played a pivotal role in driving student achievement. Looking forward, we are poised to build upon this success by continually refining our standards-based instructional strategies with aligned materials, leveraging advanced data analytics to monitor student progress, and delivering targeted support services and professional development opportunities to enhance teaching effectiveness in reading and mathematics. Thus, the achievements of students on the NWEA MAP assessments underscore the effectiveness of our comprehensive approach to supporting student growth and achievement, signaling our unwavering dedication to ongoing excellence in these critical areas.

Suspension Indicator:
Data from the 2023/2024 school year shows that suspension rates district-wide have decreased to approximately 6.8%, marking a reduction of 0.4% compared to the previous year. This decline is noteworthy compared to suspension rates in 2019/2020, which stood at 8.1%. The credit for this improvement goes to the District's implementation of a robust Multi-Tiered Systems of Support (MTSS) framework, with a primary focus on Positive Behavioral Interventions and Supports (PBIS) in addressing behavior issues. Additionally, the adoption of Habitudes, a social-emotional support curriculum implemented district-wide, has played a significant role.

Moreover, initiatives such as the establishment of Student Support Centers as alternatives to suspension, along with targeted professional development programs in restorative justice practices and equity, have all contributed to this downward trend in suspension rates. The expansion of the "Safe, Secure, Positive Learning Environments" action has opened up opportunities for all students to engage in peer mentorship and actively participate in school site activities, further contributing to a supportive and inclusive learning environment. The implementation of Student Support Centers as alternatives to suspension, coupled with targeted professional development initiatives focusing on restorative justice practices and equity, has also been instrumental in achieving this success.

The data reflects an encouraging trend within the district, showcasing a notable reduction in suspension rates from 8.1% in 2019/20 to 7.1% in 2021/2022, marking a significant 1% decrease. This positive trajectory continued into the following academic year, with suspension rates further declining to 6.8% in 2022/2023, demonstrating ongoing progress in creating a supportive and inclusive school environment. These improvements are a testament to the District's strategic initiatives and commitment to implementing effective practices, such as the Multi-Tiered Systems of Support framework, Positive Behavioral Interventions and Supports (PBIS), and the Habitudes social-emotional curriculum.

These collective efforts underscore the District's unwavering commitment to providing a nurturing and equitable learning environment for all students. The investment in approaches that address the underlying causes of behavioral issues, rather than relying solely on punitive measures, reflects our dedication to holistic student support. This decrease in suspension rates serves as a positive indicator of the effectiveness of our efforts to cultivate a positive and inclusive school culture, as well as our commitment to addressing the social-emotional needs of our students.

2023/24 Parent Participation:
1,300 responses to Fall Climate survey
95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful."
89% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school."
94% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student."

2023/24 Fall Climate Survey:
Safety:
87% Agreed or Strongly Agree- Parents - "I feel my student is safe at school."
78% Agreed or Strongly Agree - Students - "I feel safe at school."
85% Agreed or Strongly Agree- Teachers - "I feel safe at work."

Connectedness:
89% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school."
62% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."
80% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."

The District has achieved remarkable success in fostering high levels of parent participation and satisfaction with its efforts. According to the 2023/24 Fall Climate survey, which garnered 1,300 responses, the District received overwhelmingly positive feedback across key areas.

Firstly, an impressive 95% of respondents agreed or strongly agreed that the school provides their students with the resources necessary for success, reflecting a high level of confidence in the District's academic support systems. Moreover, 89% of respondents acknowledged the presence of open lines of communication at their student's school, highlighting effective communication channels between the school and parents. Furthermore, a significant 94% of respondents agreed or strongly agreed that a teacher or adult has high expectations for their student, indicating a strong belief in the quality of instruction provided.

The District's success in promoting a safe and supportive learning environment is also evident, with 87% of parents, 78% of students, and 85% of teachers agreeing or strongly agreeing that they feel safe at school or work. Regarding connectedness, 89% of parents and 80% of teachers felt that their students were connected to the school. While the percentage of students who felt connected was slightly lower at 62%, it still indicates positive progress in fostering a sense of community and belonging.

Building on these achievements, the District will continue to prioritize communication with families through various channels, including the District app and regular updates from school sites. Efforts will also focus on ensuring equitable access to resources and support systems, including interventions and social-emotional learning curriculum. Additionally, the District will maintain its commitment to a safe and inclusive learning environment through ongoing professional development for teachers and staff on restorative justice practices and equity. High expectations for all students will remain a priority, with continued support for teachers in delivering rigorous instruction to prepare

students for college and career readiness.

Other Local Indicator Successes/Progress:
- AP Students in the District - Maintained: 4,259 in 2021/22, 4,452 in 2022/23, 4,417 in 2023/24
- AP Exams with Qualifying Scores (+3) - All Students - Increased: 1,327 in 2020/21 (2 - Foster Youth, 606 - Low Income, 18 - English Learners, and 3 - Students with Disabilities); 1,726 in 2021/22 (4 - Foster Youth, 765 - Low Income Students, 37 - English Learners, and 7 - Students with Disabilities); and 2,074 in 2022/23 (6 - Foster Youth, 926 - Low Income, 48 - English Learners, and 11 - Students with Disabilities)
- Dropout Rate - All Students - Increased: 17.9% in 2020/21; 9.2% in 2021/22; and 13.4% in 2022/23
- Golden State Seal Merit Diploma - All Students - Increased: 556 in 2020/21; 965 in 2021/22; and 969 in 2022/23
- Graduation Rates - All Students - Increased: 82.8% in 2020/21; 82.3% in 2021/22; and 86.7% in 2022/23
- Seal of Biliteracy - All Students - Increased: 233 students in 2020/21; 318 students in 2021/22; and 329 in 2022/23

The District's achievements in increasing academic achievement and supporting students' post-secondary success are evident in various indicators. These accomplishments reflect the District's commitment to providing high-quality academic opportunities and ensuring that students are well-prepared for their academic journey beyond high school.

To build on these successes, the District will prioritize ongoing support and resources for AP students and teachers, fostering an environment where all students can access rigorous coursework and excel on AP exams. Additionally, efforts will continue to analyze and address factors contributing to the dropout rate, with targeted support and interventions aimed at students at risk of dropping out.

Moreover, the District remains focused on promoting post-secondary success, advocating for the Golden State Seal Merit Diploma and Seal of Biliteracy to recognize students' achievements and proficiency. By equipping students with the necessary skills and knowledge, the District aims to ensure that all students are prepared for success in college and career pathways. These ongoing initiatives underscore the District's dedication to academic excellence and equitable opportunities for all students.

Additional successes for the District this year, which will be continued in the 2024/25 school year and beyond, include the following:
- Enhanced parent involvement for English Learners, foster, and Low-Income students, as evidenced by a high number of participants in parent workshops such as "Disciplina Positiva," Parent Institute for Quality Education (PIQE), LCAP roadshows, site meetings and events, workshops like CABE, and positive survey feedback from parents/guardians and school staff. Notably, PIQE witnessed nearly double the number of parent graduates from the 2022/23 school year, with almost 1,000 participants.
- Ensured equitable access to technology through the distribution of Chromebooks and hotspots, along with the ongoing maintenance and repair of these devices, to all students who needed this essential resource.
- Engaged schools in the WASC self-study and accreditation process, with successful participation from four schools, showcasing the commitment to maintaining high educational standards and continuous improvement.

The District's additional achievements this year underscore its ongoing dedication to excellence and equity in education. A standout success has been the increased parent involvement in supporting the education of English Learners, Foster Youth, and Low-Income students. Through various initiatives like parent workshops, LCAP roadshows, site meetings, and CABE workshops, the District has effectively engaged parents in their children's education, leading to positive survey feedback from both parents/guardians and school staff. Equitable access to technology has also been a notable triumph, with Chromebooks and hotspots distributed and maintained for all students who needed these resources. This initiative has ensured that students can continue their education seamlessly, even outside of the traditional classroom setting. Furthermore, four schools successfully participated in the WASC self-study and accreditation process, showcasing the District's commitment to continuous improvement and academic excellence. Additionally, SOAR High School maintained its attendance rate, while other school sites saw an increase in attendance during the 2022/23 school year compared to the previous year. To build upon these achievements, the District will persist in prioritizing parent involvement and equitable access to technology. It will also continue to encourage and support schools in participating in the WASC self-study and accreditation process. Moreover, efforts will continue to focus on improving attendance rates and enhancing student engagement, vital components of overall student success.

Based on an analysis of state data from the 2023 California School Dashboard, as well as an analysis of local data from the 2023/2024 school year, and input from educational partners, the following areas for improvement have been identified.

Academic Areas of Need:
The 2023 California School Dashboard reflected an increase in Math scores by +4.7 points for our students overall, however, "All Student" performance is in the "Orange" and -149.9 points below standard. There were significant disparities in the performance of student groups. Foster Youth, Students Experiencing Homelessness, and Two or More Races were placed in the "Red". African American students, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students

scored "Orange", while Asian and Filipino students scored in the "Yellow" range. Several of our student groups received a penalty, due to their participation rate being below 95%.

The 2023 CA School Dashboard shows a red indicator in Math performance for the Antelope Valley Union High School District for the following student groups - Students Experiencing Homelessness and Foster Youth.

The 2023 CA School Dashboard also shows a red indicator in Math performance for the following student groups and high schools:
- All Students (Eastside HS, Palmdale HS, Quartz Hill HS, and Desert Winds HS)
- African American (Antelope Valley HS, Highland HS, Palmdale HS, Quartz Hill HS, and William J. "Pete" Knight HS)
- English Learners (Eastside HS, Highland HS, and William J. "Pete" Knight HS)
- Hispanic (Eastside HS, Palmdale HS, Quartz Hill HS, and Desert Winds HS)
- Socio-Economically Disadvantaged (Eastside HS Highland HS, Palmdale HS, Quartz Hill HS, William J. "Pete" Knight HS, and Desert Winds HS)
- Students with Disabilities (Palmdale HS)
- Two or More Races (Quartz Hill HS)
Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 1.4, 1.5, 1.6, 1.9, 1.12, 1.13, 1.14, 1.15, 2.3, 2.4, 2.5, 2.8, 2.9, 2.10, 2.12, 2.13, 3.9, 3.11, and 3.15

The 2023 Dashboard reflected an increase in English Language Arts scores by +5.8 points for our students overall, however, "All Student" performance is in the "Orange"  and -52.3 points below standard. The disparity amongst student groups in ELA was even greater than the gaps in Math. Students Experiencing Homelessness and Two or More Races were placed in the "Red". African American,  English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students scored "Orange". Filipino students scored "Yellow", and Asian students scored in the "Blue" range. Several of our student groups received a penalty, due to their participation rate being below 95%.

The 2023 CA School Dashboard shows a red indicator in English Language Arts performance for the Antelope Valley Union High School District for the following student groups - Students Experiencing Homelessness and Two or More Races.

The 2023 CA School Dashboard also shows a red indicator in English Language Arts performance for the following student groups and high schools:
- All Students (Lancaster HS, Desert Winds HS, and R. Rex Parris HS)
- African American (Antelope Valley HS, Lancaster HS, and Quartz Hill HS)
- English Learners (Lancaster HS)
- Hispanic (Lancaster HS and R. Rex Parris HS)
- Socio-Economically Disadvantaged (Lancaster HS Quartz Hill HS, Desert Winds HS, and R. Rex Parris HS)
- Students with Disabilities (Lancaster HS)
Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 1.4, 1.5, 1.6, 1.9, 1.12, 1.14, 1.15, 2.3, 2.4, 2.5, 2.8, 2.9, 2.10, 2.12, 2.13, 3.9, 3.11, and 3.15

Average achievement for unduplicated students is as follows:
- English Learners - Math: -205.4 points below the standard "Orange"; ELA: -119.7 points below the standard "Orange"
- Foster Youth - Math: -204.4 points below the standard "Red"; ELA: -119.8 points below the standard "Orange"
- Low Income/Socioeconomically Disadvantaged - Math: -164.8 points below the standard "Orange"; ELA: -65.9 points below the standard "Orange"
- Students Experiencing Homelessness - Math: -216.7 points below the standard "Red"; ELA: -130.9 points below the standard "Red"

As we prepare for the 2024/25 academic year, our commitment to continuous improvement in ELA and math is paramount. Collaborative efforts between site administrators, teacher teams, and MTSS site teams will persist in refining lesson plans, designing common assessments, and conducting thorough data analyses to pinpoint specific barriers to learning in these subjects. These insights will play a crucial role in informing strategic support planning and initial instruction, fostering a culture of targeted intervention and academic growth specifically tailored to ELA and math skills.

The capacity-building sessions for administrators in implementing MTSS school-wide will continue to be a top priority. These sessions empower instructional leaders to uphold best practices that directly address skill gaps and overcome obstacles to learning in ELA and math at each school site effectively.

Our District's curriculum and instruction staff will continue to provide tailored support services and professional development opportunities for teachers and paraprofessional staff in ELA and math. Leveraging advanced data analytics from our internal database systems, Data Central and NWEA Map assessments, will enable us to track, monitor, and mentor students more effectively, identifying areas of improvement and formulating targeted goals and interventions in ELA and math for all student demographics.

Special emphasis will be placed on supporting EL, LI, and FY students in ELA and Math to ensure their sustained academic, social-emotional, and behavioral success. Looking ahead, we will further refine our instructional strategies, optimize data-driven decision-making processes, and deliver targeted support services to enhance teaching effectiveness specifically in ELA and math. These initiatives reaffirm our dedication to ongoing excellence in supporting student growth and achievement, underscoring our commitment to academic success in critical areas.

Additionally, there will be increased investment in formative assessment systems and practices, with the utilization of NWEA MAP assessments to support teachers and administrators in monitoring student progress and providing targeted learning recovery options and interventions tailored to address individual skill gaps. Community Attendance Workers will be deployed to provide dedicated support at school sites, while counseling services will be expanded to meet the increased social-emotional needs of students. Furthermore, there will be a focus on increasing opportunities for parent training and engagement to strengthen the partnership between schools and families in supporting student success. These strategic initiatives aim to create a supportive and inclusive learning environment that fosters positive student outcomes and reduces suspension rates.

English Learner Progress Indicator:
Based on the 2023 California School Dashboard, the performance level of English Learners was in the low range with 38.5% of students making progress toward English Language Proficiency and placing these students in the "Red". This indicates a decrease of 1.5% from the 2022/23 school year. The progress of English Learners remains an identified area of need based on local data from the 2024/25 school year. English Learner Reclassification increased in 2023 from 13% to 15.7% - the desired outcome for 2023/24 is 30%.

The 2023 CA School Dashboard shows a red indicator in the English Learner Progress Indicator (ELPI) performance for the following high schools:
Highland HS, Lancaster HS, Palmdale HS, Quartz Hill High School, and Desert Winds HS.
Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 1.7, 1.8, 1.16, 1.17, 2.3, 2.4, 2.5, 3.11, 3.14, and 3.15

To improve the progress of English Learners (ELs) in the future, a multifaceted approach will be adopted. This approach will include providing targeted professional development for teachers, utilizing assessment tools effectively, deploying dedicated support staff, and fostering collaborative frameworks. Professional development sessions will focus on equipping teachers with effective strategies for differentiated instruction, language development, and culturally responsive practices tailored to ELs' needs. These sessions will empower teachers to create inclusive learning environments that support language acquisition and academic growth.

Furthermore, assessment tools like the English Language Proficiency Assessment for California (ELPAC) will be leveraged to accurately assess ELs' language proficiency levels and track their progress over time. Additional bilingual assistants and EL support staff will be employed to enhance language support within classrooms, ensuring that ELs receive personalized interventions and targeted assistance. Collaborative efforts between EL site support staff, district support teams, and teachers will facilitate a cohesive approach to monitoring progress, implementing interventions, and fostering consistent support for ELs across various educational settings. This multifaceted strategy will promote holistic growth, academic achievement, and equitable participation in educational programs for English Learners in the future.

Graduation Rates:
The 2023 California School Dashboard reflected "All Student" performance in the "Red" range. Other student groups in the "Red" range include African American, English Learners, Foster Youth, Hispanic, Students Experiencing Homelessness, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities. There was a discrepancy in the performance of White students who scored "Orange", Filipino students scored in the "Yellow' and Asian students in the "Blue".

The 2023 CA School Dashboard shows a red indicator in Graduation Rate for the Antelope Valley Union High School District for the following student groups - All Students, African American, English Learners, Foster Youth, Hispanic, Students Experiencing Homelessness, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races.

The 2023 CA School Dashboard also shows a red indicator in for Graduation Rate for the following student groups and high schools:
- All Students (Palmdale HS, Desert Winds HS, and R. Rex Parris HS)
- African American (Desert Winds HS and R. Rex Parris HS)
- English Learners (Highland HS, Littlerock HS, Palmdale HS, Desert Winds HS, and R. Rex Parris HS)

- Hispanic (Palmdale HS, Desert Winds HS, and R. Rex Parris HS)
- Socio-Economically Disadvantaged (Littlerock HS, Palmdale HS, Desert Winds HS, and R. Rex Parris HS)
- Students with Disabilities (Antelope Valley HS, Eastside HS, Highland HS, Lancaster HS, Littlerock HS, Palmdale HS, Quartz Hill HS, and William J. "Pete" Knight HS)

To improve the graduation rate among all students, a comprehensive strategy will be implemented. This strategy will involve early intervention programs to identify and support at-risk students, personalized academic counseling and support services to address individual needs, and targeted interventions for students facing specific challenges. Additionally, implementing engaging and relevant curriculum, providing access to advanced coursework and career readiness programs, and fostering a positive school climate and culture will contribute to increased student motivation and engagement. Collaborative efforts between teachers, counselors, administrators, and support staff will be key in implementing these initiatives effectively, ensuring that all students have the necessary resources, support, and opportunities to succeed academically and graduate on time. Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 1.2, 1.4, 1.5, 1.6, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 2.2, 2.3, 2.4, 2.8, 2.12, 2.13, 2.16, 2.17, 3.7, 3.9, 3.10, 3.11, and 3.15

Chronic Absenteeism:
Based on Data Quest, chronic attendance data indicates that improving attendance remains an area of concern with chronic absenteeism for "All Students" at 29.5%. This data represents a 4.4%  improvement from the 2021/22 school year. Chronic absenteeism also decreased for the following unduplicated student groups: Foster Youth (43.3%); Socioeconomically Disadvantaged (33.6%); and English Learners (43.3%).

The persistent issue of chronic attendance rates among English Learners, Foster Youth, Homeless, and Socioeconomically disadvantaged students remains a priority, necessitating targeted attention to the unique needs, conditions, and circumstances faced by these unduplicated student groups.

College and Career Indicator:
The 2023 CA School Dashboard shows a red indicator in the College and Career Indicator (CCI) for the Antelope Valley Union High School District for the following student groups - African American, English Learners, Foster Youth, Students Experiencing Homelessness, and Students with Disabilities.

The 2023 CA School Dashboard also shows a red indicator in for College and Career performance for the following student groups and high schools:
- All Students (Desert Winds HS and R. Rex Parris HS)
- African American (Antelope Valley HS, Eastside HS, Highland HS, Palmdale HS, William J. "Pete" Knight HS, Desert Winds HS, and R. Rex Parris HS)
- English Learners (Antelope Valley HS, Highland HS, Lancaster HS, Littlerock HS, Palmdale HS, William J. "Pete" Knight HS, Desert Winds HS, and R. Rex Parris HS)
- Foster Youth (Eastside HS)
- Hispanic (Desert Winds HS and R. Rex Parris HS)
- Socio-Economically Disadvantaged (Desert Winds HS and R. Rex Parris HS)
- Students with Disabilities (Antelope Valley HS, Eastside HS, Highland HS, Lancaster HS, Littlerock HS, Palmdale HS, Quartz Hill HS, William J. "Pete" Knight HS, and Desert Winds HS)
Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10, 1.12, 1.14, 1.15, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 3.9, 3.10, 3.11, 3.14, and 3.15

Suspension Indicator:
Based on the 2023 California School Dashboard, suspension rates were in need of improvement for all students, as our District placement for "All Students" is in the "Orange'' range. There was a wide disparity amongst student groups ranging from "Red" to  "Blue". African American, American Indian, Foster Youth, Students Experiencing Homelessness, and Pacific Islander students scored in the "Red". Socioeconomically Disadvantaged and Students with Disabilities were placed in "Orange". English Learners, Hispanic, and Two or More Races scored in the "Yellow", while Asian and White students were in the "Green" and Filipino students in the "Blue".

The 2023 CA School Dashboard shows a red indicator in the Suspensions Indicator for the Antelope Valley Union High School District for the following student groups - African American, American Indian, Foster Youth, Pacific Islander, and Students Experiencing Homelessness.

The 2023 CA School Dashboard also shows a red indicator in for Suspension rates for the following student groups and high schools:
- African American (Eastside HS, William J. "Pete" Knight HS, Desert Winds HS, and R. Rex Parris HS)
- English Learners (Antelope Valley HS)
- Foster Youth (Eastside HS, Littlerock HS, William J. "Pete" Knight HS, and Desert Winds HS)
- Students with Disabilities (Eastside HS, William J. "Pete" Knight HS, Desert Winds HS, Phoenix HS, and R. Rex Parris HS)

- Two or More Races (Palmdale HS )

Data from the 2022/2023 school year shows that suspension rates district-wide have decreased to approximately 6.8%, marking a reduction of 0.4% compared to the previous year. This decline is noteworthy compared to suspension rates in 2019/2020, which stood at 8.1%. To improve suspension rates and address the underlying factors contributing to student behaviors, social-emotional needs, suspensions, and chronic absenteeism, AVUHSD is taking comprehensive steps aimed at enhancing academic achievement, graduation rates, AP pass rates, and CTE Pathway completion rates. This includes the full implementation of a Multi-Tiered Systems of Support (MTSS) framework with a focus on Tier 2 strategies, aimed at providing comprehensive support to students. Student Support Coordinators will collaborate with support staff to address academic, social-emotional, and behavioral needs, promoting student engagement and well-being, which in turn is expected to positively impact graduation rates.
Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 2.2, 2.3, 2.4, 3.7, 3.8, 3.9, 3.10, 3.11, 3.14, 3.15, and 3.16

Other Local Indicator Areas of Need:
- A-G Completion: 32.3 % for All Students - Declined: 37.6% in 2021/22 and 41.5% in 2020/21
- English Learner Progress Indicator (ELPI): Declined 1.5% - 38.5% in 2023 and 43% in 2022
- College/Career Indicator: 22.2% for All Students - 27.6% in 2019/20 with Data Not Available in 2020/21 and 2021/22
- CTE and A-G Completion: 397 students - Declined: 402 students in 2021/22 and 471 students in 2020/21

AVUHSD is committed to improving A-G completion, CTE completion rates, and English Learner Progress Indicator (ELPI) through several targeted initiatives. Firstly, for A-G completion, we will provide students with personalized support and resources to ensure they meet the eligibility criteria for admission to the University of California and California State University systems. This includes offering a diverse range of A-G courses and providing comprehensive academic counseling to assist students in selecting suitable courses and tracking their progress toward meeting A-G requirements.

To enhance CTE completion rates, we are expanding our CTE programs and forging stronger partnerships with local businesses and industry professionals. This expansion will offer students increased opportunities to gain hands-on experience and develop essential skills required for success in their chosen career paths. Additionally, we are providing students with enhanced support and resources to navigate the CTE pathway and successfully complete their coursework.

In parallel, our district is focusing on improving the English Learner Progress Indicator (ELPI) by implementing targeted interventions and differentiated instruction strategies. We will provide professional development to teachers specifically on addressing the needs of English Learners, utilizing data from PowerSchool and Data Central to tailor instruction and monitor progress. By prioritizing EL progress, we aim to accelerate English proficiency and academic achievement among our English Learner student population.

Utilizing data analysis, our district will identify students at risk of not completing A-G or CTE requirements and provide them with additional assistance and resources. We are actively monitoring student progress and leveraging data insights to inform decision-making, ensuring that every student, including English Learners, receives the necessary support to achieve success.

Furthermore, professional development opportunities will be provided to our teachers, equipping them with the pedagogical skills and knowledge essential for supporting students in meeting A-G and CTE requirements. This includes training on effective teaching methodologies, data analysis techniques, and the provision of academic and career counseling services.

Lastly, our district will prioritize family and community engagement, collaborating closely with families and community stakeholders to deliver support and resources to students. We will also raise awareness about the significance of A-G and CTE completion, fostering a culture of academic and career readiness among our student population.

To enhance student performance and close achievement gaps in the upcoming 2024/25 academic year, our district will employ a comprehensive set of evidence-based strategies and interventions for continuous improvement:

- Multi-Tiered System of Support (MTSS): This framework takes precedence as it provides a structured approach to supporting students across various needs. Tiered interventions, especially Tier 2, will offer personalized and targeted support to students who require additional assistance. The focus will be on implementing evidence-based practices and interventions aligned with each tier to ensure comprehensive student support.

- Data-Driven Decision Making: Utilizing data to inform instructional decisions is crucial for identifying student progress and areas needing improvement. By employing data

analysis tools and methodologies, we can develop targeted interventions tailored to individual student needs, ensuring that no student falls through the cracks and that all receive the necessary support to succeed academically.

- Continuous Professional Development: Ongoing professional development for teachers is essential to enhance their instructional practices. Training will encompass culturally responsive teaching methods, differentiated instruction techniques, and effective utilization of data to guide instruction. By equipping teachers with these skills, we empower them to create engaging and effective learning environments that meet the diverse needs of students.

- Strengthened Family and Community Engagement: Strong partnerships with families and other educational partners are vital for student success. Expanded outreach efforts will include regular communication, parent education workshops, and collaboration with community organizations to provide comprehensive support and resources to students. Engaged families play a crucial role in supporting student learning and academic growth.

- Focus on Equity: Equity remains a central focus, aiming to dismantle systemic barriers and ensure all students have equitable access to high-quality education and support services. Efforts will include addressing disparities in resources, opportunities, and outcomes, with a commitment to promoting inclusivity, diversity, and fairness across all aspects of education delivery.

Additionally, in alignment with the California Department of Education requirements, AVUHSD will introduce new and improved actions and services specifically targeting school sites and student groups identified as being in the "Red" category, further bolstering our commitment to academic excellence and equitable outcomes for all students.

Desert Winds, Phoenix, and R. Rex Parris High Schools have identified as equity multiplier sites due to their prior year non stability rates exceeding 25 percent and socioeconomically disadvantaged pupil rates over 70 percent, as reported in the California Department of Education's Stability Rate Data file. A new goal has been created to specifically support the lowest-achieving students in these schools, ensuring targeted interventions and resources to boost their academic success.

# Reflections: Technical Assistance

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

Antelope Valley Union High School District was identified for differentiated assistance based on the following priorities and student groups:

Priority 4 - Pupil Achievement: Foster Youth, Homeless, Two or More Races
Priority 5 - Pupil Engagement: African-American, English Learner, Foster Youth, Homeless, Students with Disabilities, Two or More Races
Priority 6 - School Climate: African-American, Foster Youth, Homeless
Priority 8 - College and Career Indicator: African-American, English Learner, Foster Youth, Homeless, Students with Disabilities

The technical assistance underway for Antelope Valley Union High School District is comprehensive and targeted to address the specific priorities and student groups noted above.

Pupil Achievement (Priority 4) The district is implementing targeted interventions and support programs to improve achievement outcomes for Foster Youth, Homeless students, and students of Two or More Races. This includes personalized academic counseling, access to resources, and tailored academic support to address specific barriers to achievement for these student groups.

Pupil Engagement (Priority 5): Efforts are directed towards enhancing engagement among African-American students, English Learners, Foster Youth, Homeless students, students with Disabilities, and students of Two or More Races. Strategies include creating inclusive learning environments, providing culturally responsive teaching practices, and offering extracurricular activities and programs that promote student involvement and connection to school.

School Climate (Priority 6): The district is working on improving the overall school climate, particularly for African-American students, Foster Youth, and Homeless students. Initiatives focus on fostering a safe, supportive, and inclusive school environment through targeted interventions, social-emotional learning programs, and community partnerships to address the unique needs of these student groups.

College and Career Indicator (Priority 8): Antelope Valley Union High School District is implementing initiatives to support African-American students, English Learners, Foster

Youth, Homeless students, and students with Disabilities in their college and career readiness. This includes career exploration programs, college preparation resources, mentorship opportunities, and support services to ensure equitable access to post-secondary education and career pathways.

Overall, the technical assistance is geared towards promoting academic achievement, enhancing student engagement, improving school climate, and preparing students for success in college and career pathways across the identified priority areas and student groups.

# 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.

Desert Winds High School: Alternative School (Year 6) - Graduation Rate
Palmdale High School (Year 1) - Low performance
R. Rex Parris High School: Alternative School (Year 6) - Graduation Rate

### *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 Comprehensive Support and Improvement (CSI) program is designed to offer support to schools identified as needing comprehensive assistance due to student performance data. These schools get extra resources and guidance to create and execute plans for enhancing student outcomes. The Antelope Valley Union High School District (AVUHSD) is dedicated to aiding its eligible schools in crafting evidence-based improvement plans and addressing resource disparities.

CSI–Low Graduation Rate
The CSI – Low Graduation Rate consists of schools that have a three–year graduation rate (i.e., the combined four-and five-year high school graduation rate) that is below 68 percent.

CSI–Low Performing
The CSI – Low Performing consists of schools that received Title I funding for the 2021/22 school year and are the lowest performing based on the 2022 Dashboard data.

* After reviewing the structural systems at each site, it was found that students who make adequate progress and retrieve credits have the option to return to their comprehensive home schools to graduate. Therefore, the graduation rates for Desert Winds and R. Rex Parris may be misleading as they do not include the number of successful students who leave the alternative school and graduate from their home school.

Desert Winds and R. Rex Parris High Schools (Graduation Rate):
Both Desert Winds High School and R. Rex Parris High School have demonstrated low performance in graduation rates and college/career indicators, with all students performing "Red" per the 2023 California School Dashboard. For the past five years, both schools have been placed in Comprehensive Support and Improvement (CSI) for graduation rate, with graduation rates of 35.5% for Desert Winds and 37.5% for R. Rex Parris - both declining at least 20% from the previous school year.

Desert Winds High School:
Desert Winds High School conducts a thorough needs assessment by gathering data from various sources, including but not limited to the CA Dashboard, PSAT/SAT assessments, NWEA data, Parent, Student, and Staff surveys, grade/credit analysis, MTSS/PBIS data, and common internal assessments. The school actively engages multiple educational partners in this process, including the English Learner Advisory Committee (ELAC), School Site Council (SSC), school leadership (such as department chairs, coordinators, and counselors), school administration, Multi-Tiered System of Supports (MTSS) and PBIS teams, WASC (visiting teams and focus groups), staff/community/student surveys, and student groups. Moreover, Desert Winds High School collaborates with district entities like the District English Learner Advisory Committee (DELAC), District School Leadership Team (DSLT), and other local district input structures.

Each educational partner group analyzes the academic performance of all student groups, evaluates the effectiveness of key instructional elements for students falling below proficiency, addresses graduation rates, and identifies areas for improvement within the School Plan for Student Achievement (SPSA). To achieve the goals outlined in the

SPSA and ensure all students are prepared for college and careers, Desert Winds implements the strategies outlined in the plan. The expenditures specified in the SPSA are approved by the School Site Council (SSC) to enhance academic performance across all student groups, particularly those not meeting state standards, and to provide opportunities for participation in school programs of choice.

Desert Winds actively seeks community input through surveys, the SSC, and other channels to determine the best allocation of fiscal resources. The school maintains effective communication channels to engage stakeholders and ensure transparency in decision-making. Recommendations from stakeholders are brought to the SSC for final budget approval, with ongoing collaboration throughout the school year to make necessary adjustments. Additionally, Desert Winds collaborates with AVUHSD to receive support as needed to achieve identified goals and objectives.

The following is a review of Desert Winds High School's progress toward the 2018/19 SPSA Goals:

DWHS Goal #1: Due to the March 2020 stay-at-home order and the subsequent suspension of CAASPP testing by the state, we have utilized site-specific data and NWEA data to identify areas of student needs.

DWHS Goal #2: We currently offer CTE courses in Automotive and aim to expand this pathway. Efforts to increase parent participation, including quarterly conferences, Back to School Night, and other meetings, have been ongoing despite low attendance, with continued efforts to raise parent awareness and involvement.

DWHS Goal #3: We achieved a Good+ site facility review and maintained a textbook sufficiency rate of 100%. Our school-wide PBIS system, supported by a PBIS Coordinator, is fully integrated, and students have engaged in ASB-sponsored activities. The goal of implementing a reward system for credit earning, attendance, and behavior improvement has been partially met, with plans to continue and expand such initiatives in the upcoming school year, including trips to Wolf Connection, Disneyland, college visits, the Getty, and other venues.

DWHS Goal #4: Communication with stakeholders is facilitated through various channels such as the school website, Parent Link, Principal's newsletter, and mailings. Guest speakers from the Armed Forces have presented, and this will continue as part of the plan for the 2019/20 school year.

Based on the 2021/22 Comprehensive Needs Assessment, Desert Winds High School will implement the following initiatives:

- A 9-week plan has been devised to offer students more direct instruction and opportunities to master 21st-century skills. Students will enroll in a minimum of 4 classes per quarter, with the chance to earn 5 credits in each class. This structure aims to help students accumulate a minimum of 20 credits per quarter, aiding in credit recovery from previous years. Students interested in earning additional credits can opt for a 5th or 6th period class, which will consist of a mix of in-person and online classes through the APEX program. Taking these extra classes could potentially allow students to make up an entire year of schooling while at Desert Winds. Initial data from quarter one showed a 30% increase in students earning at least 20 credits or more, marking a 15% increase.
- Parent participation in traditional in-person meetings has historically been low. Desert Winds plans to expand its awards program and community engagements to encourage greater parental involvement in their children's education.
- The PBIS program was launched in the 2019-2020 academic year. Staff has undergone additional training on the District's adopted program to better address students' social-emotional needs. Students receive R.E.P. cards and donated prizes monthly as they demonstrate the school's core values. Quarterly awards are given for various achievements, including credits earned, GPA, attendance, teacher awards, and overall PBIS winners. Additionally, the district's emphasis on an MTSS Framework will continue to be a primary focus.
- Instructional Partners (IPs) ensure that teachers have the necessary tools and training for success. IPs collaborate with the administrative team to analyze data and develop professional development plans for teachers and staff. They also work with Catapult, an external consultant, to provide additional support based on classroom and virtual classroom walkthroughs. New teachers receive a full-day Catapult training to review best practices and site-specific protocols and procedures.

R. Rex Parris High School:
R. Rex Parris High School conducts a thorough needs assessment, drawing data from various sources including the CA Dashboard, PSAT/SAT assessments, NWEA data, surveys from parents, students, and staff, grade/credit analysis, MTSS/PBIS data, and internal assessments. The school actively involves multiple educational partners in this process, including the English Learner Advisory Committee (ELAC), School Site Council (SSC), school leadership (such as department chairs, coordinators, and counselors), school administration, Multi-Tiered Systems of Supports (MTSS) team, PBIS team, WASC (visiting teams and focus groups), staff/community/student surveys, and student groups. Additionally, R. Rex Parris High School collaborates with district groups like the District English Learner Advisory Committee (DELAC), District School Leadership Team (DSLT), and other local district input structures.

Each educational partner group analyzes the academic performance of all student groups and considers the effectiveness of key instructional elements, graduation rates, and areas for growth outlined in the School Plan for Student Achievement (SPSA). To achieve the SPSA goals and ensure readiness for college and careers, the school implements the identified strategies. Expenditures outlined in the SPSA are approved by the School Site Council (SSC) to enhance academic performance across all student groups, particularly those not meeting state standards, and to provide opportunities for all students to participate in chosen school programs.

R. Rex Parris High School actively seeks community input through surveys, the SSC, and other avenues for decisions regarding fiscal resource allocation. The school maintains an effective communication system to keep educational partners informed and involved in partner groups. Recommendations from educational partner groups are presented to the SSC for final budget approval, with ongoing feedback and input from partner groups throughout the school year. Adjustments are brought to the SSC for subsequent approval. Collaboration with AVUHSD ensures support for identified goals and additional assistance as needed for R. Rex Parris High School.

For the 2019/20 and 20/21 school years, R. Rex Parris High School (RPHS) developed the following goals and made progress as summarized below:

RPHS Goal #1: The goal of increasing the graduation rate by 10% was not achieved. The COVID-19 stay-at-home order in spring 2020 shifted focus to Distance Learning, impacting student and staff priorities. The EL Indicator on the Fall 2019 Dashboard lacked a performance color. In 2022, the EL Progress Indicator stood at 52.5%, categorized as Low. Students performed Very Low on the ELA CAASPP at -87.2 distance from standard and at -187.4 for Math.

RPHS Goal #2: Efforts to improve parental involvement and communication included quarterly parent-teacher conferences and Back to School Night.

RPHS Goal #3: The Suspension Indicator improved from orange to yellow in the 2019-2020 school year. The Suspension Rate decreased to 5.0% in 2021-2022, down from 6.7% in 2019-2020, 9.1% in 2018-2019, and 9.3% in 2017-2018, indicating a consistent decline. The school maintained 100% textbook sufficiency, achieved a Good overall facility rating, and ensured appropriate teacher placements.

RPHS Goal #4: There was a 1.7% reduction in the school's suspension rate. Continued efforts are underway to enhance virtual connections through website improvements and potential Social Media utilization.

Based on the 2021/22 Comprehensive Needs Assessment, R. Rex Parris High School (RPHS) will implement the following initiatives:

- 9-Week Plan: A 9-week plan has been introduced to provide students with more direct instruction and opportunities to master 21st-century skills. Students will enroll in a minimum of 4 classes per quarter, with the chance to earn 5 credits in each class, aiding in credit recovery. Additional 5th or 6th period classes, a mix of in-person and online classes through the APEX program, are available for students seeking to earn more credits and potentially make up a full year of school attendance at R. Rex Parris.
- Professional Development: Extensive Professional Development has been provided by both the site and district office to prepare teachers. This includes ongoing Catapult training and the introduction of WWH2 (What, Why, How, How) methodology. Instructional Partners lead Professional Development efforts.
- CTE Industrial Program: Prior to the COVID-19 pandemic, the site initiated the purchase of Snap-On certifications for the new CTE Industrial program. Teachers underwent training to certify students in various industrial technical areas like automotive, construction, plumbing, carpentry, masonry, welding, and aerospace, equipping students with skills applicable to community technical jobs.
- Technology Support: Both the District Office and the site have invested in additional technology support, including Chromebooks for students to use in class and at home.
- PBIS Program: The PBIS program, introduced in 2019/20, has evolved with staff receiving ongoing training to meet students' social-emotional needs, particularly during Distance Learning. Students are recognized for various achievements through Positive Patriot cards, monthly prizes, and awards for credits earned, GPA, attendance, teacher awards, and PBIS winners.
- Parent Engagement: Efforts to increase parent participation include plans to expand the awards program and engage in community functions.
- Instructional Partners: Instructional Partners collaborate with the administrative team to provide necessary tools and training for teachers, including multiple days of Catapult training and support based on classroom walkthroughs.
- Continued Initiatives: Technology acquisition and repair, renewal of subscriptions, inclusion of PBIS program in the SPSA, and communication efforts will continue. The Counselor and PST will organize college-related presentations and field trips, funded through planned allocations.

Palmdale High School (Low Performing):
For the upcoming year (2024/25) Palmdale High School is going into their first year of CSI status. The District has already provided notification as required by the CDE and a comprehensive action plan will be developed in collaboration with district and site leadership.

The ongoing Comprehensive Needs Assessment process of data collection and analysis as it relates to the evaluation of the goals, objectives, actions, and expenditures of the

2022-23 SPSA has rendered multiple findings:

1. There is a significant need to address student deficiencies in the area of Mathematics. According to the 2023 California School Dashboard, the performance of English Learners increased by 15.5 points, although they remain 211 points below standard. African American students declined by 12.3 points, and remain 216.5 points below the standard. Hispanic students declined 7.6 points, and remain 179 points below standard. Socioeconomically Disadvantaged students declined by 9.8 points, and remain 185.3 points below standard. Students with Disabilities maintained their performance, but remain 216.4 points below standard. This resulted in an overall placement on the red band for the content area.

PHS will implement multiple interventions and process changes to address student performance in mathematics. These interventions include:
- Whole department collaboration time
- Math subject-specific collaboration time
- Weekly "Focus on Fundamentals" day where students will review and practice basic arithmetic and algebraic skills
- Targeted academic supports through an "Academic Support Coordinator"
- Increased professional development for math teachers
- Adoption of common formative assessments in all math subjects

2. There is a significant need to address student performance in the area of English Language Arts. Current and historical site-wide indicators include scores on the California Assessment of Student Performance and Progress (CAASPP) exams and NWEA exams, reflect growth in student ELA performance, yet remain significantly below the performance standard. According to the 2023 California School Dashboard performance in this content area increased for all student groups, except for Foster Youth. English Learners increase by 45 points, but remain 115.7 points below standard. African American students increased by 11.9 points, but remain 103.5 points below standard. Hispanic students increased by 27.8 points, but remain 54.2 points below standard. Socioeconomically Disadvantaged students increased by 25.9 points, but remain 61.7 points below standard. Students with Disabilities increased 34.8 points, but remain 119.5 points below standard. This performance resulted in an overall placement in the orange band for the content area.

PHS will implement multiple interventions and process changes to address student performance in ELA. These interventions include:
- Whole department collaboration time
- English grade level-specific collaboration time
- Weekly "Focus on Fundamentals" day where students will review and practice basic grammar, reading, and writing skills
- Targeted academic supports through an "Academic Support Coordinator"
- Increased professional development for ELA teachers
- Adoption of common formative assessments in all English grade levels

3. There is a need to improve student achievement across student groups in the area of English Learner Progress. According to the 2023 California School Dashboard, 32.7% of EL students made progress towards English language proficiency (decline of 11%). This placed PHS in the red band for English Learner Progress.

PHS will implement multiple interventions and process changes to address student performance in ELA. These interventions include:
- Targeted, weekly intervention with an adult
- Targeted tutoring during the school week and during Saturday School
- Collaboration time for EL Coordinators
- Professional development for all staff members in EL support strategies
- Regular discussions with EL students on the importance/value of increasing their English language proficiency
- Field trips for EL students to language-rich environments where they can practice English language skills
- Field trips to local universities to explore post-secondary opportunities
- Adoption of translation support technology/software to assist non-Spanish-speaking teacher/staff when communicating with EL students

4. There is a need to improve student graduation rates in all student groups. According to the 2023 California School Dashboard, 63.9% of English Learner students graduated (decline of 6.8%), 76.8% of Hispanic students graduated (decline of 6.7%), 72.1% of African American students graduated (decline of 7.5%), 76.8% of Socioeconomically Disadvantaged students graduated (decline of 6.7%), and 56.8% of Students with Disabilities graduated (decline of 16.4%). This placed PHS in the red band for all students.

PHS will implement multiple interventions and process changes to address student graduation rates. These interventions include:

- Identify the A-G courses with the highest D and F rates
- Define the reasons for these high D and F rates
- Target academic interventions for these courses
- Target teacher supports for these courses, to include PD support
- Conduct student focus groups to identify roadblocks to success in A-G completion
- Eliminate non A-G course offerings
- Increase student awareness of the advantages of high school graduation through outreach

5. There is a need to improve student achievement across student groups in the area of College/Career. According to the 2023 California School Dashboard, African American students scored 9.4% prepared, English Learner students scored 9.4% prepared, and Students with Disabilities scored 5.7% prepared. This puts all three student groups in the "Very Low" band. Hispanic students scored 23% prepared and Socioeconomically Disadvantaged students scored 21.6% prepared. This placed both student groups in the "Low" band. These data placed PHS in the "Low" band overall for College/Career.

PHS will implement multiple interventions and process changes to address student college/career readiness. These interventions include:
- Complete grade-level assemblies focused on college/career opportunities
- Establish scheduled sessions where students explore future opportunities
- Guest speakers from industry and universities
- Increase Seal of Biliteracy completion
- Increase California Partnership Academy and CTE pathway completion
- Increase AVID program completion
- Increased A-G completion rates

6. There is a need to decrease suspensions in all student categories. According to the 2023 California School Dashboard, PHS did see a general decline of 1.1% in suspension rates, with 7.9% of students being suspended at least one day. Only Two or More Races students (increased 8%) and Homeless students (increased 7.6%) saw an increase in suspension rates. These data placed PHS in the yellow band overall.

PHS will implement multiple interventions and process changes to further reduce the need for student suspensions. These interventions include:
- Site-wide use of PBIS strategies
- Professional development for staff in the area of Trauma-Informed practices
- Continued staff training in MTSS for behavioral, social-emotional, and academic interventions
- Staff training in lesson planning with an emphasis on student engagement and rigor
- Adoption of a student council to study root causes and plan interventions that can further reduce the need for suspensions

AVUHSD Support for CSI Sites:
In the 2024/25 academic year, AVUHSD is deeply invested in supporting Desert Winds High School and R. Rex Parris High School by closely monitoring their comprehensive support and improvement plans aimed at addressing low graduation rates and college/career readiness indicators. The district's support staff actively collaborates with school leadership teams to oversee plan implementation and evaluate effectiveness. Through rigorous data analysis, needs assessments, and partnerships with educational experts, both schools have pinpointed specific areas for improvement and are focusing on enhancing student outcomes.

Additionally, AVUHSD is providing substantial support to Palmdale High School as it embarks on its first year under CSI status. This support includes close collaboration with consultants, thorough analysis of contributing factors, development of a comprehensive action plan, data-driven decision-making, efforts to enhance school climate and student support, professional development opportunities for staff, and strong engagement with parents and the community. These initiatives aim to reduce suspensions and create a positive learning environment at Palmdale High School.

AVUHSD's approach is guided by its commitment to equitable resource allocation and evidence-based interventions. The district has outlined five priorities for both the district as a whole and CSI schools, including implementing a coherent instructional guidance system, providing ongoing professional development for staff, fostering strong ties between parents, the community, and schools, cultivating a student-centered learning climate, and promoting shared leadership to drive transformative change.

For the 2024/25 academic year, AVUHSD remains dedicated to utilizing evidence-based interventions and addressing resource inequities to support its eligible schools in crafting comprehensive support and improvement plans. To achieve this goal, the District has undertaken several key initiatives:

- Providing access to evidence-based interventions: Each school site has been equipped with the CSI School Plan for Student Achievement (SPSA) template and access to the "What Works Clearinghouse" website. This platform offers evidence-based interventions proven effective in addressing diverse school needs. By leveraging these interventions, the District aims to ensure effective implementation and utilization of resources.
- Assisting schools in developing CSI plans: Educational and Student Services support staff have guided CSI schools in reviewing CSI SPSA template requirements, providing feedback, and aiding in plan development. This support ensures that each school's CSI plan is thorough, well-informed, and tailored to address specific needs.
- Addressing resource inequities: The Business Services department has provided additional support to CSI schools by reviewing budget allocations, identifying potential resource inequities (e.g., technology, staffing, funding), and implementing corrective measures. This effort ensures equitable access to resources for effective CSI plan implementation.
- Monitoring implementation and effectiveness: District support staff collaborate closely with high schools such as Desert Winds High School, R. Rex Parris High School, and Palmdale High School. Through quarterly meetings with school leadership teams, staff assess the implementation and effectiveness of CSI plans, aiming to optimize resource utilization and ensure positive impacts on student outcomes.

AVUHSD's strategy for supporting its eligible schools centers on a dedication to evidence-based interventions, assisting schools in plan development, tackling resource inequities, and monitoring CSI plan effectiveness. Through these efforts, the District aims to guarantee that each school receives the necessary resources and support to successfully execute its CSI plan and enhance student outcomes.

### *Monitoring and Evaluating Effectiveness*

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

For the 2024/25 academic year, the District CSI Support team will maintain close collaboration with each school site to oversee and collaborate on their CSI actions, interventions, and expenditures. Quarterly check-ins will be conducted to assess progress toward annual measurable objectives and ensure effective use of evidence-based implementations. To enhance monitoring and identify trends, local indicators aligned with state indicators will be developed and utilized to track growth more frequently in Math, English Language Arts (ELA), and Career Technical Education (CTE).

Moreover, District support staff will conduct monthly classroom observations in Math, ELA, and CTE classes to offer support and feedback to site administration. Additional assistance will be provided by instructional partners and District support staff in Math and ELA, fostering collaboration between teachers and administrators to analyze student progress in these critical areas and guide instructional strategies, particularly for students in need of intervention.

Quarterly progress reports will be shared with all educational stakeholders to gather feedback and insights on the effectiveness of the CSI planned actions. Through diligent progress monitoring, continuous support and feedback, and fruitful collaboration with educational partners, the District aims to advance toward its objectives for student success.

# Engaging Educational Partners

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| District English Learner Advisory Committee (DELAC) | September, 2023 - May, 2024<br>The DELAC is composed of parents/guardians who represent English Learner students in the AVUHSD, as well as representatives of each site's ELAC. On 9/27/23, 11/29/23, 3/6/24, and 5/29/24, the DELAC met both virtually through Zoom as well as in person (Hybrid meetings) and discussed progress on the LCAP. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey.<br><br>The Superintendent's Designee presented the 2023/24 LCAP on 9/27/23, and elicited feedback on 11/29/23 via a survey. Survey results were shared with the DELAC on 3/6/24. The 2024/25 draft LCAP was presented to the DELAC on 5/29/24 for review and comment. The Superintendent responded in writing to the comments made by the DELAC. |
| District Parent/Student Advisory Committee (DPAC) | October, 2023 - May, 2024<br>The DPAC is composed of parents/guardians and students who represent the demographics of students of the AVUHSD, including unduplicated students (English Learners, Foster Youth, and Low Income), as well as representatives of each site's School Site Council, ELAC, and Students with Disabilities.<br><br>The Superintendent's Designee presented the 2023/24 LCAP on 10/2/23, and elicited feedback on 12/18/23 via a survey. Survey results were shared with the DPAC on 3/11/24. The 2024/25 draft LCAP was presented to the DPAC on 5/13/24 for review and comment. The Superintendent responded in writing to the comments made by the DPAC. |
| District-Site Leadership Team (DSLT) | October, 2023 - May, 2024<br>The District and School Leadership Team (DSLT) includes key members of the District's leadership, such as the Superintendent, Assistant Superintendents, Directors, and Coordinators, as well as school site leaders, including Principals and Assistant Principals. The DSLT met and discussed progress on the 2023/24 LCAP on 10/2/23. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey.<br><br>On 12/18/23, a Needs Assessment was conducted where data from the current school year was analyzed and evaluated, as well as an analysis of the implementation of current improved/increased actions and services in relation to our LCAP goals and objectives using the following metrics: A-G rates, AP test scores and participation, NWEA MAP scores in ELA and Math, professional development delivered, parent/student outreach conducted, etc. This team determined that the current LCAP goals were appropriate and progressing. On 3/11/24, sites worked on draft improved actions/services for the 2024/25 LCAP, based on Dashboard data and student groups in the "red". |
| Parents/Guardians and Community | Community Engagement Meetings - October - December, 2023<br>10/2/23 (Eastside HS); 10/11/23 (SOAR HS); 10/16/23 (Antelope Valley HS); 10/23/23 (Littlerock HS); 10/30/23 (Quartz Hill HS); 11/6/23 (Highland HS); 11/13/23 (Palmdale HS); 12/4/23 (Lancaster HS); and 12/11/23 (Knight HS).<br><br>Equity Multiplier Schools Community Meetings - 10/4/23 (R. Rex Parris HS, Phoenix HS , & Desert Winds HS)<br><br>These meetings were attended by parents/guardians and community members. During the meetings, the LCAP was presented and achievement data was shared. There was a discussion about the LCAP and a survey was distributed to collect feedback to inform the development of the 2024/25 LCAP.<br><br>In addition, a video recording of the LCAP "Roadshow" presentation was uploaded and posted on the AVUHSD website in order for parents/guardians and community members who were unable to attend one of the scheduled meetings to be informed and provide feedback for the 2024/25 LCAP. |
| Staff (Certificated, Classified, and Management) | November, 2023 - May, 2024<br>A video recording of the LCAP "Roadshow" presentation was uploaded and posted on the AVUHSD website in order for AVUHSD staff members to be informed and provide feedback for the 2024/25 LCAP. A link to the recording was emailed to site administrators to push out to certificated, classified, and administrative staff on their school sites. A link was also emailed to District office staff by the |

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| | Superintendent's designee in order to elicit as much feedback as possible. |
| Labor Groups (Teachers - AVTA and Classified - CSEA) | May 8, 2024<br>The District met with representation from the Antelope Valley Teachers Association (AVTA) as well as the California School Employee Association (CSEA) to review the 2024/25 LCAP and efforts to involve educational partners. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey. The District also presented information regarding additional improved actions/services due to numerous student groups being in the "red" and continuing with Goal 5 to focus on Students with Disabilities, and other related matters. |
| Special Education Local Planning Agency (SELPA) | March 18 and May 8, 2024<br>On March 18, 2023, the Superintendent's Designee attended a meeting with Antelope Valley SELPA representatives to discuss requirements for the 2024/25 LCAP. Furthermore, the District's representative presented information regarding the draft 2024/25 LCAP related to the needs of Students with Disabilities, such as continuing with Goal 5 to focus on Students with Disabilities and other related matters on May 8, 2024. |
| Students | Student Engagement Meetings - October - December, 2023:<br>10/16/23 (Antelope Valley HS); 10/19/23 (SOAR HS); 10/25/23 (Quartz Hill HS); 11/1/23 (Palmdale HS); 11/6/23 (Littlerock HS); 11/13/23 (Highland HS); 11/16/23 (Eastside HS); 12/7/23 (Knight HS); and 12/14/23 (Lancaster HS).<br><br>Equity Multiplier Schools Student Meetings - 11/27/23 (R. Rex Parris HS) and 12/6/23 (Desert Winds HS)<br><br>These meetings were attended by randomly chosen students to represent unduplicated student groups (English Learners, Foster Youth, and Low Income). During the meetings, the LCAP was presented and achievement data was shared. There was a discussion about the LCAP and a survey was distributed to collect feedback to inform the development of the 2024/25 LCAP.<br><br>In addition, a video recording of the LCAP "Roadshow" presentation was uploaded and posted on the AVUHSD website in order for parents/guardians and community members who were unable to attend one of the scheduled meetings to be informed and provide feedback for the 2024/25 LCAP. |
| Governing Board | The Board of Trustees received regular updates about the LCAP throughout the 2023/24 school year. The LCAP Mid-Year report was shared with the Board on February 15, 2024 in an open session.<br><br>Review and Approval:<br>The Board of Trustees reviewed the 2024/25 LCAP at a Public Hearing on June 7, 2024 and again on June 11, 2024 where they voted to approve the LCAP. |
| Los Angeles County Office of Education (LACOE) | Throughout the LCAP development process, from October through June, the District Educational Services Department consulted with the LCAP/State and Federal Programs Department at the Los Angeles County Office of Education. Members of the Educational Department and Business Department attend the monthly State and Federal update meetings provided by LACOE. |
| Educational Partners | Throughout the 2023/2024 school year, the Antelope Valley Union High School District has engaged in eliciting feedback from our Educational Partners, conducting in person meetings, virtual meetings, surveys, needs assessments, progress monitoring our LCAP goals and objectives, and familiarizing staff and the community with the revisions and requirements set forth in the Local Control Accountability Plan.<br><br>Public Notice was also posted in the LACOE approved "Daily Journal" publication, in addition to the District's website, inviting the public to review and/or comment on the LCAP from May 28 and leading out to the Public Hearing on June 7, 2024.<br><br>Educational Partner Engagement: September 2023 – May 2024 – The following groups were engaged in discussing and developing the 2024/2025 LCAP: |

The adopted LCAP (Local Control and Accountability Plan) was significantly influenced by feedback provided by educational partners across various key areas:

- Academic Levels: Partners noted the positive impact of the LCAP on improving academic levels in schools, attributing it to a variety of programs and professional development opportunities.
- Awareness and Knowledge: The LCAP was praised for increasing awareness of resources and opportunities, benefiting both students and parents.
- College and Career Readiness: Programs supporting college and career readiness, such as field trips and AP test payments, were recognized as positive aspects of the LCAP.
- Communication: Positive feedback was given regarding communication efforts, transparency, and awareness of available resources.
- Community Impact: Partners believed that the LCAP positively impacted the community by providing valuable services and resources.
- Community Involvement: The LCAP was commended for involving parents and the community through activities like field trips and workshops.
- Cultural Awareness: Emphasis on multicultural events and awareness was seen as a positive aspect of the LCAP.
- Impact on Homeless and Foster Youth: Programs targeting homelessness and foster youth received positive feedback for creating a welcoming and supportive environment.
- Inclusivity and Diversity: Partners appreciated programs supporting diverse student populations, cultural events, and awareness of various needs.
- Meeting Site-Specific Needs: The LCAP was praised for addressing site-specific needs based on community expectations.
- Professional Development: Positive impacts were noted in terms of professional development opportunities for teachers and staff.
- Resources and Services: Partners recognized the increased resources, services, and support provided to students and their families.
- Safety and Security: Efforts to create a safe and secure learning environment were appreciated by some respondents.
- Student Involvement: Programs like Saturday school and extracurricular activities were seen as positively impacting student involvement and engagement.
- Student Learning and Achievement: Respondents felt that all aspects of the LCAP positively impacted learning, helping students learn more and bridging learning gaps.
- Support for English Learners (EL) and Families: The support provided to EL students and their families, including SEL services and resources, was highly appreciated.
- Technology and Resources: Availability and use of technology, resources, and tutoring positively impacted the learning environment.
- Variety of Programs: The variety of programs available for students, including Career Technical Education (CTE) programs, was encouraging to respondents.

Additionally, there were suggestions for further improvement and enhancement of the LCAP, such as incorporating culturally responsive education approaches, increasing access to the arts, strengthening data-driven decision-making processes, enhancing technology integration, expanding career readiness programs, increasing community engagement, providing more professional development opportunities, strengthening support for EL and special education students, focusing on sustainability and long-term planning, and improving transparent communication regarding LCAP initiatives.

Educational partners at Equity Multiplier sites influenced the formulation of a new goal by recommending a targeted approach that prioritizes the needs of the lowest achieving students across academic, behavioral, and social-emotional learning domains. Their insights underscored the importance of addressing academic gaps, improving behavior support systems, and implementing comprehensive strategies to foster students' social-emotional well-being aimed to create a supportive educational environment that promotes equity, excellence, and holistic growth for all students.

These suggestions collectively highlight a desire for continuous improvement, inclusivity, and adaptability within the LCAP framework to maximize its impact on educational outcomes in the AVUHSD (Antelope Valley Union High School District).

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 1 | Ensure that all students are academically proficient and college and career ready. | Broad Goal |

State priorities address by this goal.

2, 4, 5, 7, 8

This goal was created based on strong support and feedback from educational partners, highlighting the need to ensure equitable outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. The goal's objective is to ensure that all students achieve academic proficiency and are prepared for success in college and careers. The recommendation is to continue and/or increase actions and services under this goal to support equitable outcomes for all students and contribute to their academic proficiency and readiness for college and career success. The metrics used to support this goal include measuring student achievement on state and local assessments, tracking English Learner progress and reclassification, monitoring and evaluating CAASPP and local NWEA assessments, A-G completion, and CTE completion, providing a comprehensive assessment of students' preparedness for future endeavors.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | Implementation of Academic Standards (Priority 2) | 2023/24 Local Indicator District and Site Leadership Survey: 3.8 (Full Implementation) - Based on a Likert Scale | | | 2026/27 Local Indicator District and Site Leadership Survey: 5.0 (Full Implementation & Sustainability) - Based on a Likert Scale | |

| 2 | CAASPP ELA (Priority 4) | All Students<br>Performance: 52.3 points below standard<br>Progress: +5.8 points (Increased)<br><br>FY<br>Performance: 119.8 points below standard<br>Progress: +11.1 points (Increased)<br><br>LI<br>Performance: 65.9 points below standard 2019 Dashboard<br>Progress:  +8.3 points (Increased)<br><br>EL<br>119.7 points below standard<br>Progress: +18.7points (Increased)<br><br>California Dashboard 2023 | | | All Students<br>Performance: 47 points below standard<br>Progress: +10.8 points (Increased)<br><br>FY<br>Performance: 109.8 points below standard<br>Progress: +21.1 points (Increased)<br><br>LI<br>Performance: 55.9 points below standard 2019 Dashboard<br>Progress:  +18.3 points (Increased)<br><br>EL<br>109 points below standard<br>Progress: +28.7points (Increased)<br><br>California Dashboard 2026 | |

| 3 | CAASPP Math (Priority 4) | All Students<br>Performance: 149.9 points below standard<br>Progress: +4.7 points (increased)<br><br>FY<br>Performance: 204.4 points below standard<br>Progress: +1.8 (maintained)<br><br>LI<br>Performance: 164.8 points below standard<br>Progress: +3.8 (increased)<br><br>EL<br>Performance: 205.4 points below standard<br>Progress: +9.7 (increased)<br><br>California Dashboard 2023 | | | All Students<br>Performance: 145 points below standard<br>Progress: +10 points (increased)<br><br>FY<br>Performance: 194 points below standard<br>Progress: +10.8 (maintained)<br><br>LI<br>Performance: 154 points below standard<br>Progress: +13.8 (increased)<br><br>EL<br>Performance: 195 points below standard<br>Progress: +19.7 (increased)<br><br>California Dashboard 2026 | |
| 4 | California Science Test (Priority 4) | All Students - 12.69% Standard Met or Exceeded<br>FY - 6.25% Standard Met or Exceeded<br>LI - 9.66% Standard Met or Exceeded<br>EL - 0.33% Standard Met or Exceeded<br>SWD - 2.93% Standard Met or Exceeded<br><br>2023 | | | All Students - 30% Standard Met or Exceeded<br>FY - 20% Standard Met or Exceeded<br>LI - 25% Standard Met or Exceeded<br>EL - 15% Standard Met or Exceeded<br>SWD - 20% Standard Met or Exceeded<br><br>California Dashboard 2026 | |

| 5 | A-G Completion (Priority 4) | All Students - 32.3%<br>FY - 8.0%<br>LI - 29.2%<br>EL - 15.2%<br>SWD - 8.7%<br><br>DataQuest 2022-2023 | | | All Students - 50%<br>FY - 20%<br>LI - 45%<br>EL - 30%<br>SWD - 20%<br><br>DataQuest 2025-2026 | |
|---|---|---|---|---|---|---|
| 6 | CTE Pathway Completion (Priority 4) | All Students - 17.2%<br>FY - 9.1%<br>LI - 16.5%<br>EL - 5.6%<br>SWD - 8.7%<br><br>College/Career Levels and Measures Report & Data 2023 | | | All Students - 45%<br>FY - 25%<br>LI - 30%<br>EL - 20%<br>SWD -20%<br><br>College/Career Levels and Measures Report & Data - 2026 | |
| 7 | English Learner Progress Indicator (Priority 4) | English Learner Progress 38.5% -Maintained (-1.5%)<br><br>2023 California Dashboard | | | English Learner Progress 50% -Maintained (-1.5%)<br><br>California Dashboard 2026 | |
| 8 | English Learner Reclassification Rate (Priority 4) | 9.64%<br><br>CALPADS 2.16 & 8.1 2022-2023 | | | 20%<br><br>CALPADS 2.16 & 8.1 2025-2026 | |
| 9 | EAP % Students Prepared for College ELA (Priority 4) | All 11th Grade Students - 33.37%<br>FY - 15.3%<br>LI - 29.25%<br>EL - 3.4%<br>SWD - 5.16%<br><br>https://caaspp-elpac.cde.ca.gov/ 2022-2023 | | | All 11th Grade Students - 50%<br>FY - 45%<br>LI - 45%<br>EL - 35%<br>SWD - 20%<br><br>https://caaspp-elpac.cde.ca.gov/ 2025-2026 | |

| 10 | EAP % Students Prepared for College Math (Priority 4) | All 11th Grade Students - 9.11%<br>FY - 1.01%<br>LI - 6.23%<br>EL - 0.57%<br>SWD - 0.7%<br><br>https://caaspp-elpac.cde.ca.gov/<br>2022-2023 | | | All 11th Grade Students - 50%<br>FY - 45%<br>LI - 45%<br>EL - 35%<br>SWD - 20%<br><br>https://caaspp-elpac.cde.ca.gov/<br>2025-2026 | |
|---|---|---|---|---|---|---|
| 11 | Seal of Biliteracy (Priority 8) | All Students Count = 329<br>"Cohort of Reg HS Diploma =4,460    "<br>Percent = 7.4%<br><br>FY Count =1<br>Cohort of Reg HS Diploma = 112<br>Percent = 0.9%<br><br>LI Count = 272<br>Cohort of Reg HS Diploma = 3,783<br>Percent =7.2%<br><br>EL Count = 8<br>Cohort of Reg HS Diploma = 454<br>Percent =1.8%<br><br>SWD Count = 1<br>Cohort of Reg HS Diploma = 589<br>Percent =0.2%<br><br>DataQuest<br>2022-2023 | | | All Students - 15%<br><br>FY 5%<br><br>LI - 10%<br><br>EL - 5%<br><br>SWD - 1%<br><br>DataQuest<br>2025-2026 | |

| 12 | Local Indicator - ELA Assessment: NWEA Map (11th grade) | All Students - High & High Average = 25%<br>FY - High & High Average = 11%<br>LI - High & High Average = 21%<br>EL - High & High Average = 1%<br>SWD - High & High Average = 5%<br><br>Fall NWEA Local Assessment 2023-2024 | | | All Students - High & High Average = 50%<br>FY - High & High Average = 20%<br>LI - High & High Average = 45%<br>EL - High & High Average = 25%<br>SWD - High & High Average = 20%<br><br>Fall NWEA Local Assessment 2026-2027 | |
| 13 | Local Indicator - Math Assessment: NWEA MAP (11th grade) | All Students - High & High Average = 22%<br>FY - High & High Average = 10%<br>LI - High & High Average = 18%<br>EL - High & High Average = 4%<br>SWD - High & High Average = 3%<br><br>Fall NWEA Local Assessment 2023-2024 | | | All Students - High & High Average = 50%<br>FY - High & High Average = 20%<br>LI - High & High Average = 45%<br>EL - High & High Average = 25%<br>SWD - High & High Average = 20%<br><br>Fall NWEA Local Assessment 2026-2027 | |

# Goal Analysis for 2024-2025

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

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

Not Applicable

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

| Not Applicable |
| --- |

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

| Not Applicable |
| --- |

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

| Not Applicable |
| --- |

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| 1 | Student Field Trips | Teachers, paraprofessionals, and other support personnel will escort English Learner (EL), Foster Youth (FY), and Low Income (LI) students, in grades 9-12, on guided tours to Colleges, Universities, and Career-related destinations, each semester, to increase their access to higher education and future careers and/or occupations. | $146,749.00 | Yes |
| 2 | College Readiness Exams | Teachers and various classified support personnel will administer the PSAT annually to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 10 and 11, and administer the SAT annually to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grade 11, as an indicator of college readiness and to prepare students to excel on the SAT. | $675,925.00 | Yes |
| 3 | Advanced Placement (AP) Training and Tutoring | AP teachers, site and AVUHSD leadership will attend AP and College Board training annually to increase their understanding on how to access the latest AP resources, in order to implement and provide AP instructional strategies and tutoring supports to English Learner (EL), Foster Youth (FY), and Low Income (LI), students in grades 9-12, so they can succeed in AP classes and increase their access to higher education through increased AP Test participation and pass rates. | $424,057.00 | Yes |
| 4 | Expanded Learning Opportunities | Teachers and various classified support personnel, including college tutors, will provide in-person extended day tutoring, six days a week, and in virtual settings, 7 days a week, in English and Spanish, to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 9-12, to improve their conceptual understanding on ELA, Math, and Science standards to close achievement gaps, as identified on NWEA Map assessment growth scores and CAASPP Assessments. | $300,257.00 | Yes |
| 5 | Formative Assessment | Teachers and various classified support personnel will administer NWEA Map assessments three times per year to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 9-12, in Math, ELA, and Science, and use the results formatively to provide students with best, | $322,628.00 | Yes |

| | | first instruction and targeted interventions that address skill gaps, so English Learner (EL), Foster Youth (FY), and Low Income (LI) students can equitably access core content standards in Math, ELA, and Science to increase proficiency in Math, ELA, and Science. | | | |
|---|---|---|---|---|---|
| 6 | English Language Arts and Math Supports | School counselors will coordinate services with site administrative teams to place English Learner (EL), Foster Youth (FY), and Low Income (LI) identified students in grades 9-12 in reduced class sizes in ELA and Math to 25:1. Teachers will provide daily small group instruction to English Learner (EL), Foster Youth (FY), and Low Income (LI) students with standards-aligned alternative curriculum - Read 180 for literacy support classes and project-based for Math Literacy support classes to accelerate learning and close achievement gaps in Math and ELA. | $523,801.00 | | Yes |
| 7 | English Learner (EL) Program Implementation | Additional EL site and district support staff will provide professional development, on differentiated instruction for English Learner (EL) and Long-Term English Learner (LTEL) students, by ELPAC level, to designated and integrated ELD teachers. EL site and district support staff will systematically collaborate on the administration of ELPAC and provide additional enrollment and monitoring supports, using programs such as PowerSchool and Data Central, to ensure proper initial placement, testing, monitoring, instruction, and intervention strategies are implemented for ELs, to improve their equitable participation in educational programs and accelerate their progress in the attainment of English proficiency, biliteracy, and academic achievement as indicated on increased English language progress and reclassification rates. | $3,271,587.00 | | Yes |
| 8 | English Learner (EL) Reclassification Support and Monitoring | Designated EL support staff will provide professional development to teachers on how to use database systems such as Data Central and PowerSchool, to systematically monitor, for at least four years, the academic progress of English Learner (EL) students who have exited an EL program to ensure that EL students have not been prematurely exited, any academic deficits they incurred resulting from the EL program have been remedied, and they are meaningfully participating in the District's educational programs comparable to their never-EL peers, as indicated on increased A-G, AP, and Seal of Biliteracy rates. | $728,453.00 | | Yes |
| 9 | Student-Free Professional Development Days | AVUHSD staff and external consultants will provide three, student-free professional development days per teacher, grades 9-12, during the school year, focused on the implementation of MTSS, core instructional model, student engagement, formative assessment, monitoring, intervention, and SEL strategies for English Learner (EL), Foster Youth (FY), and Low Income (LI) students to increase equitable access to rigorous academic content standards and raise student achievement. | $1,798,721.00 | | Yes |
| 10 | Variable Credit Recovery | Teachers will provide supplemental credit retrieval options for identified English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 9-12 who have been unsuccessful in traditional core content classes and need additional attempts in alternative time frames, to master core content, and pass their core classes in order to increase A-G and Graduation rates. | $1,450,616.00 | | Yes |
| 11 | Enhanced Data Systems | The AVUHSD Coordinator of Data Analysis and Computer Sciences will coordinate services with Data Service Specialists and various other classified and certificated personnel to create, enhance, and provide training on internal database systems, Ed Central and Data Central, so district and site teams can readily select and evaluate professional development offerings and retrieve student outcome data, to implement monitoring, intervention, and goal-setting strategies for English Learner (EL), Foster Youth (FY), and Low Income (LI) students to close achievement gaps and increase student achievement. The Coordinator of Data Analysis and Computer Science Principles will also collaborate with site teams on the integration of computer science principles into regular courses in order to ensure that English Learner (EL), Foster Youth (FY), and Low Income (LI) students have equitable access to rigorous courses and increased access to higher education. | $764,760.00 | | Yes |
| 12 | Ancillary Instructional | Teachers in core content classes, will provide English Learner (EL), Foster Youth (FY), and Low | $1,786,000.00 | | Yes |

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|---|---|---|---|---|---|
| | Materials | Income (LI) students with ancillary instructional materials and supplies for classroom and home use, to increase equitable access to core curriculum, to ensure meaningful participation and engagement in core content classes, and to increase student achievement. | | | |
| 13 | Focus on Writing | Teachers in grades 9-12, across disciplines, will receive additional professional development, coaching, and ancillary writing curriculum supports throughout the year to help align their instruction, assignments, and grading with the College and Career Readiness Anchor Standards and Rubrics that define general, cross-disciplinary literacy expectations that must be met for English Learner (EL), Foster Youth (FY), and Low Income (LI) students to be college and career ready. | $66,280.00 | | Yes |
| 14 | Enhancing English Language Arts and Mathematics through Professional Development | Teachers will participate in professional development workshops focusing on effective literacy and math instruction. These workshops will emphasize tailored intervention programs to meet the specific and diverse needs and learning styles of English Learners, Foster Youth, and Low-Income students. Additionally, site and district staff will collaborate to analyze formative data, enhancing teachers' abilities to deliver high-quality instruction and provide students with the support they need to improve their English Language Arts and Math skills. | $103,878.00 | | Yes |
| 15 | Targeted Intervention | English Learners, Foster Youth, and Low-Income students will have access to a targeted intervention period during either a 0 or 7th period, where they will receive small group instruction, one-on-one tutoring, access to technology-based programs, and personalized activities to enhance their ELA skills. Simultaneously, students will benefit from a focused intervention period during the same periods, concentrating on improving their mathematics skills through small group instruction, one-on-one tutoring, technology-based programs, and customized activities. Continuous assessment will be implemented to ensure continual progress in reading, writing, language, mathematical reasoning, problem-solving, and critical thinking abilities. | $103,878.00 | | Yes |
| 16 | Professional Development for Long-Term English Learner Support | Teachers will engage in specialized professional development sessions targeting effective English language development strategies, analyzing formative data, culturally responsive teaching techniques, and the incorporation of bilingual resources tailored specifically for Long-Term English Learners, enhancing support for these students' academic success. | $103,878.00 | | Yes |
| 17 | Improving English Learner Proficiency | Teachers will participate in professional development focusing on effective English language development strategies, analyzing formative data, culturally responsive teaching methods, and the use of bilingual resources to better support English learner students. | $103,878.00 | | Yes |

# Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 2 | Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional, and personal growth. | Broad Goal |

| State priorities address by this goal. |
|---|
| 2, 4, 5, 7, 8 |

| An explanation of why the LEA has developed this goal. |
|---|
| This goal was crafted based on strong support and feedback from educational partners, emphasizing the necessity of ensuring equitable outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. The goal's focus is on providing a 21st Century learning environment and rigorous curriculum that offers all students diverse experiences and opportunities for academic, collegiate, professional, and personal growth. To achieve this, the recommendation is to maintain or increase core program support with counseling services for all students, while also implementing additional actions to enhance support and access for FY, LI, and EL students. By doing so, the goal aims to equip all students with the skills and experiences necessary for success in various academic, collegiate, and professional pathways. The metrics used to assess progress toward this goal encompass qualitative classroom observation data, student participation in a broad course of study, achievement indicators like AP pass rates, graduation rate, College and Career Indicator, and A-G and CTE completion, as well as measures of student engagement and meeting state merit requirements, providing a comprehensive view of students' growth and achievement within this framework. |

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 1 | CTE Completion and A-G Completion (Priority 4) | All Students - 398 (7.3%) FY - 4 (2.1%) LI -309 (6.7%) EL - 21 (2.7%) SWD - 11 (1.3%) <br><br> California Dashboard 2023 | | | All Students - 15% FY - 10% LI - 15% EL - 10% SWD - 10% <br><br> California Dashboard 2026 | |

| | | | | | |
|---|---|---|---|---|---|
| 2 | AP exams with qualifying score (Priority 4) | All Students -2074<br>FY - 6<br>LI - 926<br>EL - 48<br>SWD - 11<br><br>PowerSchool/DataCentral<br>2023 | | | All Students - 2500<br>FY - 25<br>LI - 1500<br>EL - 75<br>SWD - 25<br><br>PowerSchool/DataCentral<br>2026 |
| 3 | Graduation Rate (Priority 5) | All Students - 86.7%<br>FY -75.2%<br>LI - 85.7%<br>EL - 76%<br>SWD - 71.4%<br><br>California Dashboard<br>2023 | | | All Students - 90%<br>FY -75%<br>LI - 90%<br>EL - 80%<br>SWD - 75%<br><br>California Dashboard<br>2026 |
| 4 | Access to and Enrollment in a Broad Course of Study (Priority 7) | Number of Students Participating in AVID: 3,209<br>2023/24 | | | Number of Students Participating in AVID:<br>5,000<br>2026/27 |
| 5 | College & Career Indicator/CCI (Priority 8) | All Students  - 22.2%<br>FY - 6.1%<br>LI - 18.9%<br>EL - 7.3%<br>SWD - 2.8%<br><br>2023 - College/Career Levels and Measures Report & Data | | | All Students  - 40%<br>FY - 15%<br>LI - 35%<br>EL - 15%<br>SWD - 5%<br><br>2026 - College/Career Levels and Measures Report & Data |

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| 6 | Golden State Seal Merit Diploma (Priority 8) | All Students<br>Count = 969<br>Reg HS Graduates = 4460<br>21.70%<br><br>FY Count = 6<br>Reg HS Graduates = 112<br>5.40%<br><br>LI Count = 714<br>Reg HS Graduates = 3,783<br>18.90%<br><br>EL Count = 29<br>Reg HS Graduates = 454<br>6.20%<br><br>SWD Count = 24<br>Reg HS Graduates = 589<br>4.10%<br><br>2022-2023<br>DataQuest | | | All Students - 25%<br><br>FY - 10%<br><br>LI - 25%<br><br>EL - 10%<br><br>SWD - 5%<br><br>2025-2026<br>DataQuest | |
| 7 | Local Indicator - AP Students in District | All Students - 21.45%<br>EL - 9.8% of all English Learners<br><br>2023-2024 PowerSchool | | | All Students - 30%<br>EL - 15% of all English Learners<br><br>2026-2027 PowerSchool | |
| 8 | Local Indicator - AP Exams taken | All Students - 5478<br>FY - 28<br>LI - 2989<br>EL - 109<br>SWD - 46<br><br>College Board & PowerSchool<br>2022-2023 | | | All Students - 6000<br>FY - 75<br>LI - 3500<br>EL - 200<br>SWD - 75<br><br>College Board & PowerSchool<br>2025-2026 | |

| 9 | Local Indicator - Classroom Walkthroughs | 4480 Walkthroughs (DigiCOACH 2023-2024) | | | 6000 Walkthroughs (DigiCOACH 2026-2027) | |

# Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | School Counselors | Provide guidance/counseling services to ensure that students have multiple opportunities for academic, collegiate, professional, and personal growth. | $4,388,817.00 | No |
| 2 | Enhanced Counseling and Student Support Services | Additional school counselors, social workers, and various other classified personnel will provide tiered supports to English Learner (EL), Foster Youth (FY), and Low Income (LI) students to proactively address academic, social-emotional, behavioral, and physical well-being, to ensure | $12,839,690.00 | Yes |

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|---|---|---|---|---|---|
| | | equitable access to academic, collegiate, professional, and personal growth. The increase in this action will empower each site to carry out a Multi-Tiered System of Support that is more proactive in meeting the academic, college and career, social-emotional, and behavioral needs of our unduplicated students to increase achievement, well-being, and college/career readiness. | | | |
| 3 | Professional Development | Curriculum and Professional Development Coordinators will collaborate to plan and provide teachers with increased opportunities to access internal and external expertise, to further their development, develop the Teacher Induction Program (AVTI), and to increase their depth of knowledge about English Learner (EL), Foster Youth (FY), and Low Income (LI) students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with California State Standards curriculum and assessments, to increase their effectiveness in providing differentiated, best first instruction, formative assessment, and intervention strategies, that increase academic outcomes for English Learner (EL), Foster Youth (FY), and Low Income (LI) students as indicated on NWEA growth and proficiency scores, and AP pass rates. | $1,523,867.00 | | Yes |
| 4 | Targeted AV Teacher Induction Mentoring and Supports | The Antelope Valley Teacher Induction (AVTI) Coordinator and Teacher Induction Mentors, along with various other support personnel, will provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with additional differentiated and formative assessment tiered supports and monitoring strategies, by mentoring AVTI teachers and new administrators in order to increase teacher/administrator effectiveness in addressing identified needs and achievement gaps to increase student achievement and social-emotional well-being. | $1,090,191.00 | | Yes |
| 5 | Classroom Walkthroughs | Site and District Instructional Teams will Utilize "DigiCOACH" classroom walk-through tools to conduct classroom observations, gather evidence, and provide feedback to teachers and administrators on California State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) in order to provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with effective learning environments that close achievement gaps and raise student achievement. | $21,980.00 | | Yes |
| 6 | AP Placement, Exams, and Tutoring | School counselors will coordinate services with site administrative teams to increase equitable access to AP classes for Low Income (LI) students. Teachers will further prepare Low Income (LI) students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring hours, and AP exams at reduced costs, so Low Income (LI) students can take as many AP exams as they qualify for, to increase their AP participation and pass rates, and CCI rates. | $588,867.00 | | Yes |
| 7 | Career Technical Education (CTE) Opportunities | School counselors will coordinate services with CTE support staff and site administrative teams each semester, to counsel with students, review student performance, and master schedules, to be intentional about increasing student access to CTE courses and pathways such as medical, agricultural, engineering, and education for English Learner (EL), Foster Youth (FY), and Low Income (LI) students. CTE course sections on master schedules at all schools will be increased to accommodate the increase of EL, FY, and LI students participating in CTE courses and pathways, as evidenced by increased CTE sections on master schedules, and increased CTE participation and completion rates, including increased CCI rates for English Learner (EL), Foster Youth (FY), and Low Income (LI) students. | $8,982,859.00 | | Yes |
| 8 | AVID Elective | The AVID Coordinator, in coordination with the school site, will ensure that AVID elective sections are available across all school sites. School counselors will collaborate with AVID site teams and site administrative teams each semester to review master schedules and the academic performance of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This collaborative effort is aimed at deliberately enhancing equitable access to AVID electives and boosting achievement for EL, FY, and LI students, ultimately increasing AVID participation, A-G | $2,994,711.00 | | Yes |

| | | enrollment, graduation, and CCI rates. | | | |
|---|---|---|---|---|---|
| 9 | Technology | District and site support personnel will ensure that teachers have access to renovated classrooms equipped with technology, wireless capacity, and online resources to increase student-to-device ratios districtwide and advance technology. They will also support teachers in engaging English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 9-12 with rigorous curriculum. This will involve providing students with increased access to academic resources, digital curriculum resources, and diagnostic and formative assessments to improve their engagement with rigorous academic content standards. These efforts will be measured through increased NWEA growth scores, A-G completion rates, Grad Rates, and CCI rates. | $2,777,438.00 | | Yes |
| 10 | STEAM Support | STEM and VAPA teachers and STEM and VAPA district/site support staff will increase STEAM exposition and competition opportunities for English Learner (EL), Foster Youth (FY), and Low Income (LI) students, in grades 9-12 districtwide, to give them engaging hands-on, project-based experiences, to build teamwork skills, and provide relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes, to increase the number of students who participate in CTE pathways and STEAM-related electives, and to increase A-G, AP, CCI, and CTE participation and completion rates, aligning with the goal of improving math and language arts scores. | $43,918.00 | | Yes |
| 11 | Dual Enrollment and Internships | The Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly, with school counselors and site administrative teams, who will counsel with students, and review student needs and performance, to increase access to low-cost dual enrollment and no-cost work-based learning internship options for English Learner (EL), Foster Youth (FY), and Low Income (LI) students, to increase dual enrollment and work-based learning internships for EL, FY, and LI students, and to increase their achievement, as evidenced on increased A-G, CCI, and Golden State Seal Merit Diploma rates. | $268,876.00 | | Yes |
| 12 | Enrichment Options | School counselors will coordinate services with site administrative teams to provide and place English Learner (EL), Foster Youth (FY), and Low Income (LI) students in academic and enrichment courses, above and beyond the 6 period day, virtually and in person, before and after school, in order to increase academic and enrichment options for EL, FY, and LI students who have limited access during the 6 period day, to increase their achievement as evidenced by increased A-G, AP, CCI, Grad Rates, and Golden State Merit Seal Diploma rates. | $508,298.00 | | Yes |
| 13 | Student Achievement Support | District and site instructional partners and various other classified, certificated, and management support personnel, will provide professional development and classroom walkthrough feedback and support to teachers in order to increase teacher effectiveness, so that English Learner (EL), Foster Youth (FY,) and Low Income (LI) students can increase their achievement in core content classes as evidenced by increased NWEA growth scores, English Learner progress, and reclassification rates, A-G completion rates, and CAASPP scores. | $2,139,512.00 | | Yes |
| 14 | Next Generation Science Standards (NGSS) Support | An AVUHSD teacher on special assignment will plan, collaborate, and observe science classrooms with Curriculum Coordinators to provide additional professional development, feedback, and lesson planning support to science teachers in the implementation and assessment of Next Generation Science Standards (NGSS), to provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with effective NGSS differentiated instructional strategies as evidenced by increased CAST scores and A-G rates. | $187,756.00 | | Yes |
| 15 | Visual and Performing Arts (VAPA) Support | Designated VAPA support staff will coordinate with arts teachers and other certificated personnel to plan, collaborate, and observe visual and performing arts classrooms and programs to provide additional professional development, feedback, and lesson planning support to VAPA teachers in the implementation and assessment of California Arts standards, to provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with effective differentiated instructional | $374,348.00 | | Yes |

| | | strategies as evidenced by increased A-G and CTE completion and graduation rates. | | |
|---|---|---|---|---|
| 16 | Improving Graduation Rates | Administrators, school counselors and teachers will collaborate to implement personalized academic counseling, identifying at-risk students based on academic data and behavior indicators. Through targeted interventions and support services, they will provide tailored assistance to help students overcome challenges and stay on track towards graduation. Regular progress monitoring and goal setting will ensure that students receive the necessary support to succeed academically and achieve their graduation and career goals. | $133,878.00 | Yes |
| 17 | College and Career Readiness Programs | School counselors will implement comprehensive college and career readiness programs aimed at enhancing the College and Career Indicator. This includes providing personalized career counseling and conducting workshops on college application processes, financial aid options, college credit/dual credit opportunities, and career exploration. Site and district staff will coordinate and oversee job shadowing and internship opportunities, ensuring that students have meaningful real-world experiences that align with their career interests and goals. | $133,878.00 | Yes |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth. | Broad Goal |

| State priorities address by this goal. |
|---|
| 1, 4, 5, 6, 8 |

| An explanation of why the LEA has developed this goal. |
|---|
| This goal was created based on strong support and feedback from educational partners, indicating a need to ensure equitable outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. The goal aims to continue and/or increase actions and services to cultivate a safe, positive school culture that supports all students' personal and academic growth. This includes addressing basic services with credentialed teachers, newly adopted textbooks, state-of-the-art facilities, specialized core services, actions to improve the CTE program, and additional tiered supports for LI, FY, and EL students. The goal's metrics measure student engagement through attendance, suspension, and expulsion data, along with local indicators for climate and basic services related to teachers, textbooks, and facilities, to ensure a supportive and conducive learning environment for all students. |

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | Access to Standards-Aligned Instructional Materials (Priority 1) | 100%<br>Fall 2023<br>Williams Visit | | | 100%<br>Fall 2026<br>Williams Visit | |
| 2 | Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT) (Priority 1) | 100%<br>Fall 2023<br>Williams Visit | | | 100%<br>Fall 2026<br>Williams Visit | |

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| 3 | Fully Credentialed and Appropriately Assigned Teachers (Priority 1) | 14% Teacher Misassignments<br>4% Teacher Vacancies<br><br>Fall 2023 Census Day<br>CALPADS 4.1 and 4.3 | | | 1% Teacher Misassignments<br>0.5% Teacher Vacancies<br><br>Fall 2026 Census Day<br>CALPADS 4.1 and 4.3 | |
| 4 | Attendance Rate (Priority 5) | All Students - 90.86%<br><br>CALPADS 14.2<br>2022-2023 | | | All Students - 92%<br><br>CALPADS 14.2<br>2025-2026 | |
| 5 | Chronic Absenteeism (Priority 5) | All Students - 29.5%<br>FY - 43.3%<br>LI - 33.6%<br>EL - 33.4%<br>SWD - 43.3%<br><br>2022-2023<br>DataQuest | | | All Students - 12%<br>FY - 20%<br>LI - 12%<br>EL - 12%<br>SWD - 30%<br><br>2025-2026<br>DataQuest | |
| 6 | High School Dropout Rate (Priority 5) | All Students - 13.4%<br><br>2022-2023<br>DataQuest | | | All Students - 5%<br><br>2025-2026<br>DataQuest | |
| 7 | Suspension Rate (Priority 6) | All - 8.6%<br>FY - 20.8%<br>EL - 8.9%<br>LI - 10.2%<br>SWD - 14.6%<br><br>2022-2023<br>DataQuest | | | All - 5%<br>FY - 15%<br>EL - 5%<br>LI - 5%<br>SWD - 10%<br><br>2025-2026<br>DataQuest | |
| 8 | Expulsion Rate (Priority 6) | All - 0.2%<br>FY - 0.9%<br>EL - 0.1%<br>LI - 0.3%<br>SWD - 0.4%<br><br>2022-2023<br>DataQuest | | | All - 0.1%<br>FY - 0.5%<br>EL - 0.0%<br>LI - 0.2%<br>SWD - 0.2%<br><br>2025-2026<br>DataQuest | |

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|---|---|---|---|---|---|---|
| 9 | Student Perception of School Safety and Connectedness (Priority 6) | Fall Climate Survey Safety:<br>78% Agreed or Strongly Agree - "I feel safe at school."<br><br>Connectedness:<br>62% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."<br><br><br>Fall Climate Survey 2023-2024 | | | Fall Climate Survey Safety:<br>80% Agreed or Strongly Agree - Students - "I feel safe at school."<br><br>Connectedness:<br>65% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."<br><br>Fall Climate Survey 2026-2027 | |
| 10 | Teacher Perception of School Safety and Connectedness (Priority 6) | CALPADS 2.16 & 8.1 Safety:<br>85% Agreed or Strongly Agree- Teachers - "I feel safe at work."<br><br><br>Connectedness:<br>80% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."<br><br>Fall Climate Survey 2023-2024 | | | CALPADS 2.16 & 8.1 Safety:<br>90% Agreed or Strongly Agree- Teachers - "I feel safe at work."<br><br><br>Connectedness:<br>85% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."<br><br>Fall Climate Survey 2026-2027 | |

| 11 | Local Indicator - Suspension Indicator | All Students<br>Performance: 6.8%<br>Progress: -0.4%<br>(declined)<br><br>FY<br>Performance: 18.5%<br>suspended at least once<br>Progress: Maintained<br>(-0.4%)<br><br>LI<br>Performance: 8.1%<br>suspended at least once<br>Progress: Maintained<br>(-0.3%)<br><br>EL<br>Performance: 7.1%<br>suspended at least once<br>Progress: Declined 0.9%<br><br>2023<br>California Dashboard | | | All Students<br>Performance: 7.3%<br><br>FY<br>Performance: 20%<br>suspended at least once<br><br>LI<br>Performance: 9.6%<br>suspended at least once<br><br>EL<br>Performance: 8.6%<br>suspended at least once<br><br>2026<br>California Dashboard | |

# Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

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|---|---|
| Not Applicable | |

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

Not Applicable

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Access to Standards-Aligned Instructional Materials | Full compliance with instructional materials sufficiency as defined by Williams legislation. | $11,080,649.00 | No |
| 2 | Facilities in "Good" Repair | Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments. | $43,192,504.00 | No |
| 3 | Fully Credentialed and Appropriately Assigned Teachers | 100% of teachers will be fully credentialed and appropriately assigned. | $96,409,022.00 | No |
| 4 | Career Technical Education (CTE) Programs | Provide teachers and staff for Career Technical Education programs to support students in CTE pathways. | $3,976,466.00 | No |
| 5 | Recruit and Retain Teachers | The Director of Personnel, in collaboration with the Coordinator of Position Control, will work closely with Antelope Valley Teacher Induction (AVTI) coordinators and various support staff from colleges, universities, and social media networks. Their aim is to provide more experienced teachers for hard-to-staff positions and programs such as ELD, Math, and Science, to support English Learner (EL), Foster Youth (FY), and Low Income (LI) students. These teachers will be trained to differentiate instruction, engage students in formative assessment practices, and monitor their progress. The ultimate goal is to increase student engagement, close achievement gaps, monitor student progress, and increase access to core content standards. This, in turn, will help to improve A-G and College/Career Readiness rates. | $590,120.00 | Yes |
| 6 | Improve Attendance and Chronic Absenteeism | AVUHSD certificated and classified staff will coordinate services with District and site Community Attendance Workers to implement tiered reengagement interventions for students experiencing Homelessness, English Learner (EL), Foster Youth (FY), and Low Income (LI) students to address attendance and chronic absenteeism using District-adopted attendance software tools, to increase communication with parents, increase attendance, and lower chronic absenteeism for English Learner (EL), Foster Youth (FY), and Low Income (LI) students. | $2,064,927.00 | Yes |
| 7 | Student Support Centers | District Program Coordinators will coordinate services with PBIS Coordinators, Student Support | $2,268,179.00 | Yes |

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| | | Coordinators, school counselors, social workers, site administrators, and various classified and certificated support personnel, to support the implementation of Multi-Tiered Systems of Support (MTSS), using Data Central and other database tools, to proactively monitor, set goals, and provide academic, behavioral, and social-emotional tiered interventions to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in the Student Support Centers, to increase student engagement, academic achievement, behavioral, and social-emotional well-being, as evidenced on increased attendance and achievement, decreased suspensions, and improved local climate survey results. | | | |
| 8 | Positive Behavior Intervention and Support (PBIS) | Coordinators in the Student Services Department will coordinate services with site PBIS Coordinators and various other support personnel, to provide Positive Behavior Interventions and Supports (e.g. Wolf Connection, et al.), to English Learner (EL), Foster Youth (FY), Low Income (LI) students, and students experiencing homelessness through a Multi-Tiered System of Support (MTSS) framework, that includes support for social-emotional learning through Habitudes curriculum, to increase student-well-being and decrease suspension rates. | $1,578,443.00 | | Yes |
| 9 | Classified Professional Development | District and site administrative staff, including Instructional Partners and external consultants, will expand professional development opportunities to Classified staff, to support their understanding of the needs, conditions, and circumstances of English Learner (EL), Foster Youth (FY), and Low Income (LI) students, as they relate to the educational programs, interventions, actions, services, and objectives of the LCAP to increase student engagement and well-being, as evidenced on increased attendance and decreased truancy and suspension rates. | $232,930.00 | | Yes |
| 10 | Safe, Secure, and Positive Learning Environments | The Director of Equity, along with District Coordinators and various support personnel, will coordinate services with site Administrative Interns, Student Support Coordinators, PBIS Coordinators, and social workers, including additional certificated and classified support staff, to engage English Learner (EL), Foster Youth (FY), and Low Income (LI) students and families, with a more positive and connected learning experience by providing additional mentoring opportunities to address social-emotional, behavioral, and academic needs and build positive relationships with EL, FY, and LI students and families. Support staff will also proactively monitor the school environment to positively intervene as necessary, to increase attendance, reduce suspensions, increase safety, connectedness and well-being for EL, FY, and LI students and families. | $6,147,150.00 | | Yes |
| 11 | Supplemental Interventions and Supports | District and site certificated and classified support staff will coordinate services in order to provide supplemental interventions and supports that align with the following LCAP actions to further address the academic, social-emotional, and behavioral needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students to increase equitable outcomes for unduplicated students tied to the following LCAP actions:<br>- College and Career Field Trips - LCAP 1.1<br>- College Readiness Exams - LCAP 1.2<br>- AP Training and Tutoring - LCAP1.3<br>- Expanded Learning Opportunities - LCAP 1.4<br>- EL Support and Services - LCAP 1.7 and 1.8<br>- Ancillary Instructional Materials - LCAP 1.12<br>- Targeted Intervention - 1.15<br>- Professional Development and Training - LCAP 1.14, 1.16, 1.17, 2.3, and 3.16<br>- CTE opportunities - LCAP 2.7<br>- Technology - LCAP2.9<br>- STEAM - LCAP 2.10<br>- Additional staffing to meet the needs of targeted students - LCAP 3.7, 3.8, and 3.11<br>- Parent Engagement Activities- LCAP 4.4 and 4.6 | $3,366,554.00 | | Yes |

| 12 | Transportation | Transportation will be provided to students experiencing Homelessness, Low Income (LI) students and Foster Youth (FY) students who are assigned to alternative schools for credit retrieval. Transportation will also be provided to LI and FY students attending before and after school tutoring and extracurricular events, so students can meaningfully participate in educational programs and have equitable access to interventions and enrichment options in order to improve attendance as indicated on attendance and chronic absenteeism rates. | $7,267,447.00 | | Yes |
|----|----------------|---------------------------------------------|---------------|--|-----|
| 13 | Independent City and Resilient Scholars | Foster Youth (FY) students will receive a comprehensive mock simulation of adult life responsibilities from a variety of certificated and classified support personnel, including school counselors, teachers, administrators, and community members. This "Independent City" simulation will cover important topics such as career options, salaries, housing, budgets, financial literacy, and access to government agencies like healthcare and DMV. The aim of this program is to better prepare FY students for the transition to adulthood from foster care, resulting in increased graduation rates and post-secondary enrollment. In addition to this, enrichment activities will be organized to promote community resources, provide college and career information, and offer professional development opportunities focused on wellness and social-emotional well-being, as well as self-advocacy. | $86,141.00 | | Yes |
| 14 | Diversity Training | Diversity training will be provided to administrative, certificated, and classified staff and students throughout the year, to increase awareness of our diverse student and community populations, to increase understanding and support for Foster Youth (FY) and Low Income (LI) students, so they can increase their meaningful participation in educational programs and have equitable access to interventions, rigorous courses, and enrichment options, to increase their Graduation rates, attendance rates, AP Participation, CTE pathway completion, and A-G completion rates. | $246,391.00 | | Yes |
| 15 | Multi-Tiered System of Supports (MTSS) | The successful implementation of the districtwide Multi-Tiered System of Supports (MTSS) model and vision will be led by the Director of MTSS, along with District Coordinators, Directors, and various support personnel. This effort will focus on providing Tier 2 and Tier 3 interventions for English Learner (EL), Foster Youth (FY), and Low Income (LI) students in order to enhance their academic achievement, as well as their behavioral, and social-emotional well-being. They will support MTSS school site teams, provide professional training for school staff and teachers, offer resources related to MTSS, guide school-based processes, and monitor data to establish goals and provide academic, behavioral, and social-emotional tiered interventions to English Learner (EL), Foster Youth (FY), and Low Income (LI) students. This will enhance their academic achievement, as well as their behavioral and social-emotional well-being, which will be demonstrated through improved academic achievement, increased attendance, decreased suspensions, and improved local climate survey results. | $760,980.00 | | Yes |
| 16 | Lower Suspension Rates | Administrative, certificated, and classified staff will receive professional development focused on implementing Multi-Tiered System of Supports (MTSS) specifically aimed at reducing suspension rates. This training will include strategies for creating inclusive, equitable, and supportive classroom environments, differentiated instruction, and proactive behavior management techniques to address diverse student needs effectively and promote positive behavioral outcomes, ultimately aimed at reducing suspension rates. | $118,878.00 | | Yes |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities. | Broad Goal |

State priorities address by this goal.

3, 6, 8

An explanation of why the LEA has developed this goal.

This goal was created based on strong support and feedback from educational partners, indicating a recognition of the need to communicate effectively with educational partners. This goal aims to continue and/or increase actions and services, including maintaining the PowerSchool student information system for all students and implementing enhanced virtual tools and resources for students and families. These efforts are designed to improve communication, engagement, and decision-making among parents/guardians and the community, ultimately providing innovative educational opportunities for all students. The metrics used to measure the effectiveness of this goal include Parent Engagement in Decision Making, Parent Participation, and a local indicator related to Parent Perception of Communication and Connectedness.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | Parent Engagement in Decision Making (Priority 3) | 10% of parents/guardians participating in at least one decision making activity, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc. | | | 50% of parents/guardians participating in at least one decision making activity, i.e., Parent Conferences, Back-to-School Night, Open House, LCAP meetings, etc. | |
| 2 | Parent Participation in Programs for Unduplicated Pupils (Priority 3) | 10% of parents/guardians participating in at least one program for unduplicated students, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc. | | | 50% of parents/guardians participating in at least one program for unduplicated students, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc. | |

| 3 | Local Indicator - Parent Perception of Communication and Connectedness | 1,300 responses to Fall Climate survey<br>95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful."<br>89% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school."<br>94% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student."<br><br>2023-2024<br>Qualtrics | | | 2000 responses to Fall Climate survey<br>95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful."<br>90% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school."<br>95% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student."<br><br>2026-2027<br>Qualtrics | |

# Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | PowerSchool | Maintain a Student Information System to provide timely communication and access to student achievement, attendance, and behavior. | $280,000.00 | No |
| 2 | Qualtrics | District and site support staff will utilize a survey data/analytics platform to better communicate important information to English Learner (EL), Foster Youth (FY), and Low Income (LI) students, and families. Responses can be disaggregated by teacher, subject, grade level, and student group, to garner feedback and assess academic, social-emotional, behavioral and physical needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students from various surveys, to increase student achievement, parent communication, parent access and usage of digital apps, district websites, and student information systems. | $120,000.00 | Yes |
| 3 | Parent Link | District and site staff will utilize the "Parent Link" system for messaging families (phone, text, and email), creating a digital app, and coordinating social media, to provide information, in multiple formats, to increase access to academic, intervention, enrichment and extracurricular activities, for English Learner (EL), Foster Youth (FY), and Low Income (LI) students and families, to increase timely and effective communication practices as evidenced by "Parent Link" usage reports and parent/ student surveys. | $73,000.00 | Yes |
| 4 | English Learner (EL) Parent Workshops | EL district and site certificated and classified support staff will coordinate services with external consultants, such as "Disciplina Positiva" and PIQE (Parent Institute for Quality Education), as well as provide opportunities for parents to attend conferences, such as CABE, in order to provide college information, goal setting, financial aid, and parenting workshops, for non-English speaking parents of EL students, to increase equitable access to educational opportunities for English Learners and to increase positive parent-teacher partnerships for non-English speaking parents. | $1,392,923.00 | Yes |
| 5 | Outreach to Spanish-Speaking Families | District EL certificated and classified support staff will partner with various community outreach channels, including a local Spanish language radio station, billboards, and other outreach methods in both English and Spanish to inform families about District educational programs, services, and highlights. This multifaceted approach aims to enhance communication and boost EL participation in educational programs and services. The success of these efforts will be measured by increased participation, completion, and pass rates in rigorous courses and programs such as CTE, AP, and the Seal of Biliteracy. | $46,500.00 | Yes |
| 6 | Parent and Family Collaboration | District certificated and classified support staff will coordinate services with various site certificated and classified staff and external consultants such as PIQE (Parent Institute for Quality Education), to provide virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences, parent orientation meetings, and | $514,998.00 | Yes |

| | | community events, in order to increase contact and interaction with English Learner (EL), Foster Youth (FY), and Low Income (LI) students and their parents/guardians, to strengthen parent involvement and increase EL, FY, and LI student participation in rigorous courses, programs, interventions, and enrichment options, as evidenced by increased participation, completion, and pass rates in AP, CTE, and AVID elective sections. | | | |
|---|---|---|---|---|---|
| 7 | Increase Communication | The Director of Communication will coordinate services with various district and site certificated and classified personnel, to better engage families and community partners of the schools and District, by utilizing various agencies to increase communication and outreach efforts of the District's educational programs, services, interventions, enrichment, and extra-curricular options, to increase participation of English Learner (EL), Foster Youth (FY), and Low Income (LI) students in rigorous courses and programs, as evidenced on positive local survey results and increased student participation, completion, and pass rates in AP, CTE, VAPA, AVID, enrichment, tutoring, and extracurricular activities. | $1,069,257.00 | | Yes |
| 8 | Social-Emotional Learning (SEL) Supports | In order to better support and provide for the social- emotional, behavioral, and physical needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students, the District will implement a promotional campaign that focuses on the numerous SEL Supports that currently exist, in order to increase awareness and engagement with the families, educational and community partners of the District, as well as individual schools. | $500,000.00 | | Yes |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | Ensure that Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate. | Focus Goal |

| State priorities address by this goal. |
|---|
| 2, 4, 5, 6, 8 |

| An explanation of why the LEA has developed this goal. |
|---|
| The goal was developed based on strong support from educational partners, as indicated in feedback from the prior LCAP, and was created to address a recognized need for providing additional support and access to Students with Disabilities (SWD) within the educational system. This goal aligns with feedback   from educational partners, who expressed strong support for continuing efforts to improve outcomes for SWD students, and focuses on providing additional  support and access to ensure all students achieve academic proficiency and are prepared for college and careers. Metrics used to support this goal include measuring student achievement on state and local assessments, tracking SWD progress and inclusion in the least restrictive environments, monitoring student engagement and graduation rates, and evaluating College and Career readiness indicators, aiming to ensure equitable opportunities for all students, including those with disabilities, and to promote inclusive and supportive learning environments that foster success across various academic and career pathways. These efforts are expected to yield measurable improvements by the end of this 3-year LCAP cycle. |

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | A-G Completion (Priority 4) | SWD - 8.8% <br><br> DataQuest 2022-2023 | | | SWD - 8.8% <br><br> DataQuest 2025-2026 | |
| 2 | Graduation Rate (Priority 5) | SWD - 71.4% <br><br> DataQuest 2022-2023 | | | SWD - 71.4% <br><br> DataQuest 2025-2026 | |
| 3 | Suspension Rate (Priority 6) | SWD - 14.6% <br><br> DataQuest 2022-2023 | | | SWD - 5% <br><br> DataQuest 2025-2026 | |

| | | | | | |
|---|---|---|---|---|---|
| 4 | College & Career Indicator/CCI (Priority 8) | SWD - 2.8%<br><br>College/Career Levels and Measures Report & Data - 2023 | | | SWD - 10%<br><br>College/Career Levels and Measures Report & Data - 2026 |
| 5 | Local Indicator - Reading Assessment: NWEA MAP (All SWD) | SWD - High & High Average = 5%<br><br>Fall NWEA Local Assessment 2023-2024 | | | SWD - High & High Average = 10%<br><br>Fall NWEA Local Assessment 2026-2027 |
| 6 | Local Indicator - Math Assessment: NWEA MAP (All SWD) | SWD - High & High Average = 3%<br><br>Fall NWEA Local Assessment 2023-2024 | | | SWD - High & High Average = 10%<br><br>Fall NWEA Local Assessment 2026-2027 |

# Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

| | | | |
|---|---|---|---|
| Not Applicable | | | |

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Access to Least Restrictive Environment LRE) | Increase access to LRE by providing additional counseling support, staff PD, and additional support classes to serve Students with Disabilities within the general education setting. | $31,392,846.00 | No |
| 2 | Increased Academic Support | Increase the number of Instructional Aides, Paraprofessionals, and/or additional staff to ensure equitable access and a positive learning environment in general education courses (CTE, Electives, non-English, and Math). | $36,712,015.00 | No |
| 3 | Special Education Staff Support | Provide teachers, staff, supplies, services, professional development, and other operating expenditures to fulfill the requirements of our Special Education program. | $9,328,212.00 | No |
| 4 | Workshops for Parents of Students with Disabilities | Workshops and resources for parents of Students with Disabilities will be provided and delivered by District coordinators, ERICS social workers and psychologists, SPED staff, and/or the Antelope Valley SELPA, in order to increase awareness, provide resources, and increase parent support of SWD. Parent surveys will also be administered in order to obtain the most accurate feedback regarding student needs and how to best serve those needs. | $1,919,602.00 | No |
| 5 | Lower Suspension Rate | Professional development will be provided to administrators, teachers, and support staff to train on the implementation of MTSS in Special Education, with the goal of reducing suspension rates in the future. This training initiative aims to proactively address and mitigate suspension rates among students in Special Education by equipping staff with enhanced skills and knowledge, including other means of correction, in addition to IEP supports and services. Through this professional development, staff will be better prepared to provide effective support, interventions, and guidance, fostering a more inclusive and supportive learning environment that promotes positive behavior and reduces the need for disciplinary actions like suspensions. | $1,919,602.00 | No |
| 6 | English Language Arts and Math Proficiency | District and site leadership and Instructional Partners will provide professional development and classroom walkthrough feedback to teachers within the special education department, so that students can increase their achievement in ELA and Math, as evidenced by increased scores on "DigiCOACH" walkthroughs, increased NWEA growth scores, A-G completion rates, and CAASPP scores. | $1,919,961.00 | No |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 6 | Enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites (Desert Winds, Phoenix, and R. Rex Parris High Schools), with a specific focus on meeting the needs of the lowest-achieving students. | Equity Multiplier Focus Goal |

State priorities address by this goal.

2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

This goal was created to enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites (Desert Winds, Phoenix, and R. Rex Parris High Schools), with a specific emphasis on meeting the needs of the lowest-achieving students. The goal was developed through a thorough analysis of student achievement data, including academic proficiency levels and college and career readiness indicators. This analysis revealed disparities in performance, particularly among students facing greater challenges in reaching proficiency and readiness benchmarks. As a result, the goal was formulated to address these disparities by providing targeted support and resources to improve outcomes specifically for the lowest-achieving students at the Equity Multiplier sites. Metrics used to measure this goal include measuring student achievement on state and local assessments, tracking academic progress for students at equity multiplier sites, monitoring student engagement, graduation rates, attendance rates, suspension rates, and evaluating College and Career readiness indicators. These metrics aim to ensure equitable opportunities for all students at equity multiplier sites and to foster success across various academic and career pathways for the lowest-achieving students by the end of this 3-year LCAP.

# Measuring and Reporting Results

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

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | CAASPP ELA (Priority 4) | Desert Winds High School 129.9 points below standard Progress: 1.9 points (maintained)<br><br>Phoenix High School - Unavailable<br><br>R. Rex Parris High School 96.4 points below standard Progress: - 9.2 points (declined)<br><br>California Dashboard 2023 | | | Desert Winds High School 120 points below standard<br><br>Phoenix High School - Unavailable<br><br>R. Rex Parris High School 90.4 points below standard<br><br>California Dashboard 2026 | |
| 2 | CAASPP Math (Priority 4) | Desert Winds High School 213.9 points below standard Progress: - 6.1 points (declined)<br><br>Phoenix High School - Unavailable<br><br>R. Rex Parris High School 184.3 points below standard Progress: +3.1 points (increased)<br><br>California Dashboard 2023 | | | Desert Winds High School 205 points below standard<br><br>R. Rex Parris High School 180 points below standard<br><br>Phoenix High School - Unavailable<br><br>California Dashboard 2026 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Graduation Rate (Priority 5) | Desert Winds High School - 55.8%<br>Phoenix High School - 45.5%<br>R. Rex Parris High School - 56.0%<br><br>DataQuest<br>2022-2023 | | | Desert Winds High School - 60 %<br>Phoenix High School - 50%<br>R. Rex Parris High School - 60%<br><br>DataQuest<br>2025-2026 | |
| 4 | Suspension Rate (Priority 6) | Desert Winds High School - 8.7%<br>Phoenix High School - 35.4%<br>R. Rex Parris High School - 5.2%<br><br>DataQuest<br>2022-2023 | | | Desert Winds High School - 5%<br>Phoenix High School - 30%<br>R. Rex Parris High School - 1%<br><br>DataQuest<br>2025-2026 | |
| 5 | College & Career Indicator/CCI (Priority 8) | Desert Winds High School - 0.7%<br>Phoenix High School - Student group consists of 1-10 students which is below the minimum size for any reporting.<br>R. Rex Parris High School - 0.4%<br><br>College/Career Levels and Measures Report & Data - 2023 | | | Desert Winds High School - 15%<br>Phoenix High School - 5%<br>R. Rex Parris High School - 15%<br><br>College/Career Levels and Measures Report & Data - 2026 | |

| 6 | Local Indicator - Reading Assessment: NWEA MAP | Desert Winds High School High & High Average = 9% Phoenix High School High & High Average = 8% R. Rex Parris High School High & High Average = 15% 2023-2024 Fall NWEA Local Assessment | | | Desert Winds High School High & High Average = 50% Phoenix High School High & High Average = 50% R. Rex Parris High School High & High Average = 50% 2026-2027 Fall NWEA Local Assessment | |
|---|---|---|---|---|---|---|
| 7 | Local Indicator - Math Assessment: NWEA Map | Desert Winds High School High & High Average = 5% Phoenix High School High & High Average = 8% R. Rex Parris High School High & High Average = 6% 2023-2024 Fall NWEA Local Assessment | | | Desert Winds High School High & High Average = 50% Phoenix High School High & High Average = 50% R. Rex Parris High School High & High Average = 50% 2026-2027 Fall NWEA Local Assessment | |

# Goal Analysis for 2024-2025

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

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

Not Applicable

| | |
|---|---|
| An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. | |
| Not Applicable | |

| |
|---|
| A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. |
| Not Applicable |

| |
|---|
| A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. |
| Not Applicable |

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | English Language Arts and Math Proficiency | Students at equity multiplier sites will have access to high-quality instruction, tutoring, counseling, and mental health services, aimed at addressing their unique needs and ensuring that all students have the opportunity to thrive academically and beyond, despite their challenging circumstances. This comprehensive support aims to enable students to succeed academically and graduate from high school, empowering them to reach their full potential. Additionally, tutors will be available for English and Math classes during the school day. | $487,359.00 | No |
| 2 | College and Career Readiness | At equity multiplier sites, school counselors will initiate comprehensive college, career, and vocational readiness programs to bolster the College and Career Indicator. This entails delivering personalized career counseling, vocational training opportunities, and hosting workshops covering college application procedures, financial aid possibilities, and career exploration. Collaboratively, site and district staff will organize and supervise job shadowing and internship opportunities, guaranteeing students engage in meaningful experiences aligned with their career interests and aspirations. | $487,359.00 | No |
| 3 | Increase Graduation Rates | At equity multiplier sites, school counselors and teachers will work together to implement personalized academic counseling. They will identify at-risk students based on academic data and behavior indicators, and then provide targeted interventions and support services. This tailored assistance will help students overcome challenges and stay on track towards graduation. Regular progress monitoring and goal setting will ensure that students receive the necessary support to succeed academically and achieve their graduation goals. | $487,359.00 | No |
| 4 | Lower Suspension Rates | Administration, teachers, and classified staff at equity multiplier sites will participate in professional development focused on implementing MTSS, with the goal of reducing suspension | $487,359.00 | No |

| | | rates in the future. This initiative aims to proactively address and mitigate suspension rates among students at these sites by enhancing the skills and knowledge of all staff involved. Through this comprehensive training, staff members will be better equipped to provide effective support, interventions, and guidance, fostering a more inclusive and supportive learning environment that promotes positive behavior and reduces the necessity for disciplinary actions such as suspensions. Additionally, a Student Support Center mentor will oversee and manage the Student Support Center to address student behaviors and needs. | | | |
| --- | --- | --- | --- | --- | --- |
| 5 | Transportation | Transportation will be provided to students at equity multiplier sites to improve attendance, attend before and after school tutoring, and extra-curricular events, so they can meaningfully participate in educational programs, have equitable access to interventions and enrichment options, and feel connectedness to their school site, in order to improve academic achievement, school engagement, access to enrichment programs, and overall attendance as indicated on attendance and chronic absenteeism rates. | $487,357.00 | | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $52,403,656.00 | $4,539,969.00 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 21.61% | 4.90% | $11,895,067.23 | 26.51% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.1 - Student Field Trips | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is unduplicated students, including English Learners, Foster Youth, and Low Income, often face barriers to accessing higher education due to limited exposure to college, university, and career-related opportunities. The identified need is to provide these students with firsthand experiences and exposure to higher education environments and career-related destinations to broaden their horizons and aspirations. | The action of escorting students on guided tours to College, University, and Career-related destinations is designed to directly address the identified need by providing students with immersive experiences in higher education settings. These tours aim to expose students to the possibilities and opportunities available in higher education and various career paths. By offering these tours on an LEA or schoolwide basis, all students, especially those from unduplicated student groups, have equal access to these valuable experiences, ensuring equity in educational opportunities. | - A-G Completion<br>- CTE Completion<br>- CTE Pathway Completion |
| 1.2 - College Readiness Exams | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to assess college readiness and provide preparation for standardized tests like the SAT. This action aims to support unduplicated student groups in preparing for college-level coursework and success on standardized tests. | Teachers and various classified support personnel will administer the PSAT annually to students in grades 10 and 11, and the SAT annually to students in grade 11. The PSAT serves as a preparatory assessment, helping students familiarize themselves with the format and content of the SAT. Administering the SAT in grade 11 allows students to gauge their college readiness and identify areas for improvement before taking the official SAT for college admissions. This action is designed to provide students, including unduplicated student groups, with valuable experience and preparation for college entrance exams, contributing to their overall college readiness and success. | - A-G Completion<br>- CTE Completion<br>- CTE Pathway Completion |
| 1.3 - Advanced Placement (AP) Training and Tutoring | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to increase access to higher education for unduplicated student groups by providing them with the necessary support and resources to succeed in Advanced Placement (AP) classes and exams. | AP teachers will attend AP training annually to enhance their understanding of the latest AP resources and instructional strategies. The goal is to equip teachers with the knowledge and tools needed to effectively implement AP curriculum, provide targeted tutoring supports, and create a conducive learning environment for AP students. This action is designed to support AP students in grades 9-12, including unduplicated student groups, by ensuring that teachers are well-prepared to deliver high-quality AP instruction and increase students' success rates in AP classes and exams. | - A-G Completion<br>- CTE Completion<br>- CTE Pathway Completion<br>- AP Exams with Qualifying Score<br>- AP Students in District<br>- AP Exams Taken |

| 1.4 - Expanded Learning Opportunities | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback,, the identified need is to support unduplicated students in grades 9-12 who are facing challenges in conceptual understanding of ELA and Math standards, leading to achievement gaps as indicated by their NWEA Map assessment growth scores and CAASPP Assessments. These students often require additional support to bridge gaps in their learning and reach proficiency in these core subjects. | The action involves providing extended day tutoring virtually 7 days a week and in-person before and after school on a weekly basis. This approach is designed to maximize accessibility and flexibility for students, ensuring that they have ample opportunities to receive support regardless of their schedules or learning preferences. By offering both virtual and in-person options, the program can cater to a wider range of students' needs and circumstances, promoting inclusivity and equity. Providing this support schoolwide ensures that all eligible students can benefit, aligning with the school's commitment to addressing achievement gaps and promoting academic success for all students. | - CAASPP Scores<br>- EAP Percentage<br>- California Science Test<br>- NWEA Map Assessments |
|---|---|---|---|
| 1.5 - Formative Assessment | Analysis of our CAASPP ELA data shows our "All" student group at 52.3 points below standard compared to 119.8 points below standard for Foster Youth, 65.9 points below standard for Low Income, and 119.7 points below standard for our English Learner students.<br>Similarly, analysis of our CAASPP math data shows our "All" student group at 149.9 points below standard compared to 204.4 points below standard for Foster Youth, 164.8 points below standard for Low Income, and 205.4 points below standard for our English Learner students. Based on Educational Partner feedback, the identified need is to ensure that students in grades 9-12, particularly those from unduplicated student groups such as ELL students, low-income students, foster youth, and students with disabilities, have equitable access to core content standards in Math, ELA, and Science. These students may face challenges in mastering these standards and require targeted interventions to address skill gaps and improve proficiency in these subjects. | The action involves administering NWEA Map assessments three times per year in Math, ELA, and Science to students in grades 9-12. The results of these assessments are then used formatively to provide students with "best first" instruction and targeted interventions tailored to their individual skill gaps. This approach is provided schoolwide to ensure that all students, especially those from unduplicated student groups, receive the support they need to access and master core content standards effectively. By using formative assessment data from the NWEA Map assessments, teachers and support personnel can identify specific areas of strength and weakness for each student. This personalized approach allows for targeted interventions that address the unique needs of students, helping to close achievement gaps and improve overall proficiency in Math, ELA, and Science. | - NWEA Map Assessments |

| 1.6 - English Language Arts and Math Supports | Analysis of our CAASPP ELA data shows our "All" student group at 52.3 points below standard compared to 119.8 points below standard for Foster Youth, 65.9 points below standard for Low Income, and 119.7 points below standard for our English Learner students.<br>Similarly, analysis of our CAASPP math data shows our "All" student group at 149.9 points below standard compared to 204.4 points below standard for Foster Youth, 164.8 points below standard for Low Income, and 205.4 points below standard for our English Learner students. Based on Educational Partner feedback, the identified need is that EL, FY, and LI students often face challenges in accessing higher education due to various barriers. EL students may struggle with language proficiency and navigating college application processes. FY students may lack stable support systems or financial resources for college. LI students may face financial barriers and limited exposure to college opportunities. These factors contribute to lower rates of college enrollment and completion among these student groups. | The action of coordinating services between school counselors and site administrative teams to place EL, FY, and LI students in reduced class sizes in ELA and Math, along with providing daily small group instruction using alternative curricula, is designed to directly address the identified need of closing achievement gaps and improving academic outcomes. Reduced class sizes and personalized instruction cater to the diverse learning needs of these students, while alternative curricula like Read 180 and project-based learning offer targeted support to accelerate learning and close achievement gaps. | - CAASPP Scores<br>- California Science Test<br>- A-G Completion<br>- CTE Completion<br>- CTE Pathway Completion<br>- EAP Percentage<br>- NWEA Map Assessments |
|---|---|---|---|
| 1.9 - Student-Free Professional Development Days | Analysis of our CAASPP ELA data shows our "All" student group at 52.3 points below standard compared to 119.8 points below standard for Foster Youth, 65.9 points below standard for Low Income, and 119.7 points below standard for our English Learner students.<br>Similarly, analysis of our CAASPP math data shows our "All" student group at 149.9 points below standard compared to 204.4 points below standard for Foster Youth, 164.8 points below standard for Low Income, and 205.4 points below standard for our English Learner students. Based on Educational Partner feedback, the identified need is to support teachers in grades 9-12 in effectively addressing the diverse learning needs of students, particularly those from unduplicated student groups. These students may require specialized strategies and interventions to access rigorous academic content standards and achieve success in their academic endeavors. | The action involves providing three student-free professional development days per teacher during the school year. These days are focused on enhancing teachers' skills and knowledge in areas such as differentiated instruction, best first instruction, engagement strategies, formative assessment practices, monitoring student progress, implementing interventions, and incorporating Social-Emotional Learning (SEL) strategies. This comprehensive approach is designed to empower teachers with the tools and strategies needed to meet the diverse needs of students, particularly those from unduplicated student groups, effectively.<br>Providing this professional development schoolwide ensures that all teachers, regardless of grade level or subject area, have access to the training and resources needed to create inclusive and effective learning environments. By equipping teachers with these skills, the school aims to increase equitable access to rigorous academic content standards and ultimately raise student achievement across the board | - CAASPP Scores<br>- California Science Test<br>- A-G Completion<br>- CTE Completion<br>- CTE Pathway Completion<br>- EAP Percentage<br>- NWEA Map Assessments |

| 1.10 -<br>Variable Credit<br>Recovery | Analysis of our A-G completion data shows our "All" student group at 17.2% completion rate compared to 8% for Foster Youth, 16.5% for Low Income, and 15.2% for English Learner students. Based on Educational Partner feedback, the identified need is to support students in grades 9-12 who have been unsuccessful in traditional core content classes. These students may come from various backgrounds and may face challenges that have hindered their success in these classes. The need for credit retrieval options is particularly crucial for students from unduplicated student groups, who may require additional attempts and alternative time frames to master core content and pass their core classes. This initiative aims to increase A-G completion rates and graduation rates among these student groups. | The action involves providing credit retrieval options for identified students in grades 9-12 who need additional attempts in alternative time frames to master core content and pass their core classes. These options may include credit recovery courses, extended learning opportunities, tutoring support, flexible scheduling, and personalized learning plans. The design of this action is centered on providing targeted interventions and support to help students overcome academic challenges and achieve success in their core classes. It is provided to address the specific needs of students who may have struggled in traditional classroom settings and require alternative pathways to meet graduation requirements and A-G completion criteria. | - CAASPP Scores<br>- California Science Test<br>- A-G Completion<br>- CTE Completion<br>- CTE Pathway Completion<br>- EAP Percentage<br>- NWEA Map Assessments |
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| 1.11 -<br>Enhanced<br>Data Systems | Analysis of our A-G completion data shows our "All" student group at 17.2% completion rate compared to 8% for Foster Youth, 16.5% for Low Income, and 15.2% for English Learner students. Based on Educational Partner feedback, the identified need is to improve student achievement by enhancing data-driven decision-making processes to ensure equitable access to rigorous education. This includes addressing the diverse needs of students, particularly those from unduplicated student groups who may benefit from proactive monitoring and targeted interventions. | The AVUHSD Coordinator will work with Data Service Specialists and other personnel to create, enhance, and provide training on internal database systems such as Ed Central and Data Central. This is designed to facilitate easy access to relevant data for district and site teams, enabling them to implement proactive monitoring, intervention, and evaluation systems. Training on data systems is provided to ensure that district and site teams have the necessary skills and knowledge to retrieve data effectively, analyze trends, and make informed decisions to improve professional development and student performance. | - CAASPP Scores<br>- California Science Test<br>- A-G Completion<br>- CTE Completion<br>- CTE Pathway Completion<br>- English Learner Progress Indicator<br>- English Learner Reclassification Rate<br>- EAP Percentage<br>- Seal of Biliteracy<br>- NWEA Map Assessments |
| 1.12 -<br>Ancillary<br>Instructional<br>Materials | Analysis of our A-G completion data shows our "All" student group at 17.2% completion rate compared to 8% for Foster Youth, 16.5% for Low Income, and 15.2% for English Learner students. Based on Educational Partner feedback, the identified need is to ensure that all students, including those from unduplicated student groups have access to ancillary instructional materials and supplies for both classroom and home use. These materials are essential for students to effectively access the core curriculum and engage meaningfully in core content classes. By addressing this need, teachers aim to increase equitable access to supplemental instructional materials, promoting meaningful participation and ultimately improving student achievement. | Teachers will provide students with ancillary instructional materials and supplies that complement the core curriculum and support students' learning both in the classroom and at home. These materials may include textbooks, workbooks, digital resources, art supplies, manipulatives, and other tools that enhance the learning experience. The design of this action is rooted in the understanding that access to supplemental instructional materials is crucial for students' academic success, particularly for those facing barriers due to economic or other challenges. By providing these materials, teachers aim to create a more inclusive learning environment and ensure that all students have the resources they need to engage meaningfully with the core content. | - CAASPP Scores<br>- California Science Test<br>- A-G Completion<br>- CTE Completion<br>- CTE Pathway Completion<br>- English Learner Progress Indicator<br>- English Learner Reclassification Rate<br>- EAP Percentage<br>- Seal of Biliteracy<br>- NWEA Map Assessments |

| 1.13 - Focus on Writing | Analysis of our A-G completion data shows our "All" student group at 17.2% completion rate compared to 8% for Foster Youth, 16.5% for Low Income, and 15.2% for English Learner students. Based on Educational Partner feedback, the identified need is to support teachers across disciplines in grades 9-12 to align their instruction, assignments, and grading with the College and Career Readiness Anchor Standards and Rubrics. These standards and rubrics define general, cross-disciplinary literacy expectations that students must meet to be college and career ready. The goal is to ensure that all students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY), have equitable access to high-quality instruction that prepares them for success in higher education and the workforce. | Teachers will receive additional professional development sessions focused on understanding and implementing the College and Career Readiness Anchor Standards and Rubrics in their respective disciplines. Coaching and support will also be provided throughout the year to help teachers effectively align their instruction, assignments, and grading practices with these standards. Ancillary writing curriculum supports will be provided to assist teachers in developing and implementing writing instruction that aligns with the College and Career Readiness Anchor Standards and Rubrics. These supports may include writing resources, instructional strategies, and assessment tools designed to enhance students' writing skills across disciplines. The design of this action is based on the recognition that teachers may need targeted training and ongoing support to integrate complex literacy standards into their teaching practices. By providing professional development and coaching, teachers can enhance their ability to create rigorous and relevant learning experiences that promote college and career readiness for all students. This action aims to improve students' literacy skills and readiness for post-secondary education and careers. | - CAASPP Scores<br>- A-G Completion<br>- English Learner Progress Indicator<br>- EAP Percentage |
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| 1.14 - Enhancing English Language Arts and Mathematics through Professional Development | Analysis of our CAASPP ELA data shows our "All" student group at 52.3 points below standard compared to 119.8 points below standard for Foster Youth, 65.9 points below standard for Low Income, and 119.7 points below standard for our English Learner students.<br>Similarly, analysis of our CAASPP math data shows our "All" student group at 149.9 points below standard compared to 204.4 points below standard for Foster Youth, 164.8 points below standard for Low Income, and 205.4 points below standard for our English Learner students. Based on Educational Partner feedback, the identified need is to provide specialized support and tailored interventions for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students to improve their literacy and math skills. These students may have diverse learning styles and specific needs that require targeted strategies and resources. | Teachers participating in professional development workshops focusing on effective literacy and math instruction will receive training in tailored intervention programs designed to meet the specific needs of EL, FY, and LI students. The workshops will emphasize strategies to address diverse learning styles and provide high-quality instruction to improve students' English Language Arts (ELA) and Math skills. Collaboration between site and district staff to analyze formative data will enhance teachers' abilities to deliver effective instruction and provide targeted support. | - CAASPP Scores<br>- A-G Completion<br>- CTE Completion<br>- English Learner Progress Indicator<br>- English Learner Reclassification Rate<br>- EAP Percentage<br>- Seal of Biliteracy<br>- NWEA Map Assessments |

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| 1.15 - Targeted Intervention | Analysis of our CAASPP ELA data shows our "All" student group at 52.3 points below standard compared to 119.8 points below standard for Foster Youth, 65.9 points below standard for Low Income, and 119.7 points below standard for our English Learner students.<br>Similarly, analysis of our CAASPP math data shows our "All" student group at 149.9 points below standard compared to 204.4 points below standard for Foster Youth, 164.8 points below standard for Low Income, and 205.4 points below standard for our English Learner students. Based on Educational Partner feedback, the identified need is to provide targeted support and interventions for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students to enhance their English Language Arts (ELA) and Mathematics skills. These students may require additional resources and personalized activities to improve their reading, writing, language, mathematical reasoning, problem-solving, and critical thinking abilities. | English Learners, Foster Youth, and Low-Income students will have access to a targeted intervention period during either a 0 or 7th period, where they will receive small group instruction, one-on-one tutoring, access to technology-based programs, and personalized activities to enhance their ELA and Mathematics skills. The design of these actions recognizes the diverse learning needs of these student groups and provides tailored support to address their specific challenges and promote academic growth. | - CAASPP Scores<br>- California Science Test<br>- A-G Completion<br>- CTE Completion<br>- EAP Percentage<br>- NWEA Map Assessments |
| 2.2 - Enhanced Counseling Services | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to proactively address the academic, social-emotional, behavioral, and physical well-being of identified students, particularly those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY). These students may face barriers that impact their academic success, well-being, and readiness for college and career opportunities. | Additional school counselors, social workers, and classified personnel will provide tiered supports to identified students. These supports are designed to address the diverse needs of students across academic, social-emotional, behavioral, and physical domains. The design of this action is rooted in the Multi-Tiered System of Support (MTSS) framework, which aims to provide proactive and targeted interventions to meet the specific needs of students at different levels of support. By increasing these supports, each site can implement a more comprehensive MTSS approach that focuses on academic, college and career, social-emotional, and behavioral needs, promoting equitable access to growth and readiness. | - CTE Completion and A-G Completion<br>- AP Exams with Qualifying Score<br>- Graduation Rate<br>- College and Career Indicator<br>- Golden State Seal Merit Diploma |

| 2.3 - Professional Development | Analysis of our A-G completion data shows our "All" student group at 17.2% completion rate compared to 8% for Foster Youth, 16.5% for Low Income, and 15.2% for English Learner students. Based on Educational Partner feedback, the identified need is to provide teachers with increased opportunities for professional development and access to expertise, particularly focusing on teachers' development, depth of knowledge about their students, and subject matter competence. This is crucial for meeting the diverse needs of students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY), and aligning instructional practices with State Standards curriculum and assessments. | Curriculum and Professional Development Coordinators will collaborate to plan and provide teachers with increased opportunities for professional development. This includes accessing internal and external expertise to enhance teachers' development, knowledge about students, and subject matter competence. The design of this action emphasizes the importance of ongoing professional development that aligns with State Standards curriculum and assessments. By providing teachers with access to expertise and opportunities for growth, educators can enhance their effectiveness in delivering differentiated, best first instruction, formative assessment, and intervention strategies that improve academic outcomes for all students, including those from unduplicated student groups. | - CTE Completion and A-G Completion<br>- AP Exams with Qualifying Score<br>- Graduation Rate<br>- College and Career Indicator<br>- Golden State Seal Merit Diploma<br>- AP Students in District<br>- AP Exams Taken<br>- Classroom Walkthroughs<br>- CAASPP Scores<br>- NWEA Map Assessments |
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| 2.4 - Targeted AV Teacher Induction Mentoring and Supports | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback,, the identified need is to provide additional differentiated and formative assessment tiered supports and monitoring strategies for EL, FY, and LI students. These students may require targeted interventions and personalized support to address achievement gaps, improve academic performance, and enhance social-emotional well-being. | The AVTI Coordinator, Teacher Induction Mentors, and support personnel will mentor AVTI teachers and new administrators to increase their effectiveness in addressing the identified needs of EL, FY, and LI students. This includes providing differentiated and formative assessment tiered supports, monitoring strategies, and personalized interventions tailored to the diverse learning needs of these student groups. The design of these actions aims to improve teacher and administrator effectiveness in supporting student achievement and social-emotional well-being. | - CTE Completion and A-G Completion<br>- AP Exams with Qualifying Score<br>- Graduation Rate<br>- College and Career Indicator<br>- Golden State Seal Merit Diploma<br>- AP Students in District<br>- AP Exams Taken<br>- Classroom Walkthroughs<br>- CAASPP Scores<br>- NWEA Map Assessments |
| 2.5 - Classroom Walkthroughs | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to ensure effective implementation of State Standards, 21st-century teaching practices (rigor, relevance, relationships), Common Core practices (communication, critical thinking, collaboration, creativity), and best practices for social-emotional learning (SEL). This is essential for meeting the diverse needs of students, including those from unduplicated student groups and promoting equitable access to high-quality education. | Site and District instructional teams will utilize "DigiCOACH" classroom walk-through tools to conduct observations, gather evidence, and provide feedback on various instructional practices. The design of this action is based on the need for ongoing monitoring and support to ensure effective implementation of State Standards, 21st-century teaching practices, Common Core practices, and best practices for SEL. By using "DigiCOACH" tools, instructional teams can systematically observe classrooms, gather data on instructional practices, and provide targeted feedback to educators, promoting continuous improvement in teaching and learning. | - CTE Completion and A-G Completion<br>- AP Exams with Qualifying Score<br>- Graduation Rate<br>- College and Career Indicator<br>- Golden State Seal Merit Diploma<br>- AP Students in District<br>- AP Exams Taken<br>- Classroom Walkthroughs |

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| 2.6 -<br>AP Placement, Exams, and Tutoring | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to increase access to Advanced Placement (AP) classes and support underserved student groups, including Low-Income (LI), in preparing for and succeeding on AP exams. | School counselors will collaborate with site administration teams to enhance access to AP classes for LI students. The goal is to ensure that underserved student groups have equitable opportunities to enroll in AP courses, which can significantly impact their college readiness and access to higher education. Teachers will provide differentiated instruction tailored to meet the diverse needs of students, including extended school day AP prep tutoring hours. Additionally, teachers will work to increase students' access to AP exams at reduced costs, addressing financial barriers that may limit students' ability to take multiple AP exams. This action is designed to prepare students effectively for success on AP exams, thereby increasing their participation in AP coursework and improving pass rates. | - College and Career Indicator<br>- AP Exams with Qualifying Score<br>- AP Students in District<br>- AP Exams Taken |
| 2.7 -<br>Career Technical Education (CTE) Opportunities | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to increase access to Career Technical Education (CTE) courses and pathways for underserved student groups, including Low-Income (LI), Foster Youth (FY), and English Learners (EL). | School counselors will collaborate with CTE support staff and site administrative teams to enhance access to CTE courses and pathways for LI, FY, and EL students. The goal is to be intentional about increasing student access to CTE programs, recognizing the potential of CTE to provide valuable career readiness skills and pathways for underserved student populations. CTE course sections will be increased to accommodate the growing number of LI, FY, and EL students participating in CTE courses and pathways. This action ensures that there are sufficient opportunities for these student groups to engage in CTE coursework aligned with their career interests and goals. | - CTE Completion and A-G Completion<br>- Graduation Rate<br>- College and Career Indicator |
| 2.8 -<br>AVID Elective | Analysis of our A-G completion data shows our "All" student group at 17.2% completion rate compared to 8% for Foster Youth, 16.5% for Low Income, and 15.2% for English Learner students. Based on Educational Partner feedback, the identified need is to ensure equitable outcomes for Low-Income (LI) students, English Learners (EL), and Foster Youth (FY) in the AVID elective program. These students may face specific challenges that impact their academic success and college readiness, and thus require targeted support and coordination. | AVID elective sections will be offered to all students, providing an opportunity for targeted support and college readiness preparation, particularly for LI, EL, and FY students. School counselors will coordinate services with AVID Site Teams and site administrative teams each semester. This coordination involves counseling with students, reviewing student performance, and providing targeted support to ensure equitable outcomes for LI, EL, and FY students in the AVID elective program. The design of this action is rooted in the AVID program's proven strategies for promoting college readiness, academic achievement, and social-emotional growth. By offering AVID electives to all students, including those from unduplicated student groups, schools can ensure equitable access to resources and support that foster academic success and college readiness. | - Graduation Rate<br>- College and Career Indicator<br>- A-G Completion |

| 2.9 - Technology | Analysis of our CAASPP ELA data shows our "All" student group at 52.3 points below standard compared to 119.8 points below standard for Foster Youth, 65.9 points below standard for Low Income, and 119.7 points below standard for our English Learner students.<br>Similarly, analysis of our CAASPP math data shows our "All" student group at 149.9 points below standard compared to 204.4 points below standard for Foster Youth, 164.8 points below standard for Low Income, and 205.4 points below standard for our English Learner students. Based on Educational Partner feedback, the identified need is to ensure equitable access to technology and academic resources for all students, particularly focusing on lowering student-to-device ratios and providing renovated classrooms with updated technology, wireless capacity, and online access. This action aims to engage students, support rigorous curriculum delivery, and accelerate student learning, benefiting students from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY). | District and site support staff will ensure that teachers are provided with renovated classrooms equipped with technology, wireless capacity, and online access. This includes lowering student-to-device ratios districtwide, enhancing engagement, and supporting rigorous curriculum delivery. The design of this action recognizes the transformative impact of technology in education, particularly in engaging students, providing access to digital resources, and facilitating personalized learning experiences. By renovating classrooms and providing increased access to technology, educators can create dynamic learning environments that promote student engagement, academic exploration, and accelerated learning. | - Graduation Rate<br>- College and Career Indicator<br>- Golden State Seal Merit Diploma<br>- CAASPP Scores<br>- A-G Completion<br>- NWEA Map Assessments |
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| 2.10 - STEAM Support | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to increase STEAM (Science, Technology, Engineering, Arts, and Mathematics) opportunities for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students in grades 9-12 districtwide. These students may benefit from hands-on, project-based experiences to enhance their teamwork skills, increase relevance to coursework, and deepen conceptual understanding in rigorous academic content standards. | STEM and VAPA (STEAM) teachers, along with district/site support staff, will increase STEAM exposition and competition opportunities to address the unique needs of EL, FY, and LI students. This initiative aims to provide engaging hands-on experiences, build teamwork skills, and enhance the relevance of coursework while improving conceptual understanding. By increasing participation in CTE pathways, STEAM-related electives, and rigorous academic programs, students will have opportunities to excel in A-G courses, Advanced Placement (AP), College Career Indicator (CCI), and Career Technical Education (CTE) pathways, aligning with the goal of improving math and language arts scores. | - CTE Completion and A-G Completion<br>- AP Exams with Qualifying Score<br>- Graduation Rate<br>- College and Career Indicator<br>- Golden State Seal Merit Diploma<br>- AP Students in District<br>- AP Exams Taken<br>- Classroom Walkthroughs<br>- CAASPP Scores<br>- California Science Test Scores<br>- A-G Completion |

| 2.11 -<br>Dual<br>Enrollment<br>and<br>Internships | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to increase access to low-cost dual enrollment and no-cost work-based learning internship options for underserved student groups, including Low-Income (LI), Foster Youth (FY), and English Learners (EL). | The Director will partner with colleges and industries to provide opportunities for EL, FY, and LI students to participate in low-cost dual enrollment programs and no-cost work-based learning internships. This partnership aims to broaden students' post-secondary options and provide real-world experiences that align with their career interests, addressing barriers related to cost and access. School counselors and site administrative teams will counsel with students, review their needs and performance, and collaborate with the Director to identify suitable dual enrollment and internship options. This collaborative approach ensures that students receive personalized support and guidance in accessing these opportunities. | - CTE Completion and A-G Completion<br>- Graduation Rate<br>- College and Career Indicator |
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| 2.12 -<br>Enrichment<br>Options | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to increase academic and enrichment options for EL, FY, and LI students who have limited access during the regular school day. These students may face barriers to accessing advanced courses, enrichment opportunities, and support services, and therefore require additional coordination and placement in courses beyond the standard 6-period day. | School counselors will coordinate services with site administrative teams to provide and place EL, FY, and LI students in academic and enrichment courses virtually and in person, before and after school. This includes offering courses above and beyond the regular 6-period day to increase students' academic and enrichment options. The design of these actions aims to address the specific needs of these student groups and provide them with opportunities to excel academically, increase achievement, and access specialized programs such as A-G, AP, CCI, Grad Rates, and Golden State Merit Seal Diploma options. | - Graduation Rate<br>- College and Career Indicator<br>- Golden State Seal Merit Diploma<br>- A-G Completion |
| 2.13 -<br>Student<br>Achievement<br>Support | Analysis of our CAASPP ELA data shows our "All" student group at 52.3 points below standard compared to 119.8 points below standard for Foster Youth, 65.9 points below standard for Low Income, and 119.7 points below standard for our English Learner students.<br>Similarly, analysis of our CAASPP math data shows our "All" student group at 149.9 points below standard compared to 204.4 points below standard for Foster Youth, 164.8 points below standard for Low Income, and 205.4 points below standard for our English Learner students. Based on Educational Partner feedback, the identified need is to enhance teacher effectiveness in core content classes to support increased achievement for all students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and others. This action aims to provide targeted support and feedback to improve instructional practices and student outcomes. | Instructional Partners and other support personnel will provide professional development sessions and conduct classroom walkthroughs to give feedback to teachers. The design of this action is based on the understanding that ongoing professional development and targeted feedback are essential for improving teaching practices and student achievement. By providing teachers with opportunities to enhance their instructional strategies and receive feedback, educators can better meet the diverse needs of students and promote academic success. | - CTE Completion and A-G Completion<br>- AP Exams with Qualifying Score<br>- Graduation Rate<br>- College and Career Indicator<br>- Golden State Seal Merit Diploma<br>- AP Students in District<br>- AP Exams Taken<br>- Classroom Walkthroughs<br>- CAASPP Scores<br>- California Science Test Scores |

| 2.14 - Next Generation Science Standards (NGSS) Supports | Analysis of our CAST data shows our "All" student group at 12.69% Met or Exceeded standard compared to 6.25% for Foster Youth, 9.66% for Low Income, and 0.33% for English Learner students. Based on Educational Partner feedback, the identified need is to support the implementation and assessment of Next Generation Science Standards (NGSS) in science classrooms. This action aims to provide targeted professional development, feedback, and lesson planning support to science teachers, benefiting all students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and others. | The AVUHSD teacher on special assignment will plan, collaborate, and observe science classrooms with district curriculum coordinators to provide additional support. The design of this action is based on the recognition that effective implementation of NGSS requires ongoing professional development, feedback, and collaboration. By working closely with science teachers, providing feedback, and assisting in lesson planning, educators can enhance their instructional practices, assessment strategies, and curriculum alignment with NGSS, ultimately improving student outcomes. | - CTE Completion and A-G Completion<br>- AP Exams with Qualifying Score<br>- Graduation Rate<br>- College and Career Indicator<br>- Golden State Seal Merit Diploma<br>- AP Students in District<br>- AP Exams Taken<br>- Classroom Walkthroughs<br>- CAASPP Scores<br>- California Science Test Scores | |
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| 2.15 - Visual and Performing Arts (VAPA) Supports | Analysis of our CAASPP ELA data shows our "All" student group at 52.3 points below standard compared to 119.8 points below standard for Foster Youth, 65.9 points below standard for Low Income, and 119.7 points below standard for our English Learner students.<br>Similarly, analysis of our CAASPP math data shows our "All" student group at 149.9 points below standard compared to 204.4 points below standard for Foster Youth, 164.8 points below standard for Low Income, and 205.4 points below standard for our English Learner students. Based on Educational Partner feedback, the identified need is to provide effective differentiated instructional strategies in visual and performing arts (VAPA) classrooms for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to support the implementation and assessment of California Arts standards, benefiting students from unduplicated student groups. | Designated VAPA support staff will coordinate services with arts teachers and other certificated personnel to plan, collaborate, and observe VAPA classrooms and programs. The design of this action is based on the understanding that effective implementation of California Arts standards requires ongoing professional development, feedback, and collaboration. By providing additional support, feedback, and lesson planning assistance, educators can enhance their instructional practices, assessment strategies, and differentiation techniques, ultimately improving student outcomes for EL, FY, and LI students in VAPA courses. | - Graduation Rate<br>- College and Career Indicator<br>- CAASPP Scores | |

| 2.16 - Improving Graduation Rates | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to provide personalized academic counseling and targeted interventions for at-risk students, including English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. These students may face academic challenges and behavioral indicators that require tailored assistance to stay on track towards graduation and achieve their career goals. | Administrators, school counselors, and teachers will collaborate to implement personalized academic counseling for at-risk students based on academic data and behavior indicators. This initiative aims to identify students who may be at risk of falling behind academically or not graduating on time. Through targeted interventions and support services, students will receive tailored assistance to overcome challenges, improve academic performance, and stay on track towards graduation. The design of these actions recognizes the importance of early intervention and personalized support to address the unique needs of at-risk students and promote academic success. | - Graduation Rate<br>- College and Career Indicator<br>- CAASPP Scores<br>- A-G Completion |
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| 2.17 - College and Career Readiness Programs | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to enhance college and career readiness for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students by providing personalized career counseling, workshops on college application processes and financial aid options, access to college credit/dual credit opportunities, and career exploration activities. These students may face barriers to accessing post-secondary education and career pathways and require tailored support to navigate the college and career planning process effectively. | School counselors will implement comprehensive college and career readiness programs aimed at enhancing the College and Career Indicator (CCI). This includes providing personalized career counseling to help students identify their interests, strengths, and career goals, as well as conducting workshops on college application processes, financial aid options, college credit/dual credit opportunities, and career exploration. The design of these actions aims to address the specific needs of EL, FY, and LI students and empower them to make informed decisions about their education and career pathways. | - Graduation Rate<br>- College and Career Indicator<br>- CAASPP Scores<br>- A-G Completion |
| 3.5 - Recruit and Retain Teachers | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to provide more experienced teachers for hard-to-staff positions and programs, such as English Language Development (ELD), Math, and Science, to support English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. These students may require specialized instruction, differentiated learning approaches, and ongoing support to close achievement gaps and increase access to core content standards. | The Director of Personnel and the Coordinator of Position Control will collaborate with AVTI coordinators, colleges, universities, and social media networks to recruit and train experienced teachers for hard-to-staff positions. These teachers will be trained to differentiate instruction, engage students in formative assessment practices, and monitor their progress. The design of these actions aims to address the specific needs of EL, FY, and LI students by providing them with experienced educators who can deliver high-quality instruction, close achievement gaps, increase student engagement, and improve access to core content standards. | - High School Dropout Rate<br>- Teacher Perception of School Safety and Connectedness<br>- Graduation Rate<br>- College and Career Indicator<br>- A-G Completion |

| 3.6 - Improve Attendance and Chronic Absenteeism | Analysis of our chronic absenteeism data shows our "All" student group at 29.5% compared to 43.3% for Foster Youth, 33.6% for Low Income, and 33.4% for English Learner students. Based on Educational Partner feedback, the identified need is to address attendance and chronic absenteeism among students, particularly focusing on English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to implement tiered reengagement interventions to improve attendance rates and reduce chronic absenteeism, benefiting students from unduplicated student groups. | Certificated and classified District staff will coordinate services with site Community Attendance Workers and support personnel to implement tiered reengagement interventions using District-adopted attendance software tools. The design of this action is based on the understanding that chronic absenteeism can have significant impacts on academic achievement and student well-being. By implementing tiered interventions and utilizing data-based tools, educators and support personnel can identify at-risk students, engage with parents, and provide targeted support to improve attendance and reduce chronic absenteeism. | - Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Student Perception of School Safety and Connectedness |
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| 3.7 - Student Support Centers | Analysis of our chronic absenteeism data shows our "All" student group at 29.5% compared to 43.3% for Foster Youth, 33.6% for Low Income, and 33.4% for English Learner students. Based on Educational Partner feedback, the identified need is to provide comprehensive support and interventions for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students using Multi-Tiered Systems of Support (MTSS). These students may require academic, behavioral, and social-emotional interventions tailored to their specific needs to increase student engagement, academic achievement, behavioral outcomes, and social-emotional well-being. | District Program Coordinators will coordinate services with PBIS Coordinators, Student Support Coordinators, school counselors, social workers, site administrators, and various classified and certificated support personnel to implement MTSS using Data Central and other database tools. This initiative aims to proactively monitor students, set goals, and provide tiered interventions in Student Support Centers to address the unique needs of EL, FY, and LI students. The design of these actions recognizes the importance of collaboration, data-driven decision-making, and tiered interventions to support student success across academic, behavioral, and social-emotional domains. | - Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Suspension Rate<br>- Expulsion Rate<br>- Student Perception of School Safety and Connectedness<br>- Teacher Perception of School Safety and Connectedness<br>- Suspension Indicator |
| 3.8 - Positive Behavior Intervention and Support (PBIS) | Analysis of our chronic absenteeism data shows our "All" student group at 29.5% compared to 43.3% for Foster Youth, 33.6% for Low Income, and 33.4% for English Learner students. Based on Educational Partner feedback, the identified need is to provide positive behavioral interventions and supports (PBIS) to identified students, particularly focusing on English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to implement PBIS within a Multi-Tiered Systems of Support (MTSS) framework, incorporating support for social-emotional learning (SEL) through the Habitudes curriculum, to improve student well-being and decrease suspension rates. | The Coordinator of Student Services will coordinate services with site PBIS Coordinators and support personnel to provide PBIS interventions within an MTSS framework. The design of this action is based on the understanding that addressing behavioral needs requires a comprehensive approach that integrates PBIS strategies, MTSS principles, and SEL components. By utilizing PBIS interventions, implementing MTSS structures, and incorporating SEL through the Habitudes curriculum, educators can create a supportive environment that promotes positive behavior, enhances student well-being, and reduces suspension rates, particularly among EL, FY, and LI students. | - Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Suspension Rate<br>- Expulsion Rate<br>- Student Perception of School Safety and Connectedness<br>- Teacher Perception of School Safety and Connectedness<br>- Suspension Indicator |

| 3. 9 - Classified Professional Development | Analysis of our chronic absenteeism data shows our "All" student group at 29.5% compared to 43.3% for Foster Youth, 33.6% for Low Income, and 33.4% for English Learner students. Based on Educational Partner feedback, the identified need is to enhance the understanding of the needs, conditions, and circumstances of unduplicated students, including English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, among Classified staff. This action aims to provide professional development opportunities that support Classified staff in aligning their work with the educational programs, interventions, actions, services, and objectives outlined in the Local Control and Accountability Plan (LCAP). | District and site administrative staff, along with instructional partners and external consultants, will expand professional development opportunities for Classified staff. The design of this action is based on the recognition that Classified staff play a crucial role in supporting unduplicated students. By providing professional development focused on understanding student needs and aligning efforts with LCAP objectives, Classified staff can better contribute to the success and well-being of EL, FY, and LI students. | - Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Suspension Rate<br>- Expulsion Rate<br>- Student Perception of School Safety and Connectedness<br>- Teacher Perception of School Safety and Connectedness<br>- Suspension Indicator<br>- Graduation Rate<br>- College and Career Indicator<br>- CAASPP Scores<br>- A-G Completion |
| :-- | :-- | :-- | :-- |
| 3.10 - Safe, Secure, and Positive Learning Environments | Analysis of our chronic absenteeism data shows our "All" student group at 29.5% compared to 43.3% for Foster Youth, 33.6% for Low Income, and 33.4% for English Learner students. Based on Educational Partner feedback, the identified need is to create a more positive, safe, and secure learning environment for all students, including English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to address concerns related to campus safety, connectedness, positive relationships, and proactive monitoring, with a focus on reducing suspensions and increasing a sense of safety, belonging, and well-being among students, staff, and families. | District Coordinators from Student Services will coordinate services with site administrative Interns, PBIS Coordinators, and additional certificated and classified support staff. The design of this action is based on the understanding that a positive and safe learning environment is essential for student success. By coordinating efforts to make campus improvements, increase visibility, build positive relationships, and proactively monitor the school environment, educators can create a culture that supports student well-being, reduces disciplinary incidents like suspensions, and fosters a sense of safety and belonging for students, staff, and families, including those from unduplicated student groups. | - Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Suspension Rate<br>- Expulsion Rate<br>- Student Perception of School Safety and Connectedness<br>- Teacher Perception of School Safety and Connectedness<br>- Suspension Indicator<br>- Graduation Rate<br>- College and Career Indicator<br>- CAASPP Scores<br>- A-G Completion |

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| 3.11 - Supplemental Interventions and Supports | Analysis of our CAASPP ELA data shows our "All" student group at 52.3 points below standard compared to 119.8 points below standard for Foster Youth, 65.9 points below standard for Low Income, and 119.7 points below standard for our English Learner students.<br>Similarly, analysis of our CAASPP math data shows our "All" student group at 149.9 points below standard compared to 204.4 points below standard for Foster Youth, 164.8 points below standard for Low Income, and 205.4 points below standard for our English Learner students. Based on Educational Partner feedback, the identified need is to address the academic, social-emotional, and behavioral needs of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, with a focus on increasing equitable outcomes for unduplicated students. This action aims to provide supplemental interventions and supports aligned with specific actions outlined in the Local Control and Accountability Plan (LCAP) to meet the diverse needs of these student groups. | District and site certificated and classified support staff will coordinate services to provide supplemental interventions and supports. The design of this action is based on the recognition that EL, FY, and LI students may require additional support to achieve equitable outcomes. By coordinating efforts and aligning interventions with specific LCAP actions targeting academic, social-emotional, and behavioral needs, support staff can provide targeted and effective assistance to unduplicated students, fostering their academic success and well-being. | - A-G Completion<br>- CTE Completion<br>- CTE Pathway Completion<br>- AP Exams with Qualifying Score<br>- AP Students in District<br>- AP Exams Taken<br>- CAASPP Scores<br>- EAP Percentage<br>- California Science Test<br>- NWEA Map Assessments<br>- English Learner Progress Indicator<br>- English Learner Reclassification Rate<br>- Seal of Biliteracy<br>- CTE Completion and A-G Completion<br>- AP Exams with Qualifying Score<br>- Graduation Rate<br>- College and Career Indicator<br>- Golden State Seal Merit Diploma<br>- Classroom Walkthroughs<br>- Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Suspension Rate<br>- Expulsion Rate<br>- Student Perception of School Safety and Connectedness<br>- Teacher Perception of School Safety and Connectedness<br>- Suspension Indicator<br>- Parent Engagement in Decision Making<br>- Parent Participation in Programs for Unduplicated Students<br>- Parent Perception of Communication and Connectedness |
| 3.12 - Transportation | Analysis of our chronic absenteeism data shows our "All" student group at 29.5% compared to 43.3% for Foster Youth, 33.6% for Low Income, and 33.4% for English Learner students. Based on Educational Partner feedback, the identified need is to provide transportation assistance to students who require additional support to attend school activities and events. This action aims to address transportation barriers faced by some students, including English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, ensuring they can participate in school activities and events. | Transportation services will be provided above and beyond what is required to assist students in getting to school events. The design of this action is based on the understanding that transportation barriers can hinder students' participation in school activities. By offering additional transportation support, schools can ensure equitable access for all students, regardless of their transportation needs or circumstances, promoting inclusivity and engagement in school events and extracurricular activities. | - Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Student Perception of School Safety and Connectedness<br>- Graduation Rate<br>- College and Career Indicator<br>- CAASPP Scores<br>- A-G Completion |

| 3.14 - Diversity Training | Analysis of our chronic absenteeism data shows our "All" student group at 29.5% compared to 43.3% for Foster Youth, 33.6% for Low Income, and 33.4% for English Learner students. Based on Educational Partner feedback, the identified need is to increase awareness and understanding of the diverse student and community populations, specifically focusing on supporting Foster Youth (FY) and Low-Income (LI) students. This action aims to address barriers and challenges faced by these student groups, ensuring they have equitable access to interventions, rigorous courses, enrichment options, and educational programs. | Diversity training will be provided to administrative, certificated, and classified staff, as well as students, throughout the year. The design of this action is based on the recognition that fostering a culture of inclusivity and understanding is crucial for supporting the diverse needs of students. By providing comprehensive diversity training, schools can increase awareness, promote empathy, and build support networks that enhance the meaningful participation of FY and LI students in educational programs. This training also aims to improve Graduation rates, attendance rates, AP participation, CTE pathway completion, and A-G completion rates for these student groups. | - Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Suspension Rate<br>- Expulsion Rate<br>- Student Perception of School Safety and Connectedness<br>- Teacher Perception of School Safety and Connectedness<br>- Suspension Indicator<br>- Graduation Rate<br>- College and Career Indicator<br>- CAASPP Scores<br>- A-G Completion |
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| 3.15 - Multi-Tiered System of Supports (MTSS) | Analysis of our chronic absenteeism data shows our "All" student group at 29.5% compared to 43.3% for Foster Youth, 33.6% for Low Income, and 33.4% for English Learner students. Based on Educational Partner feedback, the identified need is to provide Tier 2 and Tier 3 interventions for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students to enhance their academic achievement, behavioral outcomes, and social-emotional well-being. These students may require targeted support and interventions to address academic challenges, behavioral issues, and social-emotional needs, leading to improved outcomes across these domains. | The Director of MTSS, District Coordinators, Directors, and support personnel will lead the implementation of MTSS by providing Tier 2 and Tier 3 interventions for EL, FY, and LI students. This effort will focus on supporting MTSS school site teams, offering professional training for school staff and teachers, providing resources related to MTSS, guiding school-based processes, and monitoring data to establish goals and provide tiered interventions. The design of these actions aims to address the specific needs of EL, FY, and LI students by implementing evidence-based practices, promoting collaboration among stakeholders, and fostering a supportive environment to enhance academic achievement and well-being. | - Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Suspension Rate<br>- Expulsion Rate<br>- Student Perception of School Safety and Connectedness<br>- Teacher Perception of School Safety and Connectedness<br>- Suspension Indicator<br>- Graduation Rate<br>- College and Career Indicator<br>- CAASPP Scores<br>- A-G Completion |
| 3.16 - Lower Suspension Rates | Analysis of our suspension data shows our "All" student group at 6.8% compared to 18.5% for Foster Youth, 8.1% for Low Income, and 7.1% for English Learner students. Based on Educational Partner feedback, the identified need is to reduce suspension rates for all students, with a specific focus on English Learner (EL), Foster Youth (FY), and Low-Income (LI) students who may be disproportionately affected by disciplinary actions. These students may face challenges related to behavior management, classroom engagement, and social-emotional well-being, requiring targeted strategies and support to reduce suspension rates and promote positive behavioral outcomes. | Administrative, certificated, and classified staff will receive professional development focused on implementing MTSS with a specific emphasis on reducing suspension rates. This training will include strategies for creating inclusive, equitable, and supportive classroom environments, differentiated instruction, and proactive behavior management techniques. The design of these actions aims to address the diverse needs of students, including EL, FY, and LI students, by equipping staff with the knowledge and skills to effectively manage behavior, engage students, and promote positive behavioral outcomes, ultimately leading to a reduction in suspension rates. | - Suspension Rate<br>- Expulsion Rate<br>- Student Perception of School Safety and Connectedness<br>- Teacher Perception of School Safety and Connectedness<br>- Suspension Indicator |

| 4.2 - Qualtrics | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to improve communication and support for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students and their families. These students and families may require targeted information, resources, and support to address academic, social-emotional, behavioral, and physical needs effectively, leading to increased student achievement, parent communication, and access to digital resources. | District and site support staff will utilize a survey data/analytics platform to gather feedback and assess the needs of EL, FY, and LI students and families. This platform allows responses to be disaggregated by teacher, subject, grade level, and student group, providing valuable insights into academic, social-emotional, behavioral, and physical needs. The design of these actions aims to improve communication, tailor support services, and increase parent access and usage of digital apps, district websites, and student information systems to enhance student achievement and parent engagement. | - Parent Engagement in Decision Making<br>- Parent Participation in Programs for Unduplicated Students<br>- Parent Perception of Communication and Connectedness |
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| 4.3 - Parent Link | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to enhance communication and increase access to academic, intervention, enrichment, and extracurricular activities for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students and their families. These students and families may face barriers to accessing information and resources, and targeted communication strategies are needed to improve engagement and participation in school activities. | District and site staff will utilize the "Parent Link" system, which includes messaging families via phone, text, and email, creating a digital app, and coordinating social media channels. This comprehensive approach provides information in multiple formats to ensure that EL, FY, and LI students and families can access academic, intervention, enrichment, and extracurricular activities easily. The design of these actions aims to increase timely and effective communication practices, promote engagement, and improve access to resources and opportunities for targeted student groups. | - Parent Engagement in Decision Making<br>- Parent Participation in Programs for Unduplicated Students<br>- Parent Perception of Communication and Connectedness |
| 4.6 - Parent and Family Collaboration | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to strengthen parent involvement and increase participation of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students in rigorous courses, programs, interventions, and enrichment options. These students and their parents/guardians may benefit from targeted workshops, collaboration meetings, community forums, conferences, and events to enhance communication, engagement, and understanding of available educational opportunities. | District certificated and classified support staff will coordinate services with site staff and external consultants such as PIQE to provide virtual and in-person parent workshops, collaboration meetings, advisory meetings, community forums, conferences, orientation meetings, and events. These initiatives aim to increase contact and interaction with EL, FY, and LI students and their parents/guardians, fostering stronger parent involvement and engagement. The design of these actions recognizes the importance of collaboration, communication, and partnership between schools, families, and external organizations to support student success and participation in rigorous educational offerings. | - Parent Engagement in Decision Making<br>- Parent Participation in Programs for Unduplicated Students<br>- Parent Perception of Communication and Connectedness |

| 4.7-<br>Increase<br>Communicatio<br>n | Analysis of our College and Career Indicator shows our "All" student group at 22.2% prepared for college and career compared to 6.1% for Foster Youth, 18.9% for Low Income, and 7.3% for English Learner students. Based on Educational Partner feedback, the identified need is to engage families and community partners effectively to increase participation of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students in rigorous courses and programs. These students may require targeted communication and outreach efforts to ensure they are aware of and can access educational programs, services, interventions, enrichment, and extracurricular options offered by the district. | The Director of Communication will coordinate services with district and site personnel to engage families and community partners through various agencies and communication channels. This includes utilizing agencies to enhance communication and outreach efforts, disseminating information about educational programs and services, and promoting participation in rigorous courses and programs. The design of these actions aims to improve awareness, accessibility, and engagement among EL, FY, and LI students and their families, fostering positive local survey results and increased participation rates in educational options. | - Parent Engagement in Decision Making<br>- Parent Participation in Programs for Unduplicated Students<br>- Parent Perception of Communication and Connectedness<br>- CAASPP Scores<br>- California Science Test<br>- A-G Completion<br>- CTE Completion |
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| 4.8 -<br>Social-<br>Emotional<br>Learning<br>(SEL)<br>Supports | Analysis of our chronic absenteeism data shows our "All" student group at 29.5% compared to 43.3% for Foster Youth, 33.6% for Low Income, and 33.4% for English Learner students. Based on Educational Partner feedback, the identified need is to support the social-emotional, behavioral, and physical needs of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. These students may require targeted interventions and supports to address their unique challenges and enhance their overall well-being. | The District will implement a promotional campaign focusing on the numerous Social-Emotional Learning (SEL) supports available to EL, FY, and LI students. This campaign aims to increase awareness and engagement with families, educational partners, and community stakeholders about the existing SEL resources and programs. The design of these actions recognizes the importance of promoting SEL supports to address the diverse needs of students and create a supportive and inclusive learning environment. | - Parent Engagement in Decision Making<br>- Parent Participation in Programs for Unduplicated Students<br>- Parent Perception of Communication and Connectedness<br>- Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Suspension Rate<br>- Expulsion Rate<br>- Student Perception of School Safety and Connectedness<br>- Teacher Perception of School Safety and Connectedness<br>- Suspension Indicator<br>- Graduation Rate<br>- College and Career Indicator<br>- CAASPP Scores<br>- A-G Completion |

## *Limited Actions*

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.7 - English Learner (EL) Program Implementation | The identified need is to improve equitable participation and accelerate progress for English Learners (ELs) and Long-Term English Learners (LTELs) in educational programs. This action aims to ensure proper initial placement, testing, and monitoring of ELs and LTELs, with a focus on enhancing their English proficiency, biliteracy, and academic achievement. | Additional EL site and district support staff will collaborate systematically on the administration of the English Language Proficiency Assessments for California (ELPAC). They will also provide additional enrollment and monitoring support using programs like PowerSchool and Data Central. This design is based on the recognition of the critical role of accurate placement, testing, and monitoring in supporting ELs and LTELs. By collaborating and utilizing data systems effectively, staff can ensure that ELs and LTELs receive appropriate support and interventions to accelerate their progress towards English proficiency and academic success. | - English Learner Progress Indicator<br>- English Learner Reclassification Rate<br>- Seal of Biliteracy |
| 1.8 - English Learner (EL) Reclassification Support and Monitoring | The identified need is to ensure that students who have exited an English Learner (EL) program are academically supported and not prematurely exited, addressing any academic deficits incurred during the EL program. This action aims to promote equitable participation and academic success comparable to their never-EL peers. | Designated EL Support staff will utilize database systems like Data Central and PowerSchool to systematically monitor the academic progress of students who have exited the EL program. The purpose is to track these students' progress for at least four years, ensuring they are not prematurely exited and that any academic deficits resulting from the EL program are addressed. This design is essential to provide ongoing academic support and interventions tailored to the specific needs of students who have transitioned out of the EL program. It aims to ensure their meaningful participation in the District's educational programs and comparable academic achievement to their peers. | - A-G Completion<br>- English Learner Progress Indicator<br>- English Learner Reclassification Rate<br>- Seal of Biliteracy<br>- AP Students in District |
| 1.16 - Professional Development for Long-Term English Learner Support | The identified need is to provide specialized support for Long-Term English Learners (LTELs) who may require additional strategies and resources to enhance their English language development and academic success. | Teachers will engage in specialized professional development sessions focused on effective English language development strategies, formative data analysis, culturally responsive teaching techniques, and the incorporation of bilingual resources. These sessions are designed to equip teachers with the knowledge, skills, and tools necessary to support LTELs effectively in their academic journey. The design of these actions recognizes the unique needs of LTELs and the importance of targeted professional development to enhance teachers' abilities to address these needs comprehensively. | - English Learner Progress Indicator<br>- English Learner Reclassification Rate<br>- Seal of Biliteracy |
| 1.17 - Improving English Learner Proficiency | The identified need is that English learner (EL) students often face challenges in acquiring proficiency in English while keeping up with academic content. They may require specialized support in language development, cultural understanding, and access to bilingual resources to ensure their academic success. | The action of providing professional development for teachers focusing on effective English language development strategies, formative data analysis, culturally responsive teaching methods, and the use of bilingual resources is designed to address the unique needs of EL students. By equipping teachers with the knowledge and tools to support EL students effectively, the action aims to improve language acquisition, academic performance, and overall engagement. | - English Learner Progress Indicator<br>- English Learner Reclassification Rate<br>- Seal of Biliteracy |

| 3.13 - Independent City and Resilient Scholars | The identified need is to better prepare Foster Youth (FY) students for the transition to adulthood from foster care. These students often face unique challenges related to independent living, financial literacy, accessing government agencies, and navigating career options. Therefore, providing a comprehensive mock simulation of adult life responsibilities is crucial to equip FY students with essential life skills and knowledge. | FY students will receive a comprehensive mock simulation of adult life responsibilities conducted by certificated and classified support personnel, including school counselors, teachers, administrators, and community members. This "Independent City" simulation covers important topics such as career options, salaries, housing, budgets, financial literacy, and access to government agencies like healthcare and the DMV. The aim of this program is to provide FY students with practical experiences and information that will better prepare them for the challenges of adulthood, resulting in increased graduation rates and post-secondary enrollment. The design of these actions recognizes the need for hands-on learning experiences and targeted support to empower FY students in their transition to independence. | - Attendance Rate<br>- Chronic Absenteeism Rate<br>- High School Dropout Rate<br>- Suspension Rate<br>- Expulsion Rate<br>- Student Perception of School Safety and Connectedness<br>- Teacher Perception of School Safety and Connectedness<br>- Suspension Indicator<br>- Graduation Rate<br>- College and Career Indicator<br>- CAASPP Scores<br>- A-G Completion |
|---|---|---|---|
| 4.4 - English Learner (EL) Workshops | The identified need is to increase equitable access to educational opportunities for English Learners (EL) and foster positive parent-teacher partnerships for non-English speaking parents. Non-English speaking parents of EL students may face barriers to accessing college information, goal setting, financial aid resources, and parenting workshops, requiring targeted support and opportunities to engage with educational services and resources effectively. | District and site certificated and classified support staff will coordinate services with external consultants, such as "Disciplina Positiva" and PIQE (Parent Institute for Quality Education), and provide opportunities for parents to attend conferences like CABE (California Association for Bilingual Education). These initiatives aim to provide college information, goal setting, financial aid resources, and parenting workshops specifically tailored for non-English speaking parents of EL students. The design of these actions recognizes the importance of targeted support and engagement opportunities to bridge language and cultural barriers, increase equitable access to educational opportunities, and promote positive parent-teacher partnerships. | - Parent Engagement in Decision Making<br>- Parent Participation in Programs for Unduplicated Students<br>- Parent Perception of Communication and Connectedness |
| 4.5 - Outreach to Spanish-Speaking Families | The identified need is to enhance communication and increase participation of English Learners (EL) in educational programs and services offered by the district. EL students and their families may require targeted outreach and information dissemination in both English and Spanish to ensure they are aware of available educational programs, services, and highlights provided by the district. | District EL certificated and classified support staff will partner with various community outreach channels, including a local Spanish language radio station, billboards, and other outreach methods in English and Spanish. This multifaceted approach aims to inform families about district educational programs, services, and highlights, addressing language and accessibility barriers faced by EL families. The design of these actions recognizes the importance of targeted outreach and communication to boost EL participation, engagement, and awareness of available educational opportunities. | - Parent Engagement in Decision Making<br>- Parent Participation in Programs for Unduplicated Students<br>- Parent Perception of Communication and Connectedness |

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

N/A

## *Additional Concentration Grant Funding*

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

AVUHSD has received additional concentration grant funding, which will be used to increase or maintain the number of certificated and classified staff who directly support students on campus, including custodial and maintenance staff. The majority of school sites, except for Quartz Hill and SOAR High School, have more than 55 percent of their students coming from Low Income, English Learners, and/or Foster Youth backgrounds. These schools are:
- Antelope Valley High School
- Eastside High School
- Highland High School
- William J. "Pete" Knight High School
- Lancaster High School
- Littlerock High School
- Palmdale High School
- Desert Winds High School
- Phoenix High School
- R. Rex Parris High School

Summary of Staffing plans:
Certificated Personnel: $3,427,677
Classified Personnel: $1,112,292

LCAP Goal 1.7 - EL Program Implementation
Employing bilingual aides is a crucial strategy in our quest to offer equitable education to all students, including those who are not native English speakers. The presence of bilingual aides allows us to provide tailored assistance to English learner (EL) students, including customized instruction based on their proficiency levels assessed by ELPAC. Furthermore, our EL site and district support staff will collaborate closely with designated and integrated ELD teachers to facilitate professional development sessions aimed at effectively supporting EL students. Additionally, our EL site and district support staff will join forces to ensure accurate initial placement, testing, ongoing monitoring, instruction, and intervention strategies for ELs. We will utilize advanced tools such as PowerSchool and Data Central in this collective effort. These collaborative measures will promote the equitable involvement of ELs in educational programs and expedite their progress toward achieving English proficiency, biliteracy, and academic success, as evidenced by higher rates of English language progress and reclassification. Through the provision of these resources and support, we aspire to empower our non-native English-speaking students to excel academically and foster a sense of belonging within our school community.
AVUHSD will utilize additional concentration grant funds to increase or retain staffing for the following positions:
- (7) Bilingual Aides

LCAP Goal 2.2 - Enhanced Counseling and Student Support Services
AVUHSD is committed to providing comprehensive support, ensuring every student's academic, professional, and personal success. To achieve this, the district will increase the number of counselors, social workers, and other support staff. Additionally, AVUHSD will harness advanced database systems to deliver proactive counseling services to identified students, offering them tailored tiered supports for their social-emotional, behavioral, and physical well-being. This approach guarantees equitable access to academic, collegiate, professional, and personal growth opportunities for all students. Through these initiatives, each school site will implement a responsive Multi-Tiered System of Support, addressing the academic, college and career, social-emotional, behavioral, and physical needs of our unduplicated students. The district will add four full-time social workers to handle Tier 3 support levels required by identified students, enabling their meaningful participation in the rigorous curriculum and educational services provided. Moreover, AVUHSD will allocate additional concentration grant funds to bolster staffing for critical positions that enhance student success. By investing in these resources and supports, AVUHSD is dedicated to ensuring that all students have the essential tools and opportunities to reach their full potential and lead fulfilling lives.
AVUHSD will utilize additional concentration grant funds to increase or retain staffing for the following positions:
- (2) Counselors (Eastside High School. & Alternative Sites)
- (6) Social Workers
- (3) School Psychologists
- Coordinator of Psychological Services
- Coordinator of Guidance Services

*These positions will be shared amongst and will serve all school sites (which are over the 55% threshold) on a rotating basis. Each social worker will cover 2 sites.

LCAP Goal 3.8 - Implement PBIS
AVUHSD is actively implementing a Multi-Tiered Systems of Support (MTSS) framework to address students' social-emotional needs, incorporating positive interventions and supports. Collaboratively, the Coordinator of Student Services and the Coordinator of Behavioral Interventions, alongside PBIS Coordinators at each school site and other support staff, are delivering these services. This MTSS approach identifies and supports students requiring Tier 2 and 3 interventions for their social-emotional needs. Utilizing the Habitudes curriculum for social-emotional learning support aims to enhance student well-being and reduce suspension rates. Through this ongoing implementation of the MTSS framework, AVUHSD demonstrates its steadfast commitment to nurturing students' social-emotional needs, equipping them with the necessary tools and resources for success. The collaborative efforts across all school sites and support staff ensure a comprehensive and cohesive approach to student well-being and support.
To carry out this initiative, additional concentration grant funds will be used to increase or maintain staffing for the following positions:
- Coordinator of Student Support Services
- Coordinator of Behavioral Interventions
- (2) Secretary 1
*These positions will be shared amongst and will serve all school sites (which are over the 55% threshold) on a rotating basis.

| 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 | Quartz Hill & SOAR High Schools: 1:34 | AVUHSD (with the exception of Quartz Hill & SOAR High Schools): 1:24 |
| Staff-to-student ratio of certificated staff providing direct services to students | Quartz Hill & SOAR High Schools: 1:27 | AVUHSD (with the exception of Quartz Hill & SOAR High Schools): 1:25 |

# Action Tables

## 2024-2025 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| 2024-2025 | $242,519,696.00 | $52,403,656.00 | 21.61% | 4.90% | 26.51% |

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals: | $310,104,252.00 | $2,530,627.00 | $6,883,242.00 | $1,168,599.00 | $320,686,720.00 | $245,257,115.00 | $75,429,605.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Student Field Trips | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $20,749 | $126,000 | $146,749 | $0 | $0 | $0 | $146,749 | 0.00% |
| 1 | 2 | College Readiness Exams | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | Specific Grade Spans, 10th/11th Graders Only | Ongoing | $85,953 | $589,972 | $675,925 | $0 | $0 | $0 | $675,925 | 0.00% |
| 1 | 3 | Advanced Placement (AP) Training and Tutoring | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $55,257 | $368,800 | $424,057 | $0 | $0 | $0 | $424,057 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 4 | Expanded Learning Opportunities | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $55,257 | $245,000 | $300,257 | $0 | $0 | $0 | $300,257 | 0.00% |
| 1 | 5 | Formative Assessment | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $22,628 | $300,000 | $322,628 | $0 | $0 | $0 | $322,628 | 0.00% |
| 1 | 6 | English Language Arts and Math Supports | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $133,801 | $390,000 | $523,801 | $0 | $0 | $0 | $523,801 | 0.00% |
| 1 | 7 | English Learner (EL) Program Implementation | English learner (EL) | Yes | Limited | English learner (EL) | All Schools | Ongoing | $3,201,587 | $70,000 | $2,935,688 | $0 | $0 | $335,899 | $3,271,587 | 0.00% |
| 1 | 8 | English Learner (EL) Reclassification Support and Monitoring | English learner (EL) | Yes | Limited | English learner (EL) | All Schools | Ongoing | $718,453 | $10,000 | $728,453 | $0 | $0 | $0 | $728,453 | 0.00% |
| 1 | 9 | Student-Free Professional Development Days | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $1,788,721 | $10,000 | $1,798,721 | $0 | $0 | $0 | $1,798,721 | 0.00% |
| 1 | 10 | Variable Credit Recovery | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $1,450,616 | $0 | $1,450,616 | $0 | $0 | $0 | $1,450,616 | 0.00% |
| 1 | 11 | Enhanced Data Systems | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $704,760 | $60,000 | $764,760 | $0 | $0 | $0 | $764,760 | 0.00% |
| 1 | 12 | Ancillary Instructional Materials | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $0 | $1,786,000 | $1,786,000 | $0 | $0 | $0 | $1,786,000 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 13 | Focus on Writing | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $61,780 | $4,500 | $66,280 | $0 | $0 | $0 | $66,280 | 0.00% |
| 1 | 14 | Enhancing English Language Arts and Mathematics through Professional Development | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | Foster Youth, English learner (EL), Low Income | All Schools | Ongoing | $93,878 | $10,000 | $103,878 | $0 | $0 | $0 | $103,878 | 0.00% |
| 1 | 15 | Targeted Intervention | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $93,878 | $10,000 | $103,878 | $0 | $0 | $0 | $103,878 | 0.00% |
| 1 | 16 | Professional Development for Long-Term English Learner Support | Long-term English learner, English learner (EL) | Yes | Limited | English learner (EL) | All Schools | Ongoing | $93,878 | $10,000 | $103,878 | $0 | $0 | $0 | $103,878 | 0.00% |
| 1 | 17 | Improving English Learner Proficiency | English learner (EL), Long-term English learner | Yes | Limited | English learner (EL) | All Schools | Ongoing | $93,878 | $10,000 | $103,878 | $0 | $0 | $0 | $103,878 | 0.00% |
| 2 | 1 | School Counselors | All | No | | | | Ongoing | $4,388,817 | $0 | $4,388,817 | $0 | $0 | $0 | $4,388,817 | 0.00% |
| 2 | 2 | Enhanced Counseling and Student Support Services | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $12,839,690 | $0 | $12,839,690 | $0 | $0 | $0 | $12,839,690 | 0.00% |
| 2 | 3 | Professional Development | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $594,917 | $928,950 | $1,196,307 | $0 | $0 | $327,560 | $1,523,867 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 4 | Targeted AV Teacher Induction Mentoring and Supports | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | | $1,070,191 | $20,000 | $1,090,191 | $0 | $0 | $0 | $1,090,191 | 0.00% |
| 2 | 5 | Classroom Walkthroughs | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $0 | $21,980 | $10,990 | $0 | $0 | $10,990 | $21,980 | 0.00% |
| 2 | 6 | AP Placement, Exams, and Tutoring | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $11,314 | $577,553 | $588,867 | $0 | $0 | $0 | $588,867 | 0.00% |
| 2 | 7 | Career Technical Education (CTE) Opportunities | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $5,081,930 | $3,900,929 | $2,099,617 | $0 | $6,883,242 | $0 | $8,982,859 | 0.00% |
| 2 | 8 | AVID Elective | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $2,994,711 | $0 | $2,892,480 | $0 | $0 | $102,231 | $2,994,711 | 0.00% |
| 2 | 9 | Technology | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $618,724 | $2,158,714 | $2,777,438 | $0 | $0 | $0 | $2,777,438 | 0.00% |
| 2 | 10 | STEAM Support | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $13,905 | $30,013 | $43,918 | $0 | $0 | $0 | $43,918 | 0.00% |
| 2 | 11 | Dual Enrollment and Internships | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $213,876 | $55,000 | $268,876 | $0 | $0 | $0 | $268,876 | 0.00% |

| Goal | Action # | Title | Student Group(s) | Contributing | Scope | Unduplicated Student Group(s) | Location | Time Span | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 12 | Enrichment Options | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $358,298 | $150,000 | $508,298 | $0 | $0 | $0 | $508,298 | 0.00% |
| 2 | 13 | Student Achievement Support | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $2,104,762 | $34,750 | $1,784,093 | $0 | $0 | $355,419 | $2,139,512 | 0.00% |
| 2 | 14 | Next Generation Science Standards (NGSS) Support | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $187,756 | $0 | $187,756 | $0 | $0 | $0 | $187,756 | 0.00% |
| 2 | 15 | Visual and Performing Arts (VAPA) Support | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $199,947 | $174,401 | $280,514 | $93,834 | $0 | $0 | $374,348 | 0.00% |
| 2 | 16 | Improving Graduation Rates | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | Ongoing | $93,878 | $40,000 | $133,878 | $0 | $0 | $0 | $133,878 | 0.00% |
| 2 | 17 | College and Career Readiness Programs | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | Ongoing | $93,878 | $40,000 | $133,878 | $0 | $0 | $0 | $133,878 | 0.00% |
| 3 | 1 | Access to Standards-Aligned Instructional Materials | All | No | | | | Ongoing | $0 | $11,080,649 | $11,080,649 | $0 | $0 | $0 | $11,080,649 | 0.00% |
| 3 | 2 | Facilities in "Good" Repair | All | No | | | | Ongoing | $21,307,579 | $21,884,925 | $43,192,504 | $0 | $0 | $0 | $43,192,504 | 0.00% |
| 3 | 3 | Fully Credentialed and Appropriately Assigned Teachers | All | No | | | | Ongoing | $96,409,022 | $0 | $96,409,022 | $0 | $0 | $0 | $96,409,022 | 0.00% |
| 3 | 4 | Career Technical Education (CTE) Programs | All | No | | | | Ongoing | $3,470,776 | $505,690 | $3,976,466 | $0 | $0 | $0 | $3,976,466 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 5 | Recruit and Retain Teachers | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $203,120 | $387,000 | $590,120 | $0 | $0 | $0 | $590,120 | 0.00% |
| 3 | 6 | Improve Attendance and Chronic Absenteeism | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $1,879,927 | $185,000 | $2,064,927 | $0 | $0 | $0 | $2,064,927 | 0.00% |
| 3 | 7 | Student Support Centers | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $1,754,679 | $513,500 | $2,268,179 | $0 | $0 | $0 | $2,268,179 | 0.00% |
| 3 | 8 | Positive Behavior Intervention and Support (PBIS) | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $1,268,443 | $310,000 | $1,578,443 | $0 | $0 | $0 | $1,578,443 | 0.00% |
| 3 | 9 | Classified Professional Development | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $122,930 | $110,000 | $232,930 | $0 | $0 | $0 | $232,930 | 0.00% |
| 3 | 10 | Safe, Secure, and Positive Learning Environments | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $5,606,202 | $540,948 | $6,147,150 | $0 | $0 | $0 | $6,147,150 | 0.00% |
| 3 | 11 | Supplemental Interventions and Supports | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | | $1,105,407 | $2,261,147 | $3,366,554 | $0 | $0 | $0 | $3,366,554 | 0.00% |
| 3 | 12 | Transportation | Low Income, Foster Youth | Yes | LEA-wide | Foster Youth, Low Income | All Schools | Ongoing | $0 | $7,267,447 | $7,267,447 | $0 | $0 | $0 | $7,267,447 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 13 | Independent City and Resilient Scholars | Foster Youth | Yes | Limited | Foster Youth | All Schools | Ongoing | $6,141 | $80,000 | $86,141 | $0 | $0 | $0 | $86,141 | 0.00% |
| 3 | 14 | Diversity Training | Foster Youth, Low Income | Yes | LEA-wide | Foster Youth, Low Income | All Schools | Ongoing | $33,391 | $213,000 | $246,391 | $0 | $0 | $0 | $246,391 | 0.00% |
| 3 | 15 | Multi-Tiered System of Supports (MTSS) | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $330,980 | $430,000 | $760,980 | $0 | $0 | $0 | $760,980 | 0.00% |
| 3 | 16 | Lower Suspension Rates | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $93,878 | $25,000 | $118,878 | $0 | $0 | $0 | $118,878 | 0.00% |
| 4 | 1 | PowerSchool | All | No | | | | Ongoing | $0 | $280,000 | $280,000 | $0 | $0 | $0 | $280,000 | 0.00% |
| 4 | 2 | Qualtrics | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $0 | $120,000 | $120,000 | $0 | $0 | $0 | $120,000 | 0.00% |
| 4 | 3 | Parent Link | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $0 | $73,000 | $36,500 | $0 | $0 | $36,500 | $73,000 | 0.00% |
| 4 | 4 | English Learner (EL) Parent Workshops | English learner (EL) | Yes | Limited | English learner (EL) | All Schools | Ongoing | $103,301 | $1,289,622 | $1,392,923 | $0 | $0 | $0 | $1,392,923 | 0.00% |
| 4 | 5 | Outreach to Spanish-Speaking Families | English learner (EL) | Yes | Limited | English learner (EL) | All Schools | Ongoing | $0 | $46,500 | $46,500 | $0 | $0 | $0 | $46,500 | 0.00% |
| 4 | 6 | Parent and Family Collaboration | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | Ongoing | $45,559 | $469,439 | $514,998 | $0 | $0 | $0 | $514,998 | 0.00% |

| Goal | Action | Title | Student Group | Contributing | Scope | Unduplicated Student Group | Location | Time Span | Personnel Salaries | Non-Personnel Salaries | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Percentage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 7 | Increase Communication | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $291,146 | $778,111 | $1,069,257 | $0 | $0 | $0 | $1,069,257 | 0.00% |
| 4 | 8 | Social-Emotional Learning (SEL) Supports | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | Ongoing | $0 | $500,000 | $500,000 | $0 | $0 | $0 | $500,000 | 0.00% |
| 5 | 1 | Access to Least Restrictive Environment LRE) | Student with Disabilities (SWD) | No | | | | Ongoing | $26,872,846 | $4,520,000 | $31,392,846 | $0 | $0 | $0 | $31,392,846 | 0.00% |
| 5 | 2 | Increased Academic Support | Student with Disabilities (SWD) | No | | | | Ongoing | $30,238,755 | $6,473,260 | $36,712,015 | $0 | $0 | $0 | $36,712,015 | 0.00% |
| 5 | 3 | Special Education Staff Support | Student with Disabilities (SWD) | No | | | | Ongoing | $8,527,357 | $800,855 | $9,328,212 | $0 | $0 | $0 | $9,328,212 | 0.00% |
| 5 | 4 | Workshops for Parents of Students with Disabilities | Student with Disabilities (SWD) | No | | | | Ongoing | $1,608,476 | $311,126 | $1,919,602 | $0 | $0 | $0 | $1,919,602 | 0.00% |
| 5 | 5 | Lower Suspension Rate | Student with Disabilities (SWD) | No | | | | Ongoing | $1,608,476 | $311,126 | $1,919,602 | $0 | $0 | $0 | $1,919,602 | 0.00% |
| 5 | 6 | English Language Arts and Math Proficiency | Student with Disabilities (SWD) | No | | | | Ongoing | $1,608,476 | $311,485 | $1,919,961 | $0 | $0 | $0 | $1,919,961 | 0.00% |
| 6 | 1 | English Language Arts and Math Proficiency | All | No | | | | Ongoing | $243,680 | $243,679 | $0 | $487,359 | $0 | $0 | $487,359 | 0.00% |
| 6 | 2 | College and Career Readiness | All | No | | | | Ongoing | $243,680 | $243,679 | $0 | $487,359 | $0 | $0 | $487,359 | 0.00% |
| 6 | 3 | Increase Graduation Rates | All | No | | | | Ongoing | $243,680 | $243,679 | $0 | $487,359 | $0 | $0 | $487,359 | 0.00% |
| 6 | 4 | Lower Suspension Rates | All | No | | | | Ongoing | $243,860 | $243,499 | $0 | $487,359 | $0 | $0 | $487,359 | 0.00% |
| 6 | 5 | Transportation | All | No | | | | Ongoing | $243,680 | $243,677 | $0 | $487,357 | $0 | $0 | $487,357 | 0.00% |

# 2024-2025 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 |
|---|---|---|---|---|---|---|---|---|---|
| $242,519,696.00 | $52,403,656.00 | 21.61% | 4.90% | 26.51% | $67,584,556.00 | 0.00% | 27.87% | **Total:** | $67,584,556.00 |
| | | | | | | | | **LEA-wide Total:** | $62,187,095.00 |
| | | | | | | | | **Limited Total:** | $5,397,461.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions(LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Student Field Trips | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $146,749.00 | 0.00% |
| 1 | 2 | College Readiness Exams | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | Specific Grade Spans, 10th/11th Graders Only | $675,925.00 | 0.00% |
| 1 | 3 | Advanced Placement (AP) Training and Tutoring | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $424,057.00 | 0.00% |
| 1 | 4 | Expanded Learning Opportunities | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $300,257.00 | 0.00% |
| 1 | 5 | Formative Assessment | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $322,628.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 6 | English Language Arts and Math Supports | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $523,801.00 | 0.00% |
| 1 | 7 | English Learner (EL) Program Implementation | Yes | Limited | English learner (EL) | All Schools | $2,935,688.00 | 0.00% |
| 1 | 8 | English Learner (EL) Reclassification Support and Monitoring | Yes | Limited | English learner (EL) | All Schools | $728,453.00 | 0.00% |
| 1 | 9 | Student-Free Professional Development Days | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $1,798,721.00 | 0.00% |
| 1 | 10 | Variable Credit Recovery | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $1,450,616.00 | 0.00% |
| 1 | 11 | Enhanced Data Systems | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $764,760.00 | 0.00% |
| 1 | 12 | Ancillary Instructional Materials | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $1,786,000.00 | 0.00% |
| 1 | 13 | Focus on Writing | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $66,280.00 | 0.00% |
| 1 | 14 | Enhancing English Language Arts and Mathematics through Professional Development | Yes | LEA-wide | Foster Youth, English learner (EL), Low Income | All Schools | $103,878.00 | 0.00% |
| 1 | 15 | Targeted Intervention | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $103,878.00 | 0.00% |
| 1 | 16 | Professional Development for Long-Term English Learner Support | Yes | Limited | English learner (EL) | All Schools | $103,878.00 | 0.00% |
| 1 | 17 | Improving English Learner Proficiency | Yes | Limited | English learner (EL) | All Schools | $103,878.00 | 0.00% |
| 2 | 2 | Enhanced Counseling and Student Support Services | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $12,839,690.00 | 0.00% |
| 2 | 3 | Professional Development | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $1,196,307.00 | 0.00% |
| 2 | 4 | Targeted AV Teacher Induction Mentoring and Supports | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $1,090,191.00 | 0.00% |
| 2 | 5 | Classroom Walkthroughs | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $10,990.00 | 0.00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | 6 | AP Placement, Exams, and Tutoring | Yes | LEA-wide | Low Income | All Schools | $588,867.00 | 0.00% |
| 2 | 7 | Career Technical Education (CTE) Opportunities | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $2,099,617.00 | 0.00% |
| 2 | 8 | AVID Elective | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $2,892,480.00 | 0.00% |
| 2 | 9 | Technology | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $2,777,438.00 | 0.00% |
| 2 | 10 | STEAM Support | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $43,918.00 | 0.00% |
| 2 | 11 | Dual Enrollment and Internships | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $268,876.00 | 0.00% |
| 2 | 12 | Enrichment Options | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $508,298.00 | 0.00% |
| 2 | 13 | Student Achievement Support | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $1,784,093.00 | 0.00% |
| 2 | 14 | Next Generation Science Standards (NGSS) Support | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $187,756.00 | 0.00% |
| 2 | 15 | Visual and Performing Arts (VAPA) Support | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $280,514.00 | 0.00% |
| 2 | 16 | Improving Graduation Rates | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | $133,878.00 | 0.00% |
| 2 | 17 | College and Career Readiness Programs | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | $133,878.00 | 0.00% |
| 3 | 5 | Recruit and Retain Teachers | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $590,120.00 | 0.00% |
| 3 | 6 | Improve Attendance and Chronic Absenteeism | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $2,064,927.00 | 0.00% |
| 3 | 7 | Student Support Centers | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $2,268,179.00 | 0.00% |
| 3 | 8 | Positive Behavior Intervention and Support (PBIS) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $1,578,443.00 | 0.00% |
| 3 | 9 | Classified Professional Development | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $232,930.00 | 0.00% |
| 3 | 10 | Safe, Secure, and Positive Learning Environments | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $6,147,150.00 | 0.00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | 11 | Supplemental Interventions and Supports | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $3,366,554.00 | 0.00% |
| 3 | 12 | Transportation | Yes | LEA-wide | Foster Youth, Low Income | All Schools | $7,267,447.00 | 0.00% |
| 3 | 13 | Independent City and Resilient Scholars | Yes | Limited | Foster Youth | All Schools | $86,141.00 | 0.00% |
| 3 | 14 | Diversity Training | Yes | LEA-wide | Foster Youth, Low Income | All Schools | $246,391.00 | 0.00% |
| 3 | 15 | Multi-Tiered System of Supports (MTSS) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $760,980.00 | 0.00% |
| 3 | 16 | Lower Suspension Rates | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $118,878.00 | 0.00% |
| 4 | 2 | Qualtrics | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $120,000.00 | 0.00% |
| 4 | 3 | Parent Link | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $36,500.00 | 0.00% |
| 4 | 4 | English Learner (EL) Parent Workshops | Yes | Limited | English learner (EL) | All Schools | $1,392,923.00 | 0.00% |
| 4 | 5 | Outreach to Spanish-Speaking Families | Yes | Limited | English learner (EL) | All Schools | $46,500.00 | 0.00% |
| 4 | 6 | Parent and Family Collaboration | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $514,998.00 | 0.00% |
| 4 | 7 | Increase Communication | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $1,069,257.00 | 0.00% |
| 4 | 8 | Social-Emotional Learning (SEL) Supports | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $500,000.00 | 0.00% |

# 2023-2024 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| Totals: | $308,033,355.00 | $281,961,088.00 |

| 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 | Student Field Trips | Yes | $144,249.00 | $49,114.00 |
| 1 | 2 | College Readiness Exams | Yes | $442,453.00 | $587,033.00 |

| | | | | | |
|---|---|---|---|---|---|
| 1 | 3 | AP Training and Tutoring | Yes | $399,713.00 | $62,504.00 |
| 1 | 4 | Expanded Learning Opportunities | Yes | $273,285.00 | $154,000.00 |
| 1 | 5 | Formative Assessment | Yes | $397,628.00 | $297,208.00 |
| 1 | 6 | ELA and Math Supports | Yes | $428,801.00 | $517,445.00 |
| 1 | 7 | EL Program Implementation | Yes | $3,267,587.00 | $2,813,408.00 |
| 1 | 8 | EL Reclassification Support and Monitoring | Yes | $718,453.00 | $514,275.00 |
| 1 | 9 | Student-Free Professional Development Days | Yes | $1,788,721.00 | $1,568,910.00 |
| 1 | 10 | Variable Credit Recovery | Yes | $999,851.00 | $1,357,436.00 |
| 1 | 11 | Enhanced Data Systems | Yes | $668,573.00 | $702,205.00 |
| 1 | 12 | Ancillary Instructional Materials | Yes | $1,786,000.00 | $153,525.00 |
| 1 | 13 | Focus on Writing | Yes | $64,280.00 | $1,064.00 |
| 2 | 1 | School Counselors | No | $3,333,485.00 | $4,431,163.00 |
| 2 | 2 | Enhanced Counseling and Student Support Services | Yes | $10,085,114.00 | $12,251,304.00 |
| 2 | 3 | Professional Development | Yes | $1,523,867.00 | $1,830,177.00 |
| 2 | 4 | Targeted AVTI Mentoring and Supports | Yes | $676,801.00 | $1,212,329.00 |
| 2 | 5 | Classroom Walkthroughs | Yes | $25,960.00 | $21,980.00 |
| 2 | 6 | AP Placement/Exams/Tutoring | Yes | $488,867.00 | $557,128.00 |
| 2 | 7 | Career Technical Education (CTE) opportunities | Yes | $4,335,853.00 | $9,003,531.00 |
| 2 | 8 | AVID Elective | Yes | $2,746,601.00 | $2,601,958.00 |
| 2 | 9 | AVID Health Survey/Transition | Yes | $166,633.00 | $177,581.00 |
| 2 | 10 | Technology | Yes | $2,777,438.00 | $2,364,189.00 |
| 2 | 11 | STEM Support | Yes | $43,918.00 | $23,960.00 |
| 2 | 12 | Dual Enrollment/Internships | Yes | $248,876.00 | $188,851.00 |
| 2 | 13 | Enrichment Options | Yes | $508,298.00 | $0.00 |
| 2 | 14 | 21st Century Learning Environments | Yes | $2,124,512.00 | $2,222,785.00 |
| 2 | 15 | NGSS Supports | Yes | $6,798.00 | $0.00 |
| 3 | 1 | Access to Standards-Aligned | No | $14,398,785.00 | $1,022,071.00 |

| | | Instructional Materials | | | |
|---|---|---|---|---|---|
| 3 | 2 | Facilities in "Good" Repair | No | $50,964,600.00 | $46,895,485.00 |
| 3 | 3 | Fully Credentialed and Appropriately Assigned Teachers | No | $95,709,022.00 | $90,137,595.00 |
| 3 | 4 | CTE Programs | No | $7,623,667.00 | $1,704,829.00 |
| 3 | 5 | Recruit and Retain Teachers | Yes | $560,120.00 | $462,909.00 |
| 3 | 6 | Improve Attendance | Yes | $1,927,529.00 | $1,369,529.00 |
| 3 | 7 | Student Support Centers | Yes | $2,268,179.00 | $1,634,031.00 |
| 3 | 8 | Implement PBIS | Yes | $783,120.00 | $1,231,540.00 |
| 3 | 9 | Classified Professional Development | Yes | $232,930.00 | $285,745.00 |
| 3 | 10 | Safe, Secure, and Positive Learning Environments | Yes | $6,147,150.00 | $6,261,886.00 |
| 3 | 11 | Supplemental Interventions and Supports | Yes | $3,366,554.00 | $2,580,986.00 |
| 3 | 12 | Transportation | Yes | $6,456,185.00 | $5,060,496.00 |
| 3 | 13 | Independent City | Yes | $80,000.00 | $43,076.00 |
| 3 | 14 | Diversity Training | Yes | $246,391.00 | $16,718.00 |
| 3 | 15 | Multi-Tiered System of Supports (MTSS) | Yes | $760,980.00 | $588,534.00 |
| 4 | 1 | PowerSchool | No | $513,000.00 | $276,978.00 |
| 4 | 2 | Qualtrics | Yes | $175,000.00 | $115,045.00 |
| 4 | 3 | Parent Link | Yes | $60,500.00 | $72,765.00 |
| 4 | 4 | EL Parent Workshops | Yes | $1,392,923.00 | $317,223.00 |
| 4 | 5 | Outreach to Spanish-Speaking Parents | Yes | $46,500.00 | $3,040.00 |
| 4 | 6 | Parent/Family Collaboration | Yes | $514,998.00 | $133,119.00 |
| 4 | 7 | Increase Communication | Yes | $1,069,257.00 | $543,941.00 |
| 4 | 8 | SEL Supports | Yes | $500,000.00 | $316,285.00 |
| 5 | 1 | Access to Least Restrictive Environment | No | $29,349,731.00 | $31,463,397.00 |
| 5 | 2 | Increased Academic Support | No | $11,167,358.00 | $36,378,762.00 |
| 5 | 3 | SPED Staff Support | No | $10,489,115.00 | $7,370,274.00 |
| 5 | 4 | Community Involvement | No | $3,839,204.00 | $5,891.00 |
| 5 | 5 | Suspension Rate | No | $6,603,151.00 | $0.00 |

| 5 | 6 | ELA and Math Proficiency | No | $6,804,411.00 | $3,875.00 |
| 5 | 7 | Identification and Chronic Absenteeism | Yes | $249,782.00 | $0.00 |
| 5 | 8 | Transportation | Yes | $1,500,000.00 | $0.00 |
| 5 | 9 | Social-Emotional Well-Being | Yes | $427,848.00 | $0.00 |
| 5 | 10 | Academic Achievement | Yes | $1,332,750.00 | $0.00 |

# 2023-2024 Contributing Actions Annual Update Table

| 6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount): | 4.Total Planned Contributing Expenditures (LCFF Funds) | 7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5.Total Planned Percentage of Improved Services (%) | 8.Total Estimated Actual Percentage of Improved Services(%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $49,380,308.00 | $63,843,302.00 | $52,988,058.00 | $10,855,244.00 | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title | Contributed 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 | Student Field Trips | Yes | $144,249.00 | $49,114.00 | 0.00% | 0.00% |
| 1 | 2 | College Readiness Exams | Yes | $442,453.00 | $587,033.00 | 0.00% | 0.00% |
| 1 | 3 | AP Training and Tutoring | Yes | $399,713.00 | $62,504.00 | 0.00% | 0.00% |
| 1 | 4 | Expanded Learning Opportunities | Yes | $273,285.00 | $154,000.00 | 0.00% | 0.00% |
| 1 | 5 | Formative Assessment | Yes | $397,628.00 | $297,208.00 | 0.00% | 0.00% |
| 1 | 6 | ELA and Math Supports | Yes | $428,801.00 | $517,445.00 | 0.00% | 0.00% |
| 1 | 7 | EL Program Implementation | Yes | $2,931,688.00 | $2,566,743.00 | 0.00% | 0.00% |
| 1 | 8 | EL Reclassification Support and Monitoring | Yes | $718,453.00 | $514,275.00 | 0.00% | 0.00% |
| 1 | 9 | Student-Free Professional Development Days | Yes | $1,788,721.00 | $1,568,910.00 | 0.00% | 0.00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 10 | Variable Credit Recovery | Yes | $999,851.00 | $1,357,436.00 | 0.00% | 0.00% |
| 1 | 11 | Enhanced Data Systems | Yes | $668,573.00 | $702,205.00 | 0.00% | 0.00% |
| 1 | 12 | Ancillary Instructional Materials | Yes | $1,786,000.00 | $153,525.00 | 0.00% | 0.00% |
| 1 | 13 | Focus on Writing | Yes | $64,280.00 | $1,064.00 | 0.00% | 0.00% |
| 2 | 2 | Enhanced Counseling and Student Support Services | Yes | $10,085,114.00 | $12,251,304.00 | 0.00% | 0.00% |
| 2 | 3 | Professional Development | Yes | $1,196,307.00 | $1,406,143.00 | 0.00% | 0.00% |
| 2 | 4 | Targeted AVTI Mentoring and Supports | Yes | $676,801.00 | $1,212,329.00 | 0.00% | 0.00% |
| 2 | 5 | Classroom Walkthroughs | Yes | $12,980.00 | $10,990.00 | 0.00% | 0.00% |
| 2 | 6 | AP Placement/Exams/Tutoring | Yes | $488,867.00 | $557,128.00 | 0.00% | 0.00% |
| 2 | 7 | Career Technical Education (CTE) opportunities | Yes | $2,099,617.00 | $1,039,579.00 | 0.00% | 0.00% |
| 2 | 8 | AVID Elective | Yes | $2,746,601.00 | $2,601,958.00 | 0.00% | 0.00% |
| 2 | 9 | AVID Health Survey/Transition | Yes | $70,453.00 | $71,032.00 | 0.00% | 0.00% |
| 2 | 10 | Technology | Yes | $2,777,438.00 | $2,364,189.00 | 0.00% | 0.00% |
| 2 | 11 | STEM Support | Yes | $43,918.00 | $23,960.00 | 0.00% | 0.00% |
| 2 | 12 | Dual Enrollment/Internships | Yes | $248,876.00 | $188,851.00 | 0.00% | 0.00% |
| 2 | 13 | Enrichment Options | Yes | $508,298.00 | $0.00 | 0.00% | 0.00% |
| 2 | 14 | 21st Century Learning Environments | Yes | $1,769,093.00 | $1,728,647.00 | 0.00% | 0.00% |
| 2 | 15 | NGSS Supports | Yes | $6,798.00 | $0.00 | 0.00% | 0.00% |
| 3 | 5 | Recruit and Retain Teachers | Yes | $560,120.00 | $462,909.00 | 0.00% | 0.00% |
| 3 | 6 | Improve Attendance | Yes | $1,927,529.00 | $1,369,529.00 | 0.00% | 0.00% |
| 3 | 7 | Student Support Centers | Yes | $2,268,179.00 | $1,634,031.00 | 0.00% | 0.00% |
| 3 | 8 | Implement PBIS | Yes | $783,120.00 | $1,231,540.00 | 0.00% | 0.00% |
| 3 | 9 | Classified Professional Development | Yes | $232,930.00 | $285,745.00 | 0.00% | 0.00% |
| 3 | 10 | Safe, Secure, and Positive Learning Environments | Yes | $6,147,150.00 | $6,261,886.00 | 0.00% | 0.00% |
| 3 | 11 | Supplemental Interventions and Supports | Yes | $3,366,554.00 | $2,580,986.00 | 0.00% | 0.00% |
| 3 | 12 | Transportation | Yes | $6,456,185.00 | $5,060,496.00 | 0.00% | 0.00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | 13 | Independent City | Yes | $80,000.00 | $43,076.00 | 0.00% | 0.00% |
| 3 | 14 | Diversity Training | Yes | $246,391.00 | $16,718.00 | 0.00% | 0.00% |
| 3 | 15 | Multi-Tiered System of Supports (MTSS) | Yes | $760,980.00 | $588,534.00 | 0.00% | 0.00% |
| 4 | 2 | Qualtrics | Yes | $175,000.00 | $115,045.00 | 0.00% | 0.00% |
| 4 | 3 | Parent Link | Yes | $30,250.00 | $36,383.00 | 0.00% | 0.00% |
| 4 | 4 | EL Parent Workshops | Yes | $1,392,923.00 | $317,223.00 | 0.00% | 0.00% |
| 4 | 5 | Outreach to Spanish-Speaking Parents | Yes | $46,500.00 | $3,040.00 | 0.00% | 0.00% |
| 4 | 6 | Parent/Family Collaboration | Yes | $514,998.00 | $133,119.00 | 0.00% | 0.00% |
| 4 | 7 | Increase Communication | Yes | $1,069,257.00 | $543,941.00 | 0.00% | 0.00% |
| 4 | 8 | SEL Supports | Yes | $500,000.00 | $316,285.00 | 0.00% | 0.00% |
| 5 | 7 | Identification and Chronic Absenteeism | Yes | $249,782.00 | $0.00 | 0.00% | 0.00% |
| 5 | 8 | Transportation | Yes | $1,500,000.00 | $0.00 | 0.00% | 0.00% |
| 5 | 9 | Social-Emotional Well-Being | Yes | $427,848.00 | $0.00 | 0.00% | 0.00% |
| 5 | 10 | Academic Achievement | Yes | $1,332,750.00 | $0.00 | 0.00% | 0.00% |

# 2023-2024 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) |
|---|---|---|---|---|---|---|---|---|
| $242,756,474.00 | $49,380,308.00 | 6.39% | 26.73% | $52,988,058.00 | 0.00% | 21.83% | $11,895,067.23 | 4.90% |

# Federal Funds Detail Report

| Totals: | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds |
|---|---|---|---|---|---|---|
| Totals: | $645,372.00 | $179,117.00 | $335,899.00 | $8,211.00 | | |

| Goal # | Action # | Action Title | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 7 | English Learner (EL) Program Implementation | | | $335,899.00 | | | | $3,271,587.00 |
| 2 | 3 | Professional Development | $166,810.00 | $160,750.00 | | | | | $1,523,867.00 |
| 2 | 5 | Classroom Walkthroughs | $10,990.00 | | | | | | $21,980.00 |
| 2 | 8 | AVID Elective | $102,231.00 | | | | | | $2,994,711.00 |
| 2 | 13 | Student Achievement Support | $328,841.00 | $18,367.00 | | $8,211.00 | | | $2,139,512.00 |
| 4 | 3 | Parent Link | $36,500.00 | | | | | | $73,000.00 |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

# Introduction and Instructions

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

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

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

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

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

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

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

## *Reflections: Technical Assistance*

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

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

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

## *Comprehensive Support and Improvement*

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

**Schools Identified**

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

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

**Support for Identified Schools**

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

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

**Monitoring and Evaluating Effectiveness**

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

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

# Engaging Educational Partners

# Purpose

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

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

# Requirements

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

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

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

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

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

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

- Students

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

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

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

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

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

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

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

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

# Instructions

## *Respond to the prompts as follows:*

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

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

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

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

## *Complete the table as follows:*

Educational Partners

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

## Process for Engagement

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

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

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

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

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

### Description

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

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

### Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

## Type of Goal

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

## State Priorities addressed by this goal.

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

## An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

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

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

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

## *Broad Goal*

### Description

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

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

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## *Maintenance of Progress Goal*

### Description

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

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

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

## Type of Goal

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

## State Priorities addressed by this goal.

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

## An explanation of why the LEA has developed this goal.

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

## *Measuring and Reporting Results:*

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

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

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

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

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

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

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

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

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

Complete the table as follows:

**Metric #**

- Enter the metric number.

**Metric**

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

**Baseline**

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

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

  - o 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.

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

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

    - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

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

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

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

## *Goal Analysis:*

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

    - The reasons for the ineffectiveness, and

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

## *Actions:*

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

Action #

- Enter the action number.

Title

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

## Description

- Provide a brief description of the action.

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

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

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

## Total Funds

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

## Contributing

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

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

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

## *Required Actions*

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

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

    - Professional development for teachers.

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

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

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

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

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

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

## Purpose

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

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

### Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

## *LEA-wide and Schoolwide Actions*

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

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

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

## *For School Districts Only*

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

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

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

# Required Descriptions:

## *LEA-wide and Schoolwide Actions*

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

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

Complete the table as follows:

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

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

## *Limited Actions*

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

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

## *Additional Concentration Grant Funding*

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

# Action Tables

Local Control and Accountability Plan Instructions

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

# Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

*CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

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

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

    o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

# Calculations in the Action Tables

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

## *Contributing Actions Table*

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

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

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

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

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

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

## Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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