LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Antelope Valley Union High School District
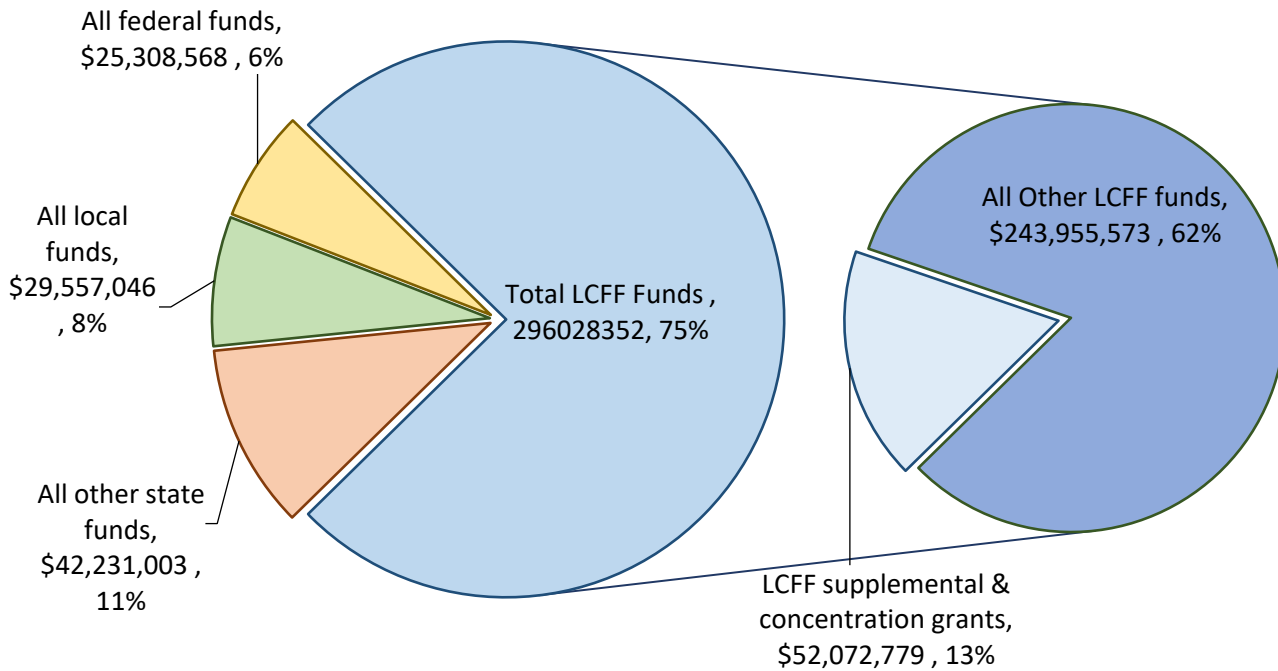
CDS Code: 19642460000000

School Year: 2025-26

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 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $25,308,568 , 6%

All local funds, $29,557,046 , 8%

All other state funds, $42,231,003 , 11%

Total LCFF Funds , 296028352, 75%

All Other LCFF funds, $243,955,573 , 62%

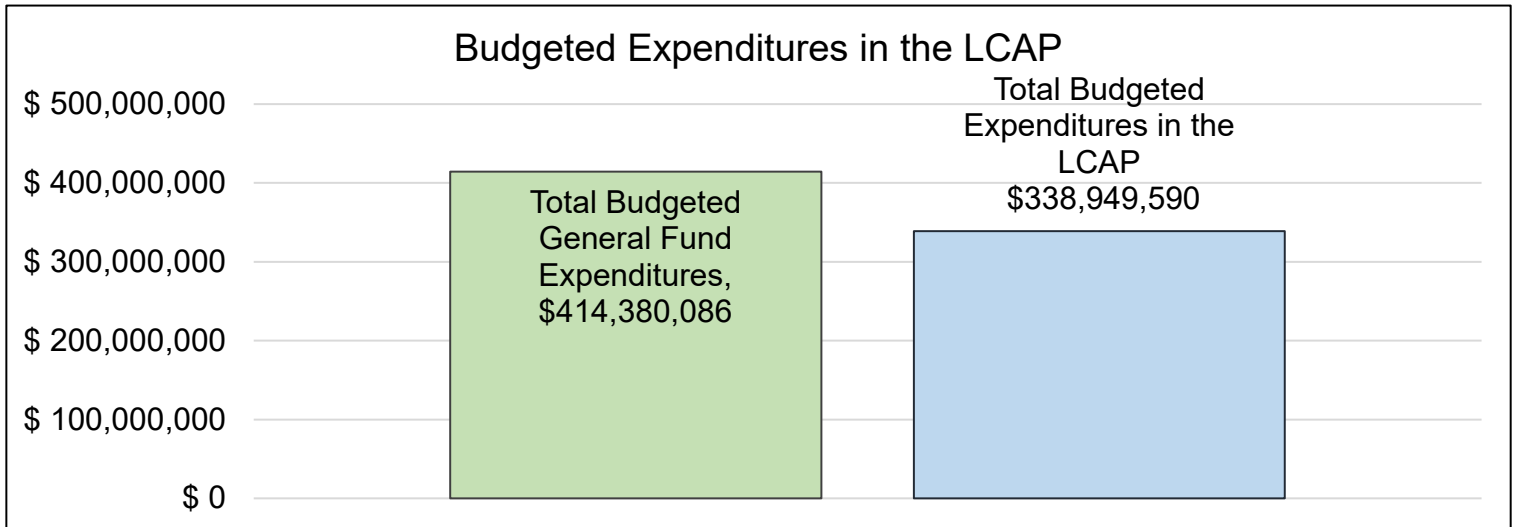LCFF supplemental & concentration grants, $52,072,779 , 13%

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 $393,124,969.00, of which $296,028,352.00 is Local Control Funding Formula (LCFF), $42,231,003.00 is other state funds, $29,557,046.00 is local funds, and $25,308,568.00 is federal funds. Of the $296,028,352.00 in LCFF Funds, $52,072,779.00 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, $414,380,086	Total Budgeted Expenditures in the LCAP $338,949,590

This chart provides a quick summary of how much Antelope Valley Union High School District plans to spend for 2025-26. 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 $414,380,086.00 for the 2025-26 school year. Of that amount, $338,949,590.00 is tied to actions/services in the LCAP and $75,430,496.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Utilities (electricity, water, gas)
Insurance
Postage
Fuel for transportation
Site and district support personnel
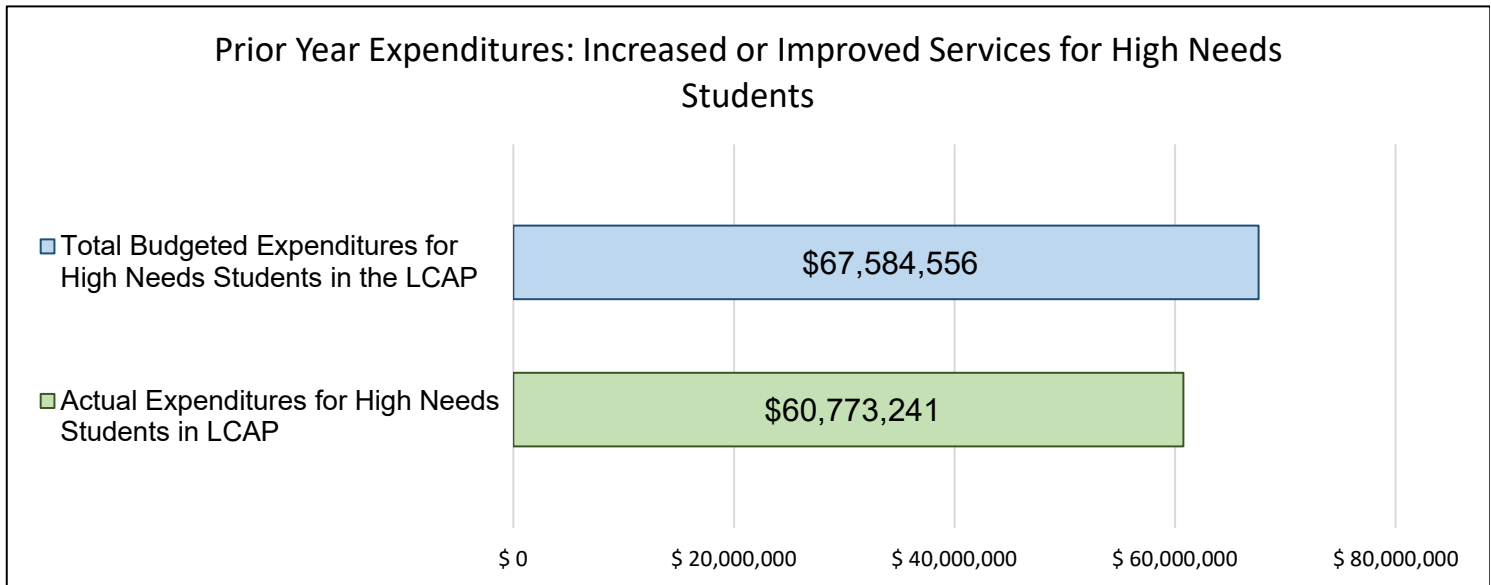Certain federally funded programs
These costs, while not part of the LCAP, are crucial to maintaining a safe, efficient, and supportive learning environment for all students.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Antelope Valley Union High School District is projecting it will receive $52,072,779.00 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 $57,677,726.00 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 2024-25

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$67,584,556
☐ Actual Expenditures for High Needs Students in LCAP	$60,773,241

$ 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 2024-25, Antelope Valley Union High School District's LCAP budgeted $67,584,556.00 for planned actions to increase or improve services for high needs students. Antelope Valley Union High School District actually spent $60,773,241.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $6,811,315.00 had the following impact on Antelope Valley Union High School District's ability to increase or improve services for high needs students:

As outlined in our 2024-25 Local Control and Accountability Plan (LCAP), the District implemented several important actions and services to support Foster Youth, Low-Income students, and English Learners. Although these services were originally planned to be funded through LCAP dollars, we were able to use available one-time COVID relief funds instead.
This shift in funding was due to specific timelines and the availability of these federal and state COVID funds. Importantly, there was no impact on the students. All planned services were still provided as intended. The change only affected how the services were funded, not whether they were delivered.
This approach allowed us to maximize resources while continuing to meet the needs of our most vulnerable student groups.

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 2025-2026

General Information

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

DREAM. ASPIRE. ACHIEVE.

The Antelope Valley Union High School District (AVUHSD) is committed to providing equitable learning opportunities for all students. Guided by this mission, we envision that every AVUHSD graduate will possess the skills and attributes necessary to make a meaningful contribution to their community and the world.

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

To prepare students for college and careers, AVUHSD provides a strong college-preparatory foundation alongside a variety of academic programs, including Advanced Placement (AP), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), and articulated, concurrent, or dual enrollment options through a virtual academy or local community colleges. Career Academies and Pathways align students' coursework with industry fields such as agriculture, biomedical science, digital design, education, engineering, environmental science, health care, law and government, and multimedia.

For students with unique needs, AVUHSD offers English Language Development, Independent Study, and special education programs. Within these diverse learning pathways, students have the opportunity to meet the A-G subject requirements for admission to the California State University (CSU) and University of California (UC) systems.

As we advance into the 2025-2026 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 will continue to leverage the Local Control and Accountability Plan (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 for not only 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 2024 California School Dashboard, as well as an analysis of local data from the 2024/2025 school year, and input from educational partners, the following areas of success and/or progress have been identified, as well as areas in need of improvement.

Antelope Valley Union High School District: 2024/25 Academic Success and Progress

The Antelope Valley Union High School District (AVUHSD) remains dedicated to fostering academic excellence and college and career readiness. A review of key performance metrics reflects steady progress in student achievement, increased access to rigorous coursework, and improved outcomes in college and career readiness measures. The district's commitment to high-quality instruction, targeted interventions, and expanded learning opportunities continues to drive positive trends across multiple academic indicators.

Academic Growth and Performance:

English Language Arts (CAASPP)
- All Students: Performance 45.6 points below standard, an improvement of 6.7 points from the previous year.
- Foster Youth (FY): Performance 110.7 points below standard, with a 9.1-point increase.
- Low-Income (LI): Performance 54.3 points below standard, an 11.6-point gain.
- English Learners (EL): Performance 121.4 points below standard, with minimal progress (+1.7 points).

Analysis: Gains in ELA performance indicate effective literacy initiatives and instructional strategies. Low-income and foster youth students demonstrated the most growth, while English Learners require additional support to accelerate language acquisition.

Mathematics (CAASPP)
- All Students: Performance 143.4 points below standard, an increase of 6.5 points.
- Foster Youth (FY): Performance 197.6 points below standard, with a 6.8-point gain.
- Low-Income (LI): Performance 152.9 points below standard, showing an 11.9-point improvement.
- English Learners (EL): Performance 203.7 points below standard, minimal growth (+1.7 points).

Analysis: While math proficiency is improving, overall performance remains a district-wide focus. The strongest gains were observed among low-income students, demonstrating the effectiveness of targeted interventions, but additional instructional support is needed for English Learners and foster youth.

English Learner Progress Indicator
Current Progress Rate: 37%, reflecting a slight decline from 38.5% in the previous year.

Analysis: While English Learner support programs remain a district priority, additional interventions are necessary to accelerate language proficiency and reclassification rates.

Science (California Science Test)
- All Students: 14.83% met or exceeded the standard, a +2.14% increase.
- Foster Youth: 7.84% met or exceeded the standard, a +1.59% gain.
- Low-Income: 12.34% met or exceeded the standard, a +2.68% increase.
- Students with Disabilities (SWD): 3.44% met or exceeded the standard, a +0.51% growth.

Analysis: Science achievement is gradually increasing, with low-income students making the most progress. Continued investments in STEM instruction and hands-on learning experiences will further support student achievement in this subject.

College and Career Readiness:

Graduation Rate Progress
- All Students: 81.7% in 2024, an increase from 78.7% in 2023 and progressing toward the 90% target for 2026.
- Foster Youth: 66.1% in 2024, up from 60.6 % in 2023, requiring additional intervention to reach the 75% target for 2026.
- Low-Income Students: 80.4% in 2024, up from 76.5 % in 2023, with a goal of 90% by 2026.
- English Learners: 73% in 2024, above the 66.4% rate in 2023, aiming for 80% by 2026.
- Students with Disabilities: 65.8% in 2024, up from 59.3% in 2023, requiring targeted support to reach 75% by 2026.

College & Career Indicator (CCI) Progress
- All Students: 23.6% met the College & Career Indicator (CCI) in 2024, an increase from 22.2% in 2023, working toward the 40% goal for 2026.
- Foster Youth: 5.7% met the CCI in 2024, a slight decline from 6.1% in 2023, with a target of 15% by 2026.
- Low-Income Students: 21.5% met the CCI in 2024, an increase from 18.9% in 2023, progressing toward the 35% target for 2026.
- English Learners: 9.3% met the CCI in 2024, up from 7.3% in 2023, aiming for 15% by 2026.
- Students with Disabilities: 3% met the CCI in 2024, an increase from 2.8% in 2023, but still significantly below the 10% target for 2026.

Analysis: The district has made measurable progress in graduation rates and College/Career Indicator (CCI) performance, with targeted interventions and expanded student support systems contributing to improvements across key student groups. However, continued efforts are needed to meet the 2026 goals, particularly for Foster Youth, English Learners, and Students with Disabilities (SWD).

A-G Completion
- All Students: 36.3% completion rate, a 4% increase.
- Foster Youth: 17.6% completion rate, a 9.6% improvement.
- Low-Income: 32.7% completion rate, a 3.5% gain.
- English Learners: 17.9% completion rate, a 2.7% increase.

Analysis: The district is expanding access to A-G coursework, enabling more students to meet college eligibility requirements. Foster youth saw the greatest improvement, reflecting targeted counseling and academic support programs.

Career Technical Education (CTE) Pathway Completion
- All Students: 20.8% completion rate, a 3.6% increase.
- Foster Youth: 10% completion rate, a 0.9% increase.
- Low-Income: 21.2% completion rate, a 4.7% improvement.
- English Learners: 10.7% completion rate, a 5.1% increase.
- Students with Disabilities: 14.3% completion rate, a 5.6% improvement.

Analysis: CTE programs continue to grow, providing students with career-aligned skills and workforce preparation. The increase in English Learner and Students with Disabilities participation highlights the district's commitment to expanding career pathways for all learners.

Summary of Academic Progress
The 2024/25 data reflects steady gains in ELA, Math, Science, College Readiness, and Career Pathway participation. Key successes include:
- Consistent improvement in CAASPP scores, particularly in ELA and Math.
- Significant growth in A-G completion rates, especially among foster youth.
- Expanded participation in Career Technical Education, benefiting low-income and special education students.

The Antelope Valley Union High School District (AVUHSD) continues to make steady academic progress, demonstrating gains in student achievement, college and career readiness, and access to rigorous coursework. CAASPP scores showed improvement, with ELA increasing by 6.7 points and Math by 6.5 points, particularly among low-income and foster youth students. While English Learners showed minimal growth, targeted interventions will focus on accelerating language acquisition. Graduation rates also improved across all student groups, with the overall rate rising to 81.7% and notable increases for low-income students (+3.9%) and foster youth (+5.5%). The College & Career Indicator (CCI) and A-G completion rates saw positive growth, particularly among foster youth (+9.6%) and English Learners (+2.7%), reflecting expanded access to

college preparatory coursework. Career Technical Education (CTE) pathway completion increased by 3.6%, with low-income students and students with disabilities making the most progress. Despite these gains, challenges remain in math proficiency, English Learner progress rates, and postsecondary readiness for foster youth and students with disabilities. As AVUHSD continues implementing evidence-based strategies, the district remains committed to ensuring every student is prepared for success in college, careers, and beyond. Heading into the 2025/26 school year, AVUHSD will leverage the Local Control Accountability Plan to enhance instructional supports, expand intervention programs, and strengthen college and career readiness initiatives to ensure all students are prepared for future success.

2025/26 LCAP Needs & Focus Areas

English Language Arts (ELA) Proficiency
The 2023 CA School Dashboard showed 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 showed 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)

2024 Dashboard:
- All Students: 45.6 points below standard in CAASPP ELA, with +6.7 points growth from the previous year.
- Foster Youth (FY): 110.7 points below standard, with a +9.1-point improvement.
- Low-Income (LI): 54.3 points below standard, with a +11.6-point improvement.
- English Learners (EL): 121.4 points below standard, with only +1.7 points growth

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

Mathematics Proficiency
The 2023 CA School Dashboard showed 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)

2024 Dashboard:
- CAASPP Math scores show all students performing 143.4 points below standard, with +6.5 points growth.
- Foster Youth performance in Math remains 197.6 points below standard, with +6.8 points growth.
- English Learners remain 203.7 points below standard in Math, with minimal growth (+1.7 points).
- Only 10.73% of 11th-grade students are college-ready in Math, with no growth among Foster Youth.

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

Science Achievement
- 14.83% of students met or exceeded the standard on the California Science Test, with +2.14% growth.
- SWD Science proficiency remains low, with only 3.44% meeting or exceeding the standard.

As we move into the 2025/26 academic year, our focus remains on improving ELA and math proficiency while addressing persistent gaps in college and career readiness, English Learner progress, and overall academic performance. While there have been areas of growth, data continues to highlight the need for enhanced instructional strategies, more targeted interventions, and deeper support systems for students who are not yet meeting proficiency standards. To address these challenges, teachers, site administrators, and MTSS teams will continue working collaboratively to refine instructional planning, assessment design, and data analysis processes. The emphasis will be on identifying specific barriers to student success and implementing interventions that directly target skill gaps in these critical subject areas.

Building on previous efforts, we will strengthen Multi-Tiered Systems of Support (MTSS) across all school sites by expanding professional development for instructional leaders and increasing access to evidence-based intervention strategies in both ELA and math. Site teams will use real-time data and ongoing progress monitoring to tailor support at the classroom level, ensuring that students receive differentiated instruction that meets their unique learning needs. Our curriculum and instruction team will continue to provide structured guidance and coaching for teachers and paraprofessionals, supporting the integration of high-impact teaching practices that align with the diverse needs of our student population. By leveraging data platforms like Data Central and NWEA MAP assessments, we will be able to track student progress more effectively and design targeted interventions to accelerate learning growth for all students, particularly those who are most at risk of falling behind.

Targeted support for English Learners (EL), Foster Youth (FY), Low-Income (LI) students, and Students with Disabilities (SWD) will remain a priority. ELA proficiency among English Learners has shown only minimal improvement, and math performance continues to lag significantly behind district goals. Additionally, while Foster Youth and Low-Income students have made moderate gains, their overall performance in both subjects remains well below standard. A-G completion rates for Students with Disabilities have declined, further emphasizing the need for expanded academic counseling, increased access to rigorous coursework, and greater support in preparing students for college and career success. Instructional teams will focus on refining intervention models, expanding tutoring services, and enhancing targeted instructional strategies, ensuring that students who need additional support receive it early and consistently throughout the school year.

To improve academic monitoring and intervention strategies, we will continue to enhance formative assessment practices by deepening the use of NWEA MAP assessments and other diagnostic tools. These assessments will allow teachers to pinpoint specific learning gaps and adjust instruction to address individual needs more precisely. Additionally, efforts to support learning recovery will be reinforced through intensive tutoring programs, expanded credit recovery options, and targeted instructional supports in both ELA and math. Career Technical Education (CTE) participation will be further expanded, ensuring that more students - particularly those in underrepresented groups - are provided with clear pathways to career readiness and hands-on learning experiences that align with postsecondary goals.

Attendance remains a key factor in student success, and while there has been some progress, chronic absenteeism continues to hinder academic achievement across multiple student groups. Community Attendance Workers will take on a more proactive role in outreach efforts, working directly with students and families to identify and address barriers to consistent school attendance. Counseling services will be expanded to support the growing social-emotional needs of students, helping to remove obstacles that impact classroom engagement and learning outcomes. Additionally, suspension rates remain higher than district targets, particularly among Foster Youth, English Learners, and students attending continuation schools. In response, there will be a renewed focus on implementing restorative practices, providing behavioral interventions tailored to at-risk students, and building stronger relationships between students and staff to foster a positive and inclusive school climate.

Parent and family engagement remains a critical component of student success. In the upcoming year, we will expand opportunities for family involvement through more structured training sessions, resource-sharing, and school-community partnerships. Workshops will focus on helping families support student learning at home. Additional support will be provided to help families navigate college and career pathways, ensuring that students have the guidance they need to successfully complete A-G requirements. Stronger communication channels will be developed between schools and families, allowing for early intervention in attendance, academic concerns, and behavioral support. Included in this will be the use of the California Colleges Guidance Initiative in order to give parents more access to see their student's progress toward graduation and college readiness.

As we move forward, we remain committed to adapting and refining our instructional practices, leveraging data-driven insights, and providing targeted academic and social-emotional support to ensure all students have the opportunity to succeed. By maintaining a strong focus on instructional quality, student-centered interventions, and equity-driven initiatives, we will continue working toward higher proficiency rates, increased student engagement, and greater overall academic achievement in the 2025/26 school year.

English Learner Progress and Reclassification
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.

2024 Dashboard:
- English Learner progress dropped from 38.5% in 2023/24 to 37% in 2024/25.
- English Learners scored 121.4 points below standard in ELA CAASPP, with +1.7 points growth.
- Reclassification rates remain low, indicating limited progress in English proficiency.

To enhance the progress of English Learners (ELs) in the 2025/26 academic year, a comprehensive approach will be implemented to address language acquisition, academic achievement, and equitable access to instructional support. This strategy will focus on targeted professional development, improved use of assessment tools, increased EL support, and strengthened collaboration between educators and district teams.

Professional development will prioritize differentiated instruction, language development strategies, and culturally responsive teaching practices to ensure that EL students receive instruction that meets their specific needs. Teachers will be equipped with evidence-based methodologies to create learning environments that support both content mastery and language acquisition. These training sessions will also provide guidance on integrating designated and integrated English Language Development (ELD) instruction into daily lessons, fostering an inclusive classroom experience for EL students.

Assessment tools, including the English Language Proficiency Assessments for California (ELPAC) and formative language assessments, will be utilized more effectively to monitor EL progress, identify language development trends, and guide instructional adjustments. Data from these assessments will be used to tailor interventions, track student growth, and inform reclassification decisions, ensuring that students move toward proficiency at an accelerated rate.

Collaboration between EL site coordinators, district EL coordinators, and classroom teachers will be expanded to streamline student support services and create a cohesive approach to intervention and progress monitoring. This interdisciplinary team model will allow for consistent data review, strategic planning, and early identification of students who require additional support. Regular communication among these teams will help ensure that EL students receive continuous and coordinated academic assistance across all grade levels and subjects.

By implementing these targeted strategies, the district will enhance language proficiency outcomes, increase EL reclassification rates, and foster greater participation in academic and extracurricular opportunities. This approach will ensure that EL students not only achieve linguistic fluency but also excel academically, preparing them for long-term success in both college and career pathways.

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

Graduation Rate
The 2023 CA School Dashboard showed 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 showed 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)

2024 Dashboard:
- All Students: 81.7% in 2024, an increase from 78.7 in 2023 and progressing toward the 90% target for 2026.
- Foster Youth: 66.1% in 2024, up from 60.6 % in 2023, requiring additional intervention to reach the 75% target for 2026.
- Low-Income Students: 80.4% in 2024, up from 76.5 % in 2023, with a goal of 90% by 2026.

- English Learners: 73% in 2024, above the 66.4% rate in 2023, aiming for 80% by 2026.
- Students with Disabilities: 65.8% in 2024, up from 59.3% in 2023, requiring targeted support to reach 75% by 2026.

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

College & Career Indicator (CCI)
The 2023 CA School Dashboard showed 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 showed 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)

2024 Dashboard:
- All Students: 23.6% met the College & Career Indicator (CCI) in 2024, a slight increase from 22.2% in 2023, still far from the 40% goal for 2026.
- Foster Youth: 5.7% CCI in 2024, a decline from 6.1% in 2023, below the 15% target for 2026.
- Low-Income Students: 21.5% CCI in 2024, an improvement from 18.9% in 2023, yet below the 35% target.
- English Learners: 9.3% CCI in 2024, up from 7.3% in 2023, still well below the 15% target.
- Students with Disabilities (SWD): 3% CCI in 2024, a marginal increase from 2.8% in 2023, significantly below the 10% goal for 2026

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

To enhance graduation rates for all students in the 2025/26 academic year, AVUHSD will implement a comprehensive, data-driven strategy focused on early identification of at-risk students, targeted academic support, and expanded career and college readiness pathways. A multi-tiered approach will ensure that students receive personalized academic counseling, intervention services, and social-emotional support to address barriers that may hinder graduation.

Early intervention programs will play a key role in identifying students who are struggling academically or facing attendance challenges. Through real-time progress monitoring and predictive data analytics, school teams will be able to provide timely, individualized support to keep students on track for graduation. Counselors will work closely with students to develop personalized graduation plans, ensuring they have the necessary coursework, credit recovery options, and academic guidance to meet A-G and CTE completion requirements.

In addition to academic support, fostering a positive school climate and culture will be a priority. Schools will expand social-emotional learning (SEL) programs, restorative practices, and mental health services to ensure students feel supported and connected to their learning environment. Collaboration among teachers, counselors, administrators, and student support staff will be strengthened to implement these initiatives effectively, ensuring that every student receives the resources, encouragement, and opportunities necessary to graduate on time and prepared for their next steps.

Attendance Rates
- All Students: 91.18% attendance rate, a 0.32% increase from 2023/24 but still below the 92% goal for 2025/26.
- Chronic absenteeism remains a challenge, impacting academic achievement across all student groups.

Addressing chronic absenteeism among English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged students remains a critical focus for the 2025/26 academic year. These student groups continue to face unique barriers to consistent attendance, requiring a strategic, data-driven approach that considers the underlying

challenges impacting their ability to engage in school regularly. Targeted interventions will be designed to address transportation barriers, family and housing instability, mental health concerns, and the need for greater academic and social-emotional support. By enhancing outreach efforts, increasing access to school-based support services, and strengthening collaboration between schools, families, and community partners, we aim to improve attendance rates and overall student engagement for these high-need populations.

Suspension Rates
The 2023 CA School Dashboard showed 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 showed 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)

2024 Dashboard:
- Overall suspension rate: 7.3% in 2024, a decrease from 8.6% in 2023, but still above the district goal of 5% by 2026.
- Foster Youth suspension rate increased to 21%, up from 20.8% in 2023.
- Students with Disabilities (SWD) suspension rate: 12.5% in 2024, a decrease from 14.6% in 2023, but still significantly above the district goal of 5% by 2026.
- English Learner suspension rate: 8.1% in 2024, a decline from 8.9% in 2023, but still above the district goal of 5%.

Equity Multiplier Sites (Continuation Schools):
- Phoenix High School: Suspension rate increased to 48.8% in 2024, up from 35.4% in 2023.
- Desert Winds High School: Suspension rate decreased to 8.2% in 2024, down from 8.7% in 2023.
- R. Rex Parris High School: Suspension rate decreased to 4.3% in 2024, down from 5.2% in 2023.

Data from the 2024/25 school year indicates that suspension rates district-wide remain above the district goal, with specific student groups, including Foster Youth, English Learners, and Students with Disabilities, experiencing higher rates of disciplinary actions. The overall suspension rate stands at 7.3%, a slight decrease from 8.6% in 2023, yet still requiring targeted interventions to reduce exclusions and improve student engagement. While the district has made progress in addressing behavioral concerns, suspension rates at continuation schools, particularly Phoenix High School (48.8%), highlight the need for expanded support systems to mitigate disciplinary incidents and promote positive school climates.

To further reduce suspensions and chronic absenteeism, the district is reinforcing its Multi-Tiered Systems of Support (MTSS) framework, with a particular emphasis on Tier 2 behavioral interventions. This approach prioritizes early identification of at-risk students, restorative justice practices, and school-wide social-emotional learning (SEL) initiatives to address the underlying factors contributing to student disengagement and behavioral challenges. Student Support Coordinators will continue working closely with site teams and counseling staff to provide targeted academic, social-emotional, and behavioral interventions. These efforts aim to increase student engagement, improve attendance rates, and reduce the need for suspensions, ultimately leading to higher graduation rates and greater success.

The Antelope Valley Union High School District (AVUHSD) is committed to addressing the needs of its lowest-performing student groups through a combination of academic support services, mentoring programs, and structured intervention plans. The district will implement expanded counseling services, trauma-informed practices, and family engagement initiatives to support students who are at the highest risk of school exclusion. By fostering a supportive and inclusive school environment, AVUHSD aims to create equitable learning opportunities that enable all students to thrive academically and socially.

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

A-G Completion for College Readiness
- 36.3% of students completed A-G requirements, below the district's goal of 50%.
- Foster Youth A-G completion is 17.6%, despite a 9.6% increase.

- Students with Disabilities (SWD) A-G completion is 7.6%, showing a 1.1% decline.

Career Technical Education (CTE) Pathway Completion
- 20.8% of students completed a CTE pathway, well below the goal of 45%.
- Foster Youth CTE completion is 10%, showing minimal growth (+0.9%).
- SWD CTE completion is 14.3%, indicating growth but still below targets.

AVUHSD remains committed to increasing A-G completion rates, improving Career Technical Education (CTE) completion, and accelerating progress in the English Learner Progress Indicator (ELPI) through targeted initiatives in the 2025/26 academic year. Recognizing the need to prepare students for college and career success, the district is enhancing course offerings, academic counseling, professional development, and community partnerships to ensure students receive the support needed to meet state and district goals.

To improve A-G completion rates, AVUHSD will provide students with personalized academic guidance and expanded access to rigorous coursework that meets the eligibility requirements for the University of California (UC) and California State University (CSU) systems. This will be accomplished through comprehensive academic counseling, continuous progress monitoring, and expanded access to credit recovery programs. A key component will be the identification of students at risk of not meeting A-G requirements early in their academic journey, allowing for timely interventions and academic planning to keep them on track for graduation and postsecondary success.

To enhance CTE completion rates, the district is expanding career pathway programs and deepening partnerships with local industries, businesses, and higher education institutions. These partnerships will provide students with increased opportunities for hands-on learning, apprenticeships, and industry certifications, ensuring they are well-prepared for high-demand careers. Additionally, enhanced career counseling services will help students navigate the CTE pathway, select career-aligned courses, and successfully complete their programs.

The English Learner Progress Indicator (ELPI) remains a critical area of focus, with a district-wide emphasis on targeted interventions and differentiated instruction to accelerate language proficiency and academic achievement among EL students. Professional development for teachers will focus on effective strategies for integrating language development into all content areas, ensuring that English Learners receive consistent, structured language support across all subjects. AVUHSD will utilize data from PowerSchool and Data Central to track EL progress, identify gaps, and tailor instruction accordingly. These strategies aim to increase EL reclassification rates, improve CAASPP ELA and math performance, and ensure equitable access to academic opportunities.

The district will continue to utilize data-driven decision-making processes to identify students at risk of not completing A-G or CTE requirements, allowing for targeted academic interventions. Real-time progress monitoring will enable educators to provide timely academic support, tutoring, and additional resources to students who need them most. Professional development will also be expanded to train teachers in culturally responsive instruction, differentiated learning strategies, and the effective use of data to support student achievement.

Family and community engagement will be strengthened to create a collaborative support network for students. AVUHSD will offer parent workshops, career and college planning resources, and increased outreach efforts to ensure families are actively involved in their child's academic journey. Through stronger partnerships with community organizations and local industries, students will receive enhanced support, mentorship opportunities, and access to career exploration programs.

Summary of Academic and Behavioral Needs for 2025/26
- English Learners need stronger language acquisition support to improve reclassification rates and CAASPP performance.
- Math proficiency remains significantly below standard, requiring targeted intervention programs and instructional improvements.
- A-G completion rates are too low, particularly for Foster Youth and Students with Disabilities.
- CTE pathway participation must increase to meet district goals and provide more career preparation.
- Science proficiency remains low, with limited STEM access for students with disabilities.
- Chronic absenteeism remains a barrier to academic success, requiring more attendance interventions.
- Suspension rates remain too high, especially among Foster Youth and students at alternative schools, highlighting the need for expanded restorative practices and behavioral interventions.

To reduce achievement gaps and enhance student success, AVUHSD will implement a comprehensive set of evidence-based strategies, including:
- Multi-Tiered System of Support (MTSS): Expanding Tier 2 and Tier 3 interventions to provide personalized academic and behavioral support for students in need.
- Enhanced Data-Driven Instruction: Utilizing NWEA MAP assessments and other analytics tools to tailor instruction and support individualized student learning paths.

- Ongoing Professional Development: Equipping teachers with effective instructional practices, data analysis techniques, and strategies for improving student engagement and achievement.
- Equity-Driven Initiatives: Addressing systemic barriers to academic success by providing targeted support for underserved student populations, including Foster Youth, English Learners, and students from socioeconomically disadvantaged backgrounds.
- School Climate & Student Support Services: Expanding mental health services, attendance interventions, and restorative justice practices to improve student engagement and reduce disciplinary exclusions.

The district's Equity Multiplier Sites, Desert Winds, Phoenix, and R. Rex Parris High Schools, with the addition of Antelope Valley High School, will receive targeted interventions, given their high socioeconomically disadvantaged student populations and elevated student mobility rates. A new goal has been created to specifically support students in learning recovery and well-being, ensuring resources are allocated to boost their academic performance.

Lastly, AVUHSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds and will add a new goal to the LCAP with targeted actions funded by these remaining resources to support student learning recovery and academic achievement.

By focusing on academic rigor, career readiness, and equitable access to educational resources, AVUHSD remains dedicated to ensuring that all students graduate prepared for college, career, and lifelong success.

Reflections: Technical Assistance

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

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

Priority 4 - Pupil Achievement: Students with Disabilities
Priority 5 - Pupil Engagement: Foster Youth and Students with Disabilities
Priority 6 - School Climate: Foster Youth and Students with Disabilities
Priority 8 - College and Career Indicator: Foster Youth and 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): AVUHSD is implementing targeted interventions and specialized support programs to enhance achievement outcomes for Students with Disabilities. These initiatives include personalized academic counseling, access to specialized resources, and tailored academic support designed to address and overcome specific barriers to success. By fostering an inclusive learning environment and providing individualized strategies, the district aims to empower students with the tools and opportunities needed to reach their full potential.

Pupil Engagement (Priority 5): AVUHSD is committed to increasing engagement among Foster Youth and Students with Disabilities by implementing targeted strategies that foster a sense of belonging and academic success. These efforts include creating inclusive learning environments, integrating culturally responsive teaching practices, and expanding access to extracurricular activities and programs that encourage student involvement and strengthen connections to school. By prioritizing individualized support and meaningful engagement opportunities, the district aims to empower these students with the skills, confidence, and resources needed to thrive academically and socially.

School Climate (Priority 6): AVUHSD is actively enhancing the overall school climate, with a particular focus on supporting Foster Youth and Students with Disabilities. Initiatives are centered on creating a safe, inclusive, and nurturing environment through targeted interventions, social-emotional learning programs, and strong community partnerships that address the unique challenges these students face. By promoting positive relationships, increasing access to mental health resources, and fostering a culture of equity and belonging, the district aims to ensure that every student feels valued, supported, and empowered to succeed.

College and Career Indicator (Priority 8): AVUHSD is actively implementing initiatives to enhance college and career readiness for Foster Youth and Students with Disabilities. These efforts include comprehensive career exploration programs, college preparation resources, mentorship opportunities, and specialized support services designed to

ensure equitable access to post-secondary education and diverse career pathways. By fostering early exposure to career options, strengthening academic and vocational guidance, and providing individualized support, the district aims to empower these students with the confidence, skills, and resources needed to achieve long-term success in their chosen fields.

Engagement with LACOE and External Partners
Antelope Valley Union High School District actively collaborates with the Los Angeles County Office of Education (LACOE) and other external providers through ongoing meetings with the LACOE Differentiated Assistance (DA) team, LCAP team, Regional Networking team, Multi-Lingual Support Group, and MTSS. Additionally, partnerships extend to the National Youth Law Center (NYLC), Special Education Local Planning Area (SELPA), Educational Coordinating Council (ECC), California Task Force for Foster Youth, Department of Child and Family Services, and the California Department of Education (CDE). Collaboration with Career Technical Education (CTE) programs also supports Foster Youth and Students with Disabilities.

Analysis and Response
- Regular engagement through principal meetings, District/Site Leadership Team (DSLT), MTSS meetings, admin series, and Equity Champion meetings.
- Data-driven decision-making through surveys, LCAP meetings, and ongoing analysis to guide SPSA and LCAP revisions, as well as instructional direction at classrooms, school sites, and district levels.
- Some sites examine duplicated student groups to ensure appropriate collaboration with relevant personnel.
- Continuous evaluation of strategies to determine effectiveness.
- Strategic use of one-time, LCFF, and federal funding to maximize resources and personnel.

Outreach and Collaboration
- Engagement with educational partners through LCAP meetings, surveys, DELAC, DPAC, parent conferences, Back-to-School Night, and the Strategic Plan.
- Student voice is prioritized through meetings with Foster Youth student leaders, held quarterly to assess needs.
- Professional development opportunities for teachers and staff.
- LCAP is publicly accessible on the district website.
- The LCAP "Roadshow" survey is disaggregated to identify trends and patterns.

LCAP Alignment
Goals 1-4: Foster Youth
Goal 5: Students with Disabilities

The technical assistance is strategically designed to strengthen academic achievement, foster meaningful student engagement, and cultivate a positive and inclusive school climate. By addressing the specific needs of identified priority areas and student groups, these efforts aim to remove barriers to learning, provide targeted support, and equip students with the skills and knowledge necessary for success in both college and career pathways.

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 7) - Graduation Rate
R. Rex Parris High School: Alternative School (Year 7) - 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. This graduation criteria applies to both Title I-funded schools and non-Title I-funded schools.

CSI–Low Performing
The CSI–Low Performing category consists of schools that received Title I funding for the 2023–24 school year and are the lowest performing based on the 2024 Dashboard data. No less than five percent of the Title I–funded schools must be included in this category.

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 2024 California School Dashboard. For the past six years, both schools have been placed in Comprehensive Support and Improvement (CSI) for graduation rate, with graduation rates of 36.4% for Desert Winds (0.9% increase) and 42.5% for R. Rex Parris (5% increase).

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 SPSA goals and the correlated identified needs.
DWHS Goal 1: Ensure that students are academically proficient and prepared for college and career ready.

Goal 1 Identified Needs
The 2024 Dashboard indicates that all students and student groups scored Very Low on the English Language Arts indicator, with the lowest performing student group being African American with a -165.4 below standard. While this increased by 5 points, it is still considered Very Low. There is a need to improve students' Math performance as all students and student groups scored Very Low on the Mathematics Indicator.

The graduation rate is Very Low on the indicator with a significant decline in graduation rates for all students and student groups.

All students and student groups were placed in the red category, indicating Very Low performance for the College/Career Indicator. There is a need to improve Pathway completion and other indicators for College/Career readiness.

The English Learner Progress Indicator identified our status as Very Low with a significant decline of 11.1%.

DWHS 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.

Goal 2 Identified Needs
There is a need to continue to increase the level of rigor within the classroom, support our CTE program, and look for additional opportunities through offering various courses. In addition, there is a need to provide opportunities for students to visit colleges and other field trip destinations to promote post-secondary options. Additional technology and updates to current technology will help to ensure student needs and skills are addressed. Within the MTSS Framework, there is a need to support students' academic, behavioral, and Social Emotional Growth. The graduation rate is Very Low on the indicator with a significant decline in graduation rates for all students and student groups. All students and student groups were placed in the red category, indicating Very Low performance for the College/Career Indicator. There is a need to improve Pathway completion and other indicators for College/Career readiness.

DWHS Goal 3: Cultivate a Safe and Secure, Positive School Culture that Supports all Students' Personal and Academic Growth.

Goal 3 Identified Needs
There is a need to improve attendance rates, decrease the suspension rate (particularly for foster youth, students with disabilities, and African American students), and to improve the graduation rate for all student groups.

DWHS Goal 4: Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

Goal 4 Identified Needs
There is a continued need to maintain open lines of communication with parents and stakeholders through a variety of communication methods including the website, principal's updates, and visual displays. There is a need to offer various parent workshops related to school counseling and parental support (Back to School Night, FAFSA Nights, PIQUE).

California Schools 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 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 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-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 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.

R. Rex Parris High School (RPHS) developed the following goals, and made progress based on the 2024 California Schools Dashboard as summarized below:

RPHS Goal #1: The goal of increasing the graduation rate by 10% was not achieved as reflected on. There was a 5% increase resulting in a 42.5% graduation rate (Red Band). The EL Progress Indicator increased by 3.6% to 50% (Green Band). Students performed Very Low on the ELA CAASPP, seeing a decline of 15.6 points and -112-point distance from standard. This was coupled by a 17-point decline and an increased distance of -201.3 from the standard for Mathematics.

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 Rate maintained at 4.3% in 2024, The school maintained 100% textbook sufficiency, achieved a Good overall facility rating, and ensured appropriate teacher placements.

RPHS Goal #4: Continued efforts are underway to enhance virtual connections through website improvements and potential Social Media utilization.

Based on the 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.

Monitoring and Evaluating Effectiveness

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

For the 2025/26 academic year, the District CSI Support team will continue to collaborate closely with each school site to oversee and support the implementation of their CSI actions, interventions, and expenditures. Quarterly check-ins will be conducted to evaluate progress toward annual measurable objectives and ensure the effective use of evidence-based strategies. To strengthen monitoring efforts and identify trends, local indicators aligned with state measures will be utilized to track growth more frequently in Math, English Language Arts (ELA), and Career Technical Education (CTE).

Additionally, district support staff will conduct monthly classroom observations in Math, ELA, and CTE to provide targeted support and feedback to site administrators. Instructional partners and district staff will offer ongoing assistance in Math and ELA, fostering collaboration between teachers and administrators to analyze student progress and refine instructional strategies, with a particular focus on students requiring intervention.

To promote transparency and continuous improvement, quarterly progress reports will be shared with educational partners, inviting feedback on the effectiveness of CSI actions. Through consistent monitoring, responsive support, and strategic collaboration with educational partners, the district remains committed to advancing student achievement and ensuring equitable access to high-quality instruction.

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
Educational Partner(s)	Process for Engagement Throughout the 2024-2025 school year, the Antelope Valley Union High School District has actively sought input from Educational Partners through in-person and virtual meetings, surveys, needs assessments, and progress monitoring of LCAP goals and objectives. Additionally, the district has worked to familiarize staff and the community with LCAP revisions and requirements, ensuring transparency and alignment with student, District, and community needs. A public notice was published in the LACOE-approved Daily Journal, and a draft of the 2025/26 AVUHSD Local Control and Accountability Plan (LCAP) was posted on the District's website, inviting the public to review and/or comment on the plan from May 27 through the Public Hearing on June 6, 2025. Educational Partner Engagement: September 2024 – May 2025 – The following groups were engaged in discussing and developing the 2025/2026 LCAP:
District English Learner Advisory Committee (DELAC)	October, 2024 - May, 2025 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 10/31/24, 2/27/25, and 5/29/25, 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. The Superintendent's designee presented the 2024/25 LCAP on 10/31/24, gathering feedback from a survey. The LCAP Mid-Year Update was shared with the DELAC on 2/27/25, along with required revisions to the 2025/26 LCAP template. The 2025/26 draft LCAP was presented to the DELAC on 5/29/25 for review and comment. The Superintendent responded in writing to the comments made by the DELAC.
District Parent/Student Advisory Committee (DPAC)	October, 2024 - May, 2025 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. The Superintendent's designee presented the 2024/25 LCAP on 10/28/24, and gathered feedback from a survey. The LCAP Mid-Year Update was shared with the DPAC on 2/24/25. The 2025/26 draft LCAP was presented to the DPAC on 5/12/25 for review and comment. The Superintendent responded in writing to the comments made by the DPAC.
District-Site Leadership Team (DSLT)	October, 2024 - May, 2025 The District and School Leadership Team (DSLT) includes key district leaders, such as the Superintendent, Assistant Superintendents, Directors, and Coordinators, alongside school site leaders, including Principals and Assistant Principals. On October 28, 2024, the DSLT convened to review progress on the 2024/25 LCAP, where both quantitative and qualitative data was shared. met and discussed progress on the 2024/25 LCAP on 10/28/24. Both quantitative and qualitative data was shared. Feedback was gathered through discussion and a survey, ensuring a collaborative approach to evaluating and refining district initiatives. On February 24, 2025, the LCAP Mid-Year Update was presented, outlining metrics, goal and action implementation, and expenditures to date. This review prompted a collaborative "Circle of Influence" activity focused on LCAP Goal/Action implementation. Additionally, discussions explored "the throughline" connecting the eight California LCFF priorities, the AVUHSD Strategic Plan, the LCAP, and School Plans for Student Achievement. The team also reviewed and discussed required revisions to the 2025/26 LCAP template.

	After evaluating progress, the team determined that student achievement is advancing under the current LCAP goals and actions and that the addition of a seventh goal to address the Learning Recovery Emergency Block Grant is appropriate for the 25/26 LCAP.
Parents/Guardians and Community	Community Engagement Meetings - September - December, 2024

9/16/24 (Quartz Hill HS); 9/23/24 (Palmdale HS); 10/14/24 (Highland HS); 10/28/24 (Eastside HS); 11/18/24 (Lancaster HS); 12/2/24 (Knight HS); 2/3/24 (SOAR HS); 12/9/24 (Littlerock HS)

Equity Multiplier Schools Community Meetings - 9/9/24 (Antelope Valley HS); 11/19/24 (R. Rex Parris HS, Phoenix HS , & Desert Winds HS)

These meetings were attended by parents, guardians, and community members, where the LCAP was presented, and achievement data was shared. Attendees participated in discussions about the LCAP, and a survey was distributed to gather feedback to inform the development of the 2025/26 LCAP.

To ensure accessibility for those unable to attend, a video recording of the LCAP "Roadshow" presentation was uploaded to the AVUHSD website, allowing parents, guardians, and community members to stay informed and provide feedback for the 2025/26 LCAP. |
| Staff (Certificated, Classified, and Management) | October, 2024 - May, 2025

A video recording of the LCAP "Roadshow" presentation was uploaded to the AVUHSD website to ensure that all district employees, including certificated, classified, administrative, and district office staff, could stay informed and provide feedback for the 2025/26 LCAP. A link to the recording was also emailed to all district staff by the Superintendent's designee ensuring broad engagement and maximizing feedback collection. |
| Students | Student Engagement Meetings - September - December, 2024:

9/10/24 (Quartz Hill HS); 9/27/24 (SOAR Lancaster); 10/2/24 (SOAR Palmdale); 10/3/24 (Palmdale HS); 10/9/24 (Highland HS); 10/15/24 (Eastside HS); 11/13/24 (Littlerock HS); 11/15/24 (Lancaster HS); 12/2/24 (Knight HS)

Equity Multiplier Schools Student Meetings - 10/29/24 (Desert Winds HS) and 10/30/24 (R. Rex Parris HS); 11/20/24 (Antelope Valley HS)

These meetings included randomly selected students representing unduplicated student groups, including English Learners, Foster Youth, and Low-Income students. During the meetings, the LCAP was presented, and achievement data was shared to provide context for discussion. Students engaged in a dialogue about the LCAP, and a survey was distributed to gather their feedback, helping to shape the development of the 2025/26 LCAP.

In addition, a video recording of the LCAP "Roadshow" presentation was uploaded to the AVUHSD website in order for students, parents/guardians and community members who were unable to attend one of the scheduled meetings to be informed and provide feedback for the 2025/26 LCAP. |
| Labor Groups (Teachers - AVTA and Classified - CSEA) | May 14, 2025

The Superintendent's designee met with representatives from the Antelope Valley Teachers Association (AVTA) and the California School Employees Association (CSEA) to review the 2025/26 LCAP and discuss efforts to engage educational partners in the 2024/25 school year. Additionally, the Superintendent's designee provided information on the requirement to include expenditures for the Learning Recovery Emergency Block Grant, which will introduce a seventh goal in the 2025/26 LCAP. |
| Special Education Local Planning Agency (SELPA) | April 28, 2025

On April 28, 2025, the Superintendent's designee met with Antelope Valley SELPA representatives to review the requirements for the |

	2025/26 LCAP. During the meeting, the district's representative provided an overview of the draft AVUHSD 2025/26 LCAP, highlighting the needs of Students with Disabilities, including the continuation of Goal 5, which focuses on supporting these students and addressing related matters.
Governing Board	The Board of Trustees received regular updates about the LCAP throughout the 2024/25 school year. The LCAP Mid-Year Update report was shared with the Board on February 18, 2025 in an open session. Review and Approval: The Board of Trustees reviewed the 2025/26 LCAP at a Public Hearing on June 6, 2025 and again on June 10, 2025 where they voted to approve the LCAP.
Los Angeles County Office of Education (LACOE)	Throughout the LCAP development process, from October through June, the Director of Categorical and Special Programs, as well as the Director of Fiscal Services met with the LCAP/State and Federal Programs Department at the Los Angeles County Office of Education. Members of the Educational Services Department and Business Department attend the monthly State and Federal update meetings provided by LACOE.

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

The development of the 2025/26 AVUHSD Local Control and Accountability Plan (LCAP) has been meaningfully shaped by feedback from educational partners, including students, families, educators, staff, and community members. Throughout the 2024/25 school year, the district engaged educational partners through in-person and virtual meetings, site-level discussions, advisory groups such as DELAC, DPAC, DSLT, and a district-wide LCAP "Roadshow." This broad outreach surfaced key priorities that have directly influenced the structure and refinement of all seven goals in the upcoming LCAP.

Educational partners emphasized the continued need for academic support and equitable outcomes for English Learners, Foster Youth, and Low-Income students - reinforcing the importance of Goal 1. Feedback also highlighted the importance of timely data use and instructional coaching, which has informed refinements to Goal 2, focused on high-quality teaching and data-driven instruction. As a result, these goals will continue to prioritize access to rigorous coursework, targeted interventions, and college and career readiness opportunities, including A-G guidance and CTE pathway expansion.

Concerns around mental health, student behavior, and school climate were echoed consistently across educational partners groups, directly influencing Goal 3. In response, AVUHSD will expand access to counseling services, restorative practices, and wellness supports, particularly at high-need campuses. Educational partners also identified transportation, attendance, and engagement as key barriers to student success. Their feedback affirmed the value of programs such as the "GO Pass" and underscored the role of Community Attendance Workers. Additionally, strong family-school partnerships were highlighted as essential, reinforcing Goal 4.

Families and SELPA representatives provided insights that influenced Goal 5, which focuses on Students with Disabilities. Feedback supported the need for more inclusive practices and access to grade-level content. Feedback from students, staff, and families at Equity Multiplier sites played a central role in refining Goal 6, which will include expanded professional development and efforts to foster safe, secure, and positive learning environments.

Finally, Goal 7, newly added for 2025/26, was shaped by California Department of Education requirements, as well as educational partner input calling for increased learning recovery, social-emotional support, and well-being initiatives. In response, the district will implement targeted supports at high-need schools, including expanded tutoring, credit recovery, and trauma-informed services for the lowest-achieving students.

Across all goals, AVUHSD remains committed to transforming educational partner input into action, ensuring that the LCAP continues to reflect the needs, aspirations, and lived experiences of the students and communities it serves.

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 addressed by this goal.

2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

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	2024/25 Local Indicator District and Site Leadership Survey: 3.46 (Initial 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	Progress: Change from "Full Implementation" to "Initial Implementation

| 2 | CAASPP ELA (Priority 4) | All Students Performance: 52.3 points below standard Progress: +5.8 points (Increased)

FY Performance: 119.8 points below standard Progress: +11.1 points (Increased)

LI Performance: 65.9 points below standard 2019 Dashboard Progress: +8.3 points (Increased)

EL 119.7 points below standard Progress: +18.7points (Increased)

California Dashboard 2023 | All Students Performance: 45.6 points below standard Progress: +6.7 points (Increased)

FY Performance: 110.7 points below standard Progress: +9.1 points (Increased)

LI Performance: 54.3 points below standard Progress: +11.6 points (Increased)

EL Performance: 121.4 points below standard Progress: +1.7points (Maintained)

California Dashboard 2024 | | All Students Performance: 47 points below standard Progress: +10.8 points (Increased)

FY Performance: 109.8 points below standard Progress: +21.1 points (Increased)

LI Performance: 55.9 points below standard Progress: +18.3 points (Increased)

EL 109 points below standard Progress: +28.7points (Increased)

California Dashboard 2026 | All Students Progress: +6.7 points (Increased)

FY Progress: +9.1 points (Increased)

LI Progress: +11.6 points (Increased)

EL Progress: +1.7points (Maintained) |

3	CAASPP Math (Priority 4)	All Students Performance: 149.9 points below standard Progress: +4.7 points (increased) FY Performance: 204.4 points below standard Progress: +1.8 (maintained) LI Performance: 164.8 points below standard Progress: +3.8 (increased) EL Performance: 205.4 points below standard Progress: +9.7 (increased) California Dashboard 2023	All Students Performance: 143.4 points below standard Progress: +6.5 points (Increased) FY Performance: 197.6 points below standard Progress: +6.8 (Increased) LI Performance: 152.9 points below standard Progress: +11.9 (Increased) EL Performance: 203.7 points below standard Progress: +1.7 (Maintained) California Dashboard 2024		All Students Performance: 145 points below standard Progress: +10 points (Increased) FY Performance: 194 points below standard Progress: +10.8 (Maintained) LI Performance: 154 points below standard Progress: +13.8 (Increased) EL Performance: 195 points below standard Progress: +19.7 (Increased) California Dashboard 2026	All Students Progress: +6.5 points (Increased) FY Progress: +6.8 (Increased) LI Progress: +11.9 (Increased) EL Progress: +1.7 (Maintained)
4	California Science Test (Priority 4)	All Students - 12.69% Standard Met or Exceeded FY - 6.25% Standard Met or Exceeded LI - 9.66% Standard Met or Exceeded EL - 0.33% Standard Met or Exceeded SWD - 2.93% Standard Met or Exceeded 2023	All Students - 14.83% Standard Met or Exceeded FY - 7.84% Standard Met or Exceeded LI - 12.34% Standard Met or Exceeded EL - 0.2% Standard Met or Exceeded SWD - 3.44% Standard Met or Exceeded California Dashboard 2024		All Students - 30% Standard Met or Exceeded FY - 20% Standard Met or Exceeded LI - 25% Standard Met or Exceeded EL - 15% Standard Met or Exceeded SWD - 20% Standard Met or Exceeded California Dashboard 2026	All Students Progress: +2.14% (Increased) FY Progress: +1.59% (Increased) LI Progress: +2.68% (Increased) EL Progress: -0.13% (Decreased) SWD Progress: +0.51% (Increased)

5	A-G Completion (Priority 4)	All Students - 32.3% FY - 8.0% LI - 29.2% EL - 15.2% SWD - 8.7% DataQuest 2022-2023	All Students - 36.3% FY - 17.6% LI - 32.7% EL - 17.9% SWD - 7.6% DataQuest 2023-2024		All Students - 50% FY - 20% LI - 45% EL - 30% SWD - 20% DataQuest 2025-2026	All Students Progress: +4% (Increased) FY Progress: +9.6% (Increased) LI - Progress: +3.5% (Increased) EL Progress: +2.7% (Increased) SWD Progress: -1.1% (Decreased)
6	CTE Pathway Completion (Priority 4)	All Students - 17.2% FY - 9.1% LI - 16.5% EL - 5.6% SWD - 8.7% College/Career Levels and Measures Report & Data 2023	All Students - 20.8% FY - 10% LI - 21.2% EL - 10.7% SWD - 14.3% College/Career Levels and Measures Report & Data - 2024		All Students - 45% FY - 25% LI - 30% EL - 20% SWD -20% College/Career Levels and Measures Report & Data - 2026	All Students Progress: +3.6% (Increased) FY Progress: +0.9% (Increased) LI Progress: +4.7% (Increased) EL Progress: +5.1% (Increased) SWD Progress: +5.6% (Increased)
7	English Learner Progress Indicator (Priority 4)	English Learner Progress 38.5% -Maintained (-1.5%) 2023 California Dashboard	English Learner Progress 37% - Maintained (-1.5%) California Dashboard 2024		English Learner Progress 50% -Maintained (-1.5%) California Dashboard 2026	English Learner Progress -1.5% (Maintained)
8	English Learner Reclassification Rate (Priority 4)	9.64% CALPADS 2.16 & 8.1 2022-2023	16.28% CALPADS 2.16 & 8.1 2023-2024		20% CALPADS 2.16 & 8.1 2025-2026	Progress: +6.64% (Increased)
9	EAP % Students Prepared for College ELA (Priority 4)	All 11th Grade Students - 33.37% FY - 15.3% LI - 29.25% EL - 3.4% SWD - 5.16% https://caaspp-elpac.cde.ca.gov/ 2022-2023	All 11th Grade Students - 36.91% FY - 25.61% LI - 32.85% EL - 1.95% SWD - 7.66% https://caasppelpac.cde.ca.gov/ 2023-2024		All 11th Grade Students - 50% FY - 45% LI - 45% EL - 35% SWD - 20% https://caaspp-elpac.cde.ca.gov/ 2025-2026	All 11th Grade Students Progress: +3.54% (Increased) FY Progress: +10.31% (Increased) LI Progress: +3.6% (Increased) EL Progress: -1.45% (Decreased) SWD Progress: +2.5% (Increased)

10	EAP % Students Prepared for College Math (Priority 4)	All 11th Grade Students - 9.11% FY - 1.01% LI - 6.23% EL - 0.57% SWD - 0.7% https://caaspp-elpac.cde.ca.gov/ 2022-2023	All 11th Grade Students - 10.73% FY - 0% LI - 7.92% EL - 0.98% SWD - 1.2% https://caasppelpac.cde.ca.gov/ 2023-2024		All 11th Grade Students - 50% FY - 45% LI - 45% EL - 35% SWD - 20% https://caaspp-elpac.cde.ca.gov/ 2025-2026	All 11th Grade Students Progress: +1.62% (Increased) FY Progress: -1.01% (Decreased) LI Progress: +1.69% (Increased) EL Progress: +0.41% (Increased) SWD Progress: +0.5% (Increased)
11	Seal of Biliteracy (Priority 8)	All Students Count = 329 "Cohort of Reg HS Diploma =4,460 " Percent = 7.4% FY Count =1 Cohort of Reg HS Diploma = 112 Percent = 0.9% LI Count = 272 Cohort of Reg HS Diploma = 3,783 Percent =7.2% EL Count = 8 Cohort of Reg HS Diploma = 454 Percent =1.8% SWD Count = 1 Cohort of Reg HS Diploma = 589 Percent =0.2% DataQuest 2022-2023	All Students Count = 125 Cohort of Reg HS Diploma = 4,467 Percent = 2.9% FY Count =1 Cohort of Reg HS Diploma = 119 Percent = 0.8% LI Count = 87 Cohort of Reg HS Diploma = 3,619 Percent =2.4% EL Count = 1 Cohort of Reg HS Diploma = 532 Percent =1.8% SWD Count = 1 Cohort of Reg HS Diploma = 533 Percent =0.2% DataQuest 2023-2024		All Students - 15% FY 5% LI - 10% EL - 5% SWD - 1% DataQuest 2025-2026	All Students Progress: -4.5% (Decreased) FY Progress: -0.1% (Decreased) LI Progress: -4.8% (Decreased) EL Progress: -1.6% (Decreased) SWD Progress: 0% (No Change)

| 12 | Local Indicator - ELA Assessment: NWEA Map (11th grade) | All Students - High & High Average = 25% FY - High & High Average = 11% LI - High & High Average = 21% EL - High & High Average = 1% SWD - High & High Average = 5%

Fall NWEA Local Assessment 2023-2024 | All Students - High & High Average = 29%

FY - High & High Average = 16% LI - High & High Average = 25% EL - High & High Average = 3% SWD - High & High Average = 8%

Fall NWEA Local Assessment 2024-2025 | | All Students - High & High Average = 50% FY - High & High Average = 20% LI - High & High Average = 45% EL - High & High Average = 25% SWD - High & High Average = 20%

Fall NWEA Local Assessment 2026-2027 | All Students Progress: +4% (Increased) FY Progress: +5% (Increased) LI Progress: +4% (Increased) EL Progress: +2% (Increased) SWD Progress: +3% (Increased) |
| 13 | Local Indicator - Math Assessment: NWEA MAP (11th grade) | All Students - High & High Average = 22% FY - High & High Average = 10% LI - High & High Average = 18% EL - High & High Average = 4% SWD - High & High Average = 3%

Fall NWEA Local Assessment 2023-2024 | All Students - High & High Average = 26%

FY - High & High Average = 10% LI - High & High Average = 21% EL - High & High Average = 13% SWD - High & High Average = 6%

Fall NWEA Local Assessment 2024-2025 | | All Students - High & High Average = 50% FY - High & High Average = 20% LI - High & High Average = 45% EL - High & High Average = 25% SWD - High & High Average = 20%

Fall NWEA Local Assessment 2026-2027 | All Students Progress: +4% (Increased) FY Progress: 0% (No Change) LI Progress: +3% (Increased) EL Progress: +9% (Increased) SWD Progress: +3% (Increased) |

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.

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

AVUHSD effectively implemented all 17 of the improved actions and services tied to Goal 1. Our progress and areas for improvement can be measured using thirteen state and local indicators, which encompass CAASPP scores in English Language Arts (ELA) and Math, California Science Test, A-G completion, CTE Pathway completion, English Language (EL) progress, Reclassification of Fluent English Proficient (RFEP) students, and NWEA formative assessments.

During the 2024/25 school year, AVUHSD implemented several impactful strategies to support academic achievement and college and career readiness. Student Field Trips (1.1) provided students with valuable exposure to college campuses and career pathways, helping them make informed decisions about their futures. These hands-on experiences were praised by both students and staff and contributed to increased interest in postsecondary planning. Another key success was the use of Formative Assessment (1.5) through NWEA, which allowed teachers to monitor growth, tailor instruction, and support student achievement across subgroups.

However, some actions encountered implementation challenges. Focus on Writing (1.13), while supported by partial PD and coaching, lacked consistency across sites and did not achieve the desired impact on writing instruction and student performance. Similarly, Enhancing ELA and Math through Professional Development (1.14) faced obstacles due to competing PD initiatives. These areas remain a focus for improvement as the district continues to refine its instructional strategies and supports in the coming year.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 1:

1.1 - Student Field Trips
Reason for Difference: Overall spending was lower than budgeted, however, a significant number of field trips to college and career-focused destinations were made possible through various funding sources, including the LCAP, one-time funds, A-G grants, and generous community donations. Students benefited from diverse college and career exploration opportunities. Looking ahead, we remain committed to enriching student experiences and plan to expand the number of college and career-based field trips in the upcoming year.

1.2 - College Readiness Exams
Reason for Difference: This year, the annual administration of the PSAT and SAT was fully implemented, with improved alignment to our projected budget. While last year's costs exceeded expectations due to the comprehensive nature of the testing program, this year we came in under, but much closer to what was budgeted. We will continue to prioritize this initiative to provide meaningful college readiness indicators and support student success on the SAT.

1.3 - Advanced Placement (AP) Training and Tutoring
Reason for Difference: In 2024/25, we increased our investment in AP training and tutoring compared to the previous year; however, actual spending remained below the allocated budget. This was largely due to a higher overall budget. Despite the increased investment, the availability of AP tutoring was limited, primarily due to a shortage of AP teachers available after school or on Saturdays. To address this moving forward, we are exploring strategies to expand teacher availability and strengthen alternative tutoring options to better support students.

1.4 - Expanded Learning Opportunities
Reason for Difference: In 2024/25, students benefited from a range of enhanced learning experiences delivered through both in-person and online platforms. We utilized existing virtual tutoring resources alongside structured sessions offered before and after school, as well as on Saturdays. Enhanced by the Learning Recovery Grant, we were able to provide targeted academic support through flexible formats, effectively meeting student needs while keeping costs below anticipated levels.

1.10 - Variable Credit Recovery
Reason for Difference: We successfully implemented variable credit retrieval options for unduplicated students in grades 9–12. While the initiative previously exceeded the budget in 2023/24 due to the need for expanded timeframes and individualized support, the adjusted budget for 2024/25 accounted for these needs. As a result, we remained under budget this year while fully delivering the program - demonstrating our continued commitment to increasing A–G completion and graduation rates for students.

1.11 - Enhanced Data Systems
Reason for Difference: In 2024/25, we remained slightly under budget for Enhanced Data Systems. The Coordinator of Data Analysis and Computer Sciences effectively collaborated with district and site staff to provide training, improve access to student outcome data, and expand the use of data analysis to drive instruction. These efforts supported the implementation of targeted interventions, promoted equitable access to rigorous coursework, and increased academic opportunities for students.

1.12 - Ancillary Instructional Materials
Reason for Difference: In 2024/25, we provided supplementary instructional materials district-wide to support student success. Emphasizing cost-effective strategies and responsible resource use, we focused on maximizing the impact of available one-time funding and grants. These materials contributed meaningfully to student learning while maintaining budget discipline. As a result, overall expenditures were lower than budgeted.

1.13 - Focus on Writing
Reason for Difference: Efforts to implement a focus on writing faced some setbacks due to competing professional development priorities and limited teacher availability beyond the school day. These factors made it difficult to consistently center training around writing instruction. Despite these challenges, the district remains focused on improving writing outcomes and is actively working to integrate writing strategies into existing professional learning opportunities.

1.15 - Targeted Intervention
Reason for Difference: In 2024/25, a new action was added to the LCAP to provide targeted intervention periods during a 0 or 7th period. These sessions offered small group instruction, one-on-one tutoring, access to technology-based programs, and activities designed to strengthen ELA and Math skills. Funded through the Learning Recovery Emergency Block Grant, the initiative was successfully implemented and remains a district priority. Because the grant covered a significant portion of the costs, overall expenditures came in significantly under the budgeted amount, while still meeting the needs of students most in need.

1.16 - Professional Development for Long-Term English Learner (LTEL) Support
Reason for Difference: In 2024/25, a new action was implemented to provide specialized professional development for teachers focused on supporting Long-Term English Learners. These sessions included training on effective English language development strategies, analyzing formative data, incorporating culturally responsive teaching practices, and using bilingual resources tailored to LTEL needs. The initiative was successfully launched and contributed to strengthening instructional practices; however, overall expenditures came in under budget due to cost-effective planning and resource utilization.

1.17 - Improving English Learner (EL) Proficiency
Reason for Difference: In 2024/25, a new action was introduced and successfully implemented to enhance instructional support for English Learner students. Teachers participated in professional development focused on effective English language development strategies, analyzing formative data, culturally responsive teaching methods, and the use of bilingual resources. This initiative was made possible by leveraging one-time Educator Effectiveness funding, which allowed for high-quality training opportunities while keeping overall expenditures below the budgeted amount.

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

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

1.1 - Student Field Trips
During the 2024/25 school year, field trips continued to be a powerful means of exposing students to college campuses, career pathways, and real-world learning experiences. Students participated in visits to universities, trade programs, and professional workplaces across Southern California. These trips enhanced student engagement and deepened understanding of postsecondary options. Feedback from students and teachers highlighted how these experiences expanded aspirations and helped students visualize pathways beyond high school. Field trips remain a highly effective strategy in supporting college and career readiness.

1.2 - College Readiness Exams
All students in grades 10 and 11 were offered access to the PSAT, while 11th grade students had the opportunity to take the SAT during the school day. This approach removed barriers and increased participation in college entrance exams. In addition to providing valuable practice in a high-stakes testing environment, these assessments offered important data for staff to identify instructional needs. This year's increase in the percentage of 11th graders demonstrating college readiness in ELA and Math reflects the ongoing success of this initiative in preparing students for postsecondary education.

1.3 - Advanced Placement (AP) Training and Tutoring
This year's continued investment in AP teacher professional development contributed to stronger instructional practices across AP courses. Although tutoring availability was limited, students still demonstrated notable success, with nearly 4,000 students enrolled in AP courses and 2,916 AP exams earning qualifying scores in 2024/25. These outcomes reflect both the rigor of AP instruction and the dedication of students and staff. To build on this momentum and increase equitable support, the district will prioritize expanding access to AP tutoring and explore flexible models to better serve all students. This action remains a cornerstone of our efforts to ensure college readiness.

1.4 - Expanded Learning Opportunities
Extended learning programs - including before- and after-school tutoring, virtual homework help, and Saturday sessions - were expanded this year, offering consistent academic support across sites. These opportunities had a measurable impact, particularly in closing achievement gaps in Math and ELA. Growth on the CAASPP and NWEA MAP assessments indicates that these supports were timely and targeted. Student participation in these sessions remained strong, highlighting their value in helping students meet and exceed academic expectations.

1.5 - Formative Assessment
The use of NWEA MAP assessments three times annually (Fall, Winter, Spring) allowed teachers and administrators to track student progress in real time. This school year, the use of data from formative assessments informed classroom instruction, guided intervention planning, and supported data-driven professional development. Students demonstrated meaningful growth across subgroups, and educators reported increased confidence in using assessment results to adjust instruction. This initiative continues to be a vital tool in driving academic achievement.

1.6 - English Language Arts and Math Supports
ELA and Math support classes with reduced class sizes were implemented to provide students with more individualized instruction. Teachers were supported with supplemental resources and additional planning time. These support classes contributed to noticeable improvement in students' academic performance, as demonstrated by increased NWEA scores and CAASPP gains. Feedback from teachers highlighted a need for more targeted professional development to address the specific instructional strategies required in support classes, which will be a priority next year.

1.7/1.8 - English Learner (EL) Program Implementation/English Learner (EL) Reclassification Support and Monitoring
This year, the EL program continued to focus on enhancing instructional quality and reclassification outcomes. Professional development was provided for ELD teachers, site EL coordinators, and support staff. As a result, we saw increases in EL student performance on CAASPP and reclassification rates, which reached 16% in 2024/25. However, the EL Progress Indicator remained steady, suggesting a need to further analyze and refine language acquisition strategies. Extra staff were used to support ELPAC testing and data integrity, contributing to more accurate reclassification determinations.

1.9 - Student-Free Professional Development Days

The district designated three student-free days for professional development, focusing on NWEA assessment literacy, MTSS implementation, culturally responsive teaching, and effective engagement strategies. Teachers appreciated the opportunity to deepen their practice and reflect collaboratively. The positive shift in the Local Indicator for Academic Standards is evidence of the meaningful implementation and sustainability of these practices across the district. These PD days were instrumental in aligning instruction with district goals.

1.10 - Variable Credit Recovery

To support on-time graduation, the district expanded credit recovery options to include in-person, virtual, and hybrid models through platforms such as Edmentum, independent study, and alternative education pathways. These programs allowed students to regain credits in a flexible manner, with targeted supports available. The increased A-G completion rate (+4%) and the rise in College and Career Indicator components, such as CTE pathway completion, signal the effectiveness of this strategy in keeping students on track for graduation.

1.11 - Enhanced Data Systems

Ed Central and Data Central were optimized this year to help educators and administrators analyze performance data more effectively. Staff received training to access real-time student achievement metrics and identify trends across subgroups. The increased use of data-informed decision-making contributed to targeted interventions, as evidenced by rising assessment scores and improved supports for EL, FY, and LI students. Data systems are now more embedded in instructional and leadership practices.

1.12 - Ancillary Instructional Materials

The district provided students with supplemental materials tailored to their learning needs. From content-specific supports to organizational tools like student planners, these resources helped reinforce classroom instruction and foster executive functioning skills. Teacher feedback highlighted the positive impact of these materials on student engagement and preparedness. Continued investment in student-centered resources remains critical for academic growth.

1.13 - Focus on Writing

Although teachers in grades 9–12 participated in professional development and received coaching in writing instruction this year, the implementation varied across sites. While some progress was made in aligning grading practices and improving writing rubrics, overall growth in student writing proficiency was limited. Moving forward, a more structured and district-wide writing initiative, with common expectations and formative assessments, will be necessary to achieve greater consistency and impact.

1.14 - Enhancing English Language Arts and Mathematics through Professional Development

Professional development for teachers in ELA and Math was expanded to include a focus on content rigor, differentiation, and assessment literacy. Teachers reported higher confidence in using standards-aligned strategies and data to plan instruction. The gains seen in NWEA and CAASPP scores support the positive impact of this investment. Continued development in instructional coaching and collaboration will help sustain these improvements into the next year.

1.15 - Targeted Intervention

In 2024/25, targeted intervention programs were introduced as a new LCAP action to support students based on identified academic needs using assessment data. Delivered during winter intersessions, these programs provided small group instruction, tutoring, and access to technology-based resources to reinforce foundational skills in ELA and Math. The initiative led to measurable academic growth, as evidenced by gains on CAASPP and NWEA assessments. Funded through the Learning Recovery Emergency Block Grant, the program was successfully implemented and remains a district priority for closing achievement gaps. Expanding intervention opportunities will be essential to sustaining this progress.

1.16 - Professional Development for Long-Term English Learner (LTEL) Support

PD emphasized long-term EL needs, including strategies for integrated and designated ELD instruction. While some students benefited, overall gains in the EL Progress Indicator and the Seal of Biliteracy were limited. The decreased Seal of Biliteracy rate (-1.6%) among EL students suggests the need for stronger alignment between ELD instruction and rigorous language use in academic content. Next year, deeper collaboration between content and language specialists will be critical to improving outcomes for this group.

1.17 - Improving English Learner (EL) Proficiency
In 2024/25, a new action was introduced to strengthen instructional support for English Learner students as part of the district's multi-tiered approach to improving EL proficiency. Educators participated in professional development focused on integrated and designated ELD strategies, analyzing formative data, incorporating culturally responsive practices, and utilizing bilingual resources to support language acquisition. Funded primarily through one-time Educator Effectiveness dollars, this initiative expanded training opportunities across school sites. While CAASPP scores for ELs showed modest gains in ELA (+1.7) and Math (+1.7), the EL Progress Indicator remained unchanged, highlighting the need for continued refinement of instructional strategies and ongoing professional development to improve reclassification rates and long-term language development outcomes.

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.

Based on feedback from our educational partners, analysis of state and local metrics, and our ongoing commitment to supporting our English Learners, Foster Youth, and Low Income students, we have decided to maintain our current Goal 1 LCAP actions/services and metrics without changes.

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.	$58,700.00	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.	$502,177.00	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.	$138,174.00	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	$122,206.00	Yes

		Assessments.			
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, 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.	$322,628.00		Yes
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.	$799,469.00		Yes
7	English Learner (EL) Program	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.	$2,453,690.00		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.	$860,766.00		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.	$1,980,914.00		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.	$364,868.00		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	$548,570.00		Yes

		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.			
12	Ancillary Instructional Materials	Teachers in core content classes, will provide English Learner (EL), Foster Youth (FY), and Low 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.	$236,000.00		Yes
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.	$34,937.00		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.	$24,082.00		Yes
16	Professional Development for Long-Term English Learner (LTEL) 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.	$57,633.00		Yes
17	Improving English Learner (EL) 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.	$7,582.00		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 addressed 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%) California Dashboard 2023	All Students - 407 (7%) FY - 4 (2.2%) LI -337 (6.6%) EL - 21 (2.4%) SWD - 7 (.07%) California Dashboard 2024		All Students - 15% FY - 10% LI - 15% EL - 10% SWD - 10% California Dashboard 2026	All Students Progress: -0.3% (Decreased) FY Progress: +0.1% (Increased) LI Progress: -0.1% (Decreased) EL Progress: -0.3% (Decreased) SWD Progress: -0.6% (Decreased)

2	AP exams with qualifying score (Priority 4)	All Students -2074 FY - 6 LI - 926 EL - 48 SWD - 11 PowerSchool/DataCentral 2023	All Students -2,916 FY - 14 LI - 1,829 EL - 61 SWD - 26 PowerSchool/DataCentral 2024		All Students - 2,500 FY - 25 LI - 1,500 EL - 75 SWD - 25 PowerSchool/DataCentral 2026	All Students Progress: +842 (Increased) FY Progress: +8 (Increased) LI Progress: +903 (Increased) EL Progress: +13 (Increased) SWD Progress: +15 (Increased)
3	Graduation Rate (Priority 5)	All Students - 78.7% FY -60.6% LI - 76.5% EL - 66.4% SWD - 59.3% California Dashboard 2023	All Students - 81.7% FY -66.1% LI - 80.4% EL - 73% SWD - 65.8% California Dashboard 2024		All Students - 90% FY -75% LI - 90% EL - 80% SWD - 75% California Dashboard 2026	All Students Progress: +3.0% (Increased) FY Progress: +5.5% (Increased) LI Progress: +3.9% (Increased) EL Progress: +6.6% (Increased) SWD Progress: +6.5% (Increased)
4	Access to and Enrollment in a Broad Course of Study (Priority 7)	Number of Students Participating in AVID: 3,209 2023/24	Number of Students Participating in AVID: 3,114 2024/25		Number of Students Participating in AVID: 5,000 2026/27	Progress: -95 (Decreased)
5	College & Career Indicator/CCI (Priority 8)	All Students - 22.2% FY - 6.1% LI - 18.9% EL - 7.3% SWD - 2.8% 2023 - College/Career Levels and Measures Report & Data	All Students - 23.6% FY - 5.7% LI - 21.5% EL - 9.3% SWD - 3% 2024 - College/Career Levels and Measures Report & Data		All Students - 40% FY - 15% LI - 35% EL - 15% SWD - 5% 2026 - College/Career Levels and Measures Report & Data	All Students Progress: +1.4% (Increased) FY Progress: -0.4% (Decreased) LI Progress: +2.6% (Increased) EL Progress: +2% (Increased) SWD Progress: +0.2% (Increased)

| 6 | Golden State Seal Merit Diploma (Priority 8) | All Students Count = 969 Reg HS Graduates = 4460 21.70%

FY Count = 6 Reg HS Graduates = 112 5.40%

LI Count = 714 Reg HS Graduates = 3,783 18.90%

EL Count = 29 Reg HS Graduates = 454 6.20%

SWD Count = 24 Reg HS Graduates = 589 4.10%

2022-2023 DataQuest | All Students Count = 594 Cohort of Reg HS Graduates = 4,367 Percent = 13.6%

FY Count = 5 Cohort of Reg HS Graduates = 119 Percent = 4.2%

LI Count = 371 Cohort of Reg HS Graduates = 3.619 10.3%

EL Count = 22 Cohort of Reg HS Graduates = 532 4.1%

SWD Count = 31 Cohort of Reg HS Graduates = 553 5.6%

2023-2024 DataQuest | | All Students - 25%

FY - 10%

LI - 25%

EL - 10%

SWD - 5%

2025-2026 DataQuest | All Students Progress: -8.1% (Decreased)

FY Progress: -1.2% (Decreased)

LI Progress: -8.6% (Decreased)

EL Progress: -2.1% (Decreased)

SWD Progress: +1.5% (Increased) |
| 7 | Local Indicator - AP Students in District | All Students - 21.45% EL - 9.8% of all English Learners

2023-2024 PowerSchool | All Students - 18.02% EL - 8.33% of all English Learners

2024-2025 PowerSchool | | All Students - 30% EL - 15% of all English Learners

2026-2027 PowerSchool | All Students Progress: -3.43% (Decreased) EL Progress: -1.47% (Decreased) |

| 8 | Local Indicator - AP Exams taken | All Students - 5478
FY - 28
LI - 2989
EL - 109
SWD - 46

College Board & PowerSchool
2022-2023 | All Students - 7,366
FY - 71
LI - 4,914
EL - 182
SWD - 107

College Board & PowerSchool
2023-2024 | | All Students - 6,000
FY - 75
LI - 3,500
EL - 200
SWD - 75

College Board & PowerSchool
2025-2026 | All Students Progress: +1,888 (Increased)
FY Progress: +43 (Increased)
LI Progress: +1,925 (Increased)
EL Progress: +73 (Increased)
SWD Progress: +61 (Increased) |
| 9 | Local Indicator - Classroom Walkthroughs | 4480 Walkthroughs
(DigiCOACH 2023-2024) | 3,590 Walkthroughs
(DigiCOACH 2024-2025) | | 6,000 Walkthroughs
(DigiCOACH 2026-2027) | Progress: -890 Walkthroughs |

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.

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".

AVUHSD successfully implemented all 17 of the improved actions and services related to Goal 2, with measurable outcomes reflected in state and local indicators. Our progress and areas for continued growth can be assessed through nine metrics, which include Graduation Rate, AP Exams taken, CTE Pathway and A-G Completion, College/Career Readiness, Golden State Seal Merit Diploma, and classroom walk-throughs.

AVUHSD made strong progress toward creating a 21st-century learning environment in 2024/25, with several actions demonstrating meaningful impact. Career Technical Education (CTE) Opportunities (2.7) resulted in a +3.6% increase in pathway completion, with significant gains for Foster Youth, English Learners, and Students with Disabilities. These programs provided hands-on, career-aligned experiences that prepared students for postsecondary success. The district's continued investment in Technology (2.9) ensured equitable access to 1:1 devices and supported blended instruction across all classrooms. Building on this foundation, the district will expand its focus next year to include advancing technologies, such as training on artificial intelligence, to further enhance teaching and learning.

While there were strong areas of progress, one action faced implementation challenges. Next Generation Science Standards (NGSS) Support (2.14) experienced delays, with the district's Science Curriculum Coordinator not hired until the second semester. While this position is expected to greatly strengthen NGSS implementation, limited support earlier in the year impacted instructional alignment and pacing. It will remain a priority for expanded implementation and support in 2025/26.

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 in Goal 2:

2.1 - School Counselors

Reason for Difference: In 2024/25, we exceeded the budget for guidance and counseling services due to increased demand and the need to expand support systems that foster academic, college, career, and personal growth. Additional investments were made to strengthen counseling staff capacity, expand mental health services, enhance career exploration opportunities, and support college readiness efforts - ensuring that we met the diverse and growing needs of our student population.

2.05 - Classroom Walkthroughs
Reason for Difference: Site and district instructional teams successfully utilized DigiCOACH classroom walk-through tools to observe instruction, gather evidence, and provide timely feedback aligned to California State Standards, 21st Century teaching practices, and Common Core strategies. Implementation was carried out at no additional cost, as existing licenses and personnel were leveraged to sustain this high-impact practice.

2.6 - AP Placement, Exams, and Tutoring
Reason for Difference: The district continued its ongoing efforts to increase equitable access to AP courses for students. School counselors partnered with site administrative teams to support student enrollment, while teachers provided differentiated instruction and extended school day AP prep tutoring. Reduced-cost AP exams were also offered to minimize financial barriers. While the initiative was fully implemented, expenditures remained under budget due to effective resource management and cost-saving measures.

2.10 - STEAM Support
Reason for Difference: In 2024/25, this action was expanded from its original STEM focus to a broader STEAM initiative, intentionally incorporating the arts to provide more inclusive and engaging opportunities for students. As a result, we were slightly over budget due to increased resource needs to support both STEM and VAPA exposition and competition opportunities. These hands-on, project-based experiences fostered collaboration, deepened conceptual understanding of rigorous academic content, further supporting progress toward higher achievement in math, language arts, and overall college and career readiness.

2.11 - Dual Enrollment and Internships
Reason for Difference: The initiative to strengthen college and career pathways through the Director of Industry Liaison and Post-Secondary Partnerships was implemented as planned. This role supports quarterly collaboration with colleges, industry partners, school counselors, and site administrators to increase student access to low-cost dual enrollment and no-cost work-based learning opportunities. Due to some mid-year personnel changes, the initiative was carried out with fewer expenditures than expected, resulting in the overall budget coming in under projection while still maintaining progress toward expanding post-secondary options for students.

2.12 - Enrichment Options
Reason for Difference: The expansion of academic and enrichment courses beyond the traditional 6-period day faced some challenges, including competing priorities such as after-school tutoring, the implementation of Edmentum during regular school hours, and transportation constraints. Despite these obstacles, the initiative was implemented using one-time funding and remains a key priority. The district is committed to expanding opportunities beyond the regular school day to enhance students' academic and enrichment experiences.

2.14 - Next Generation Science Standards (NGSS) Support
Reason for Difference: In 2024/25, the initiative to advance science education through targeted NGSS implementation was not carried out as originally planned, and minimal funds were spent. The hiring of a Science Curriculum Coordinator took place later in the school year and as a result, planned activities related to instructional planning, assessment alignment, and professional development were delayed. With leadership now in place, the district is positioned to fully implement this initiative in 2025/26 and remains committed to expanding hands-on learning and deepening NGSS integration across all school sites.

2.15 - Visual and Performing Arts (VAPA) Support
Reason for Difference: A new action was introduced in 2024/25 to enhance arts instruction by providing designated VAPA support staff to collaborate with arts teachers and other certificated personnel. The arts coordinator worked alongside educators to plan, observe, and support VAPA classrooms through professional development, feedback, and lesson

planning. The initiative was successfully implemented, and due to efficient use of resources, expenditures remained under budget while still providing meaningful support to VAPA programs across the district.

2.16 - Improving Graduation Rates
Reason for Difference: In 2024/25 a new action was added to the LCAP to support the implementation of comprehensive college and career readiness programs. Designed to enhance student outcomes on the College and Career Indicator, this initiative focused on expanding access to post-secondary planning resources and support. It was successfully implemented using one-time A-G grant funding, which enabled counselors to provide targeted guidance and strengthen college and career pathways across all sites.

2.17 - College and Career Readiness
Reason for Difference: This was introduced as a new action in 2024/25 and included the hiring of a Coordinator of College Readiness to lead the implementation of comprehensive college and career readiness programs.The Coordinator also managed the coordination of key college and career-related assessments, including PSAT, SAT, ACT, and AP testing. In collaboration with site and district staff, these efforts provided students with meaningful, aligned experiences that supported their postsecondary goals. While implementation required a moderate investment, the initiative directly contributed to strengthening the College and Career Indicator (CCI) by increasing access to college and career pathways and supporting academic achievement for all students.

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

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".

2.1 - School Counselors
In the 2024/25 school year, school counselors served as essential leaders in supporting academic and social-emotional development, as well as postsecondary planning. They conducted personalized guidance sessions, led college and career workshops, and facilitated classroom presentations. These efforts helped improve graduation rates and increase A-G completion, particularly for English Learners (+2.7%) and Foster Youth (+9.6%). The counseling team's focus on whole-child development directly supported students' academic, collegiate, and personal growth.

2.2 - Enhanced Counseling and Support
Enhanced counseling services provided targeted interventions for at-risk students, including those facing academic or mental health challenges. With the integration of MTSS structures, counselors collaborated with support staff to offer wraparound services. This comprehensive approach contributed to increased CCI rates (+1.4%) and improved NWEA performance across subgroups. Students received the tools and support needed to navigate both academic and personal pathways with confidence.

2.3 - Professional Development
Throughout the year, teachers and administrators participated in professional development and attended conferences on a plethora of subject areas and topics. These PD opportunities supported the implementation of 21st-century instructional strategies across numerous content areas. The improved growth in ELA and Math scores reflect the effectiveness of this investment in professional learning.

2.4 - Targeted AV Teacher Induction Mentoring and Supports
The district continued support for new teachers through targeted mentoring, site coaching, and peer observation. With a growing number of new staff, this action helped increase retention and instructional quality. Mentees received guidance in classroom management, lesson design, and culturally responsive practices. The success of these supports was reflected in consistent instructional delivery and improved walkthrough feedback data across sites.

2.5 - Classroom Walkthroughs

Classroom walkthroughs were conducted regularly by site and district leadership to provide immediate, formative feedback. These observations focused on student engagement, use of technology, and alignment with academic standards. Findings were used to tailor PD offerings and identify school-wide instructional trends. The walkthrough process has helped foster a culture of continuous improvement and supported the district's commitment to high-quality instruction.

2.6 - AP Placement, Exams, and Tutoring

Efforts to expand AP access and success were effective in 2024/25. Nearly 4,000 students were enrolled in AP courses, and 2,916 AP exams earned qualifying scores. AP tutoring and equitable placement processes ensured more students - particularly Low-Income and first-generation college-bound youth - could thrive in rigorous coursework. These results strengthened the district's academic profile and promoted college-level learning experiences for all.

2.7 - Career Technical Education (CTE) Opportunities

CTE pathway completion rose to 20.8% this year, with significant growth among English Learners (+5.1%) and Students with Disabilities (+5.6%). The district expanded access to high-interest pathways such as health science, information technology, and engineering. Industry partnerships and certifications provided real-world applications for academic content, equipping students with both technical skills and career readiness.

2.8 - AVID Elective

The AVID program continued to foster a college-going culture by supporting students in developing academic habits, organization, and inquiry-based learning. AVID students participated in tutorials, college visits, and career exploration events. The program's alignment with A-G and dual enrollment efforts strengthened postsecondary pathways, and AVID students consistently demonstrated higher rates of college readiness and GPA growth.

2.9 - Technology

Classroom technology remained a cornerstone of AVUHSD's instructional model, with students having consistent access to Chromebooks and digital tools that supported blended learning, real-time feedback, and the development of digital literacy. Teachers continued to receive professional development on effective technology integration to enhance instruction and student engagement. The use of technology facilitated research, collaboration, and content creation—key components of 21st-century learning. These efforts contributed to positive academic outcomes, including increases in graduation rates across all student groups: All Students (+3.0%), Foster Youth (+5.5%), Low-Income (+3.9%), English Learners (+6.6%), and Students with Disabilities (+6.5%).

2.10 - STEAM Support

The district expanded STEAM opportunities through interdisciplinary lessons, project-based learning, and increased access to both STEM and the arts. Student participation in clubs, competitions, and hands-on learning experiences grew, reflecting heightened interest in related career pathways. These opportunities promoted collaboration, creativity, and problem-solving and deepened student engagement in science, math, and the arts. As a result, more students demonstrated college and career readiness, with gains in AP exams with qualifying scores: All Students (+842), Foster Youth (+8), Low-Income (+903), English Learners (+13), and Students with Disabilities (+15). Progress was also evident on the College & Career Indicator (CCI), with increases among All Students (+1.4%), Low-Income (+2.6%), English Learners (+2.0%), and Students with Disabilities (+0.2%), further affirming the impact of STEAM-focused initiatives.

2.11 - Dual Enrollment and Internships

The district partnered with Antelope Valley College and industry partners to offer dual enrollment courses and internships. These programs provided students with the opportunity to earn college credit and gain hands-on experience in real-world settings. Students participating in dual enrollment demonstrated higher academic engagement and college readiness. Internship feedback from both students and employers was overwhelmingly positive, confirming the value of early workforce exposure. Despite staffing transitions, the program maintained momentum through strong partnerships and streamlined supports.

2.12 - Enrichment Options

During the 2024/25 school year, the district made progress in expanding academic and enrichment opportunities beyond the traditional 6-period day. Counselors and site administrators worked together to identify students who would benefit most from extended learning time. Through the strategic use of one-time funding, the district offered targeted enrichment programs that supported both academic achievement and personal growth. These efforts contributed to increased participation and outcomes, as reflected in gains in A-G completion: All Students (+4%), Foster Youth (+9.6%), Low-Income (+3.5%), and English Learners (+2.7%). While progress for Students with Disabilities declined slightly (-1.1%), the district remains committed to refining supports to ensure equitable access and success for all learners. These efforts reflect an ongoing commitment to innovation, equity, and student-centered programming.

2.13 - Student Achievement Support
The district continued its commitment to elevating student achievement through targeted instructional support. Teachers received ongoing professional development and timely feedback from instructional partners, supported by both certificated and administrative staff. These efforts were further enhanced by frequent classroom walkthroughs, which provided constructive feedback and promoted reflective teaching practices. The primary focus remained on improving the academic performance of targeted students in core content areas. Positive outcomes - including growth in NWEA scores, increased reclassification rates for English Learners, improved A-G completion, and gains in CAASPP performance - demonstrate the effectiveness of this comprehensive and collaborative approach.

2.14 - Next Generation Science Standards (NGSS) Support
In 2024/25, the district's initiative to advance science education through targeted NGSS implementation experienced delays and was not carried out as originally planned. The hiring of a Science Curriculum Coordinator occurred later in the school year, which postponed key activities such as instructional planning, assessment alignment, and professional development for science educators. However, with dedicated leadership now in place, the district is well-positioned to fully implement this initiative in 2025/26. The district remains committed to deepening NGSS integration, expanding hands-on science learning, and ensuring all students have access to high-quality, standards-aligned instruction across all school sites.

2.15 - Visual and Performing Arts (VAPA) Support
VAPA programs flourished this year through expanded course offerings, performance opportunities, and arts integration across disciplines. Students participated in concerts, exhibitions, and regional competitions, developing creativity, confidence, and skills. The VAPA experience supported whole-child development and offered pathways for artistic expression and future careers in the creative arts.

2.16 - Improving Graduation Rates
Graduation rates improved across all subgroups, with a notable increase among English Learners (+6.6%), Foster Youth (+5.5%) and Low Income students (+3.9%). Credit recovery, academic counseling, and individualized learning plans played a critical role. Alternative education programs and expanded supports ensured students had multiple pathways to earning a diploma. These improvements reflect the district's commitment to equitable access and student persistence.

2.17 - College and Career Readiness
In 2024/25, the district implemented comprehensive college and career readiness programs designed to strengthen students' preparation for life beyond high school and to enhance performance on the College and Career Indicator (CCI). Students received support through academic counseling, college exploration activities, and career readiness workshops. As a result, the district saw growth in CCI performance across multiple student groups, with notable gains among Low-Income (+2.6%) and English Learner (+2.0%) students. These programs reflect a district-wide commitment to ensuring all students graduate with a clear plan and the skills needed to succeed in both college and career pathways.

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.

After gathering feedback from our educational partners and analyzing state and local metrics, we have decided to maintain Goal 2 and its associated actions with one minor modification.

The metric of "Graduation Rate (Priority 5)" will be revised to show data from the California Dashboard in place of information from DataQuest.

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.	$7,230,021.00	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 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.	$15,737,092.00	Yes
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.	$1,256,180.00	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.	$1,274,422.00	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	School counselors will coordinate services with site administrative teams to increase equitable	$588,867.00	Yes

	Tutoring	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.			
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.	$8,461,604.00		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 enrollment, graduation, and CCI rates.	$2,972,744.00		Yes
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 district-wide 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.	$906,938.00		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 district-wide, 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.	$263,788.00		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	$61,245.00		Yes

		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.		
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.	$2,921,216.00	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 strategies as evidenced by increased A-G and CTE completion and graduation rates.	$375,161.00	Yes
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.	$13,388.00	Yes
17	College and Career Readiness Programs	Administrators, school counselors, and teachers 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.	$108,878.00	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 addressed 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% Fall 2023 Williams Visit	100% Fall 2024 Williams Visit		100% Fall 2026 Williams Visit	Progress: No Change
2	Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT) (Priority 1)	100% Fall 2023 Williams Visit	100% Fall 2024 Williams Visit		100% Fall 2026 Williams Visit	Progress: No Change

3	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	14% Teacher Misassignments 4% Teacher Vacancies Fall 2023 Census Day CALPADS 4.1 and 4.3	11.2% Teachers Misassignments 3.4% Teacher Vacancies Fall 2024 Census Day CALPADS		1% Teacher Misassignments 0.5% Teacher Vacancies Fall 2026 Census Day CALPADS 4.1 and 4.3	Progress: Misassignments: -2.8% (Declined) Teacher Vacancies: -0.6% (Declined)
4	Attendance Rate (Priority 5)	All Students - 90.86% CALPADS 14.2 2022-2023	All Students - 91.18% CALPADS 14.2 2023-2024		All Students - 92% CALPADS 14.2 2025-2026	All Students Progress: +.32% (Increased)
5	Chronic Absenteeism (Priority 5)	All Students - 29.5% FY - 43.3% LI - 33.6% EL - 33.4% SWD - 43.3% 2022-2023 DataQuest	All Students - 29% FY - 42.5% LI - 31.7% EL - 31.2% SWD - 42% 2023-2024 DataQuest		All Students - 12% FY - 20% LI - 12% EL - 12% SWD - 30% 2025-2026 DataQuest	All Students Progress: -0.5% (Decreased) FY Progress: -0.8% (Decreased) LI Progress: -1.9% (Decreased) EL Progress: -2.2% (Decreased) SWD Progress: -1.3% (Decreased)
6	High School Dropout Rate (Priority 5)	All Students - 13.4% 2022-2023 DataQuest	All Students - 17.4% 2023-2024 DataQuest		All Students - 5% 2025-2026 DataQuest	All Students Progress: +4% (Increased)
7	Suspension Rate (Priority 6)	All - 8.6% FY - 20.8% EL - 8.9% LI - 10.2% SWD - 14.6% 2022-2023 DataQuest	All Students - 7.3% FY - 21% EL - 8.1% LI - 7.4% SWD - 12.5% 2023-2024 DataQuest		All Students - 5% FY - 15% EL - 5% LI - 5% SWD - 10% 2025-2026 DataQuest	All Students Progress: -1.3% (Decreased) FY Progress: +0.2% (Increased) EL Progress: -0.8% (Decreased) LI Progress: -2.8% (Decreased) SWD Progress: -2.1% (Decreased)
8	Expulsion Rate (Priority 6)	All - 0.2% FY - 0.9% EL - 0.1% LI - 0.3% SWD - 0.4% 2022-2023 DataQuest	All - 0.2% FY - 0.4% EL - 0.2% LI - 0.2% SWD - 0.2% 2023-2024 DataQuest		All - 0.1% FY - 0.5% EL - 0.0% LI - 0.2% SWD - 0.2% 2025-2026 DataQuest	All Students Progress: 0% (No Change) FY Progress: -0.5% (Decreased) EL Progress: +0.1% (Increased) LI Progress: -0.1% (Decreased) SWD Progress: -0.2% (Decreased)

| 9 | Student Perception of School Safety and Connectedness (Priority 6) | Fall Climate Survey Safety: 78% Agreed or Strongly Agree - "I feel safe at school." Connectedness: 62% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." Fall Climate Survey 2023-2024 | Fall Climate Survey Safety: 70% Agreed or Strongly Agree - "I feel safe at school." Connectedness: 60% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." Fall Climate Survey 2024-2025 | | Fall Climate Survey Safety: 80% Agreed or Strongly Agree - Students - "I feel safe at school." Connectedness: 65% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." Fall Climate Survey 2026-2027 | Progress Safety: -8% (Decreased) Progress Connectedness: -2% (Decreased) |
| 10 | Teacher Perception of School Safety and Connectedness (Priority 6) | CALPADS 2.16 & 8.1 Safety: 85% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 80% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." Fall Climate Survey 2023-2024 | Fall Climate Survey Safety: 80% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 79% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." Fall Climate Survey 2024-2025 | | CALPADS 2.16 & 8.1 Safety: 90% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 85% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." Fall Climate Survey 2026-2027 | Progress Safety: -5% (Decreased) Progress Connectedness: -1% (Decreased) |

| 11 | Local Indicator - Suspension Indicator | All Students Performance: 6.8% Progress: -0.4% (declined)

FY Performance: 18.5% suspended at least once Progress: Maintained (-0.4%)

LI Performance: 8.1% suspended at least once Progress: Maintained (-0.3%)

EL Performance: 7.1% suspended at least once Progress: Declined 0.9%

2023 California Dashboard | All Students Performance: 7.3% Progress: +0.5% points (Increased)

FY Performance: 21% Progress:+2.6 points (Increased)

LI Performance: 8.1% Progress: 0 points (Maintained)

EL Performance: 7.4% Progress: +0.3 points (Maintained)

2024 California Dashboard | | All Students Performance: 7.3%

FY Performance: 20% suspended at least once

LI Performance: 9.6% suspended at least once

EL Performance: 8.6% suspended at least once

2026 California Dashboard | All Students Progress: +0.5% (Increased)

FY Progress: +2.5% (Increased)

LI Progress: 0% (No Change)

EL Progress: +0.3% (Increased) |

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.

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

AVUHSD has successfully implemented all 16 of the improved actions and services related to Goal 3. Our progress and areas for improvement are measured through eleven state and local indicators, including Williams requirements, suspension and expulsion rates, attendance, chronic absenteeism, and dropout rates.

During the 2024/25 school year, AVUHSD made meaningful progress in cultivating safe, secure, and supportive school environments. One major success was the expansion of Positive Behavior Intervention and Support (PBIS) (3.8), which empowered site teams to implement proactive strategies and data-informed interventions that fostered positive school climates. These efforts supported reductions in suspension rates and increased student connectedness. Another highlight was Safe, Secure, and Positive Learning Environments (3.10), which provides a number of opportunities for students to have additional avenues to be involved in their schools through such things as mentoring. Survey results indicated that 70% of students agreed they felt safe at school. Sixty percent report feeling connected to their school. The district also saw success through its continued focus on the Multi-Tiered System of Supports (MTSS) (3.15). Staff received targeted professional development on academic, behavioral, and social-emotional supports. These coordinated systems have strengthened collaboration between educators and support staff and enhanced services for English Learners, Foster Youth, and Low-Income students. These outcomes underscore the district's ongoing commitment to student well-being.

At the same time, Lowering Suspension Rates (3.16) remains a key challenge. While PBIS and MTSS initiatives have laid a strong foundation, suspension rates among certain student groups remain disproportionately high. The district has addressed this by aligning MTSS trainings to support behavioral intervention strategies, and by leveraging one-time funds to strengthen restorative practices. Moving forward, AVUHSD will explore additional professional development focused on culturally responsive discipline practices and classroom management tools to better equip educators in fostering positive, inclusive environments.

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 in Goal 3:

3.1 - Access to Standards-Aligned Instructional Materials
Reason for Difference: Although expenditures came in below the initial budget, the district successfully met all requirements for instructional materials sufficiency as outlined by the Williams legislation. This was made possible through strategic planning and efficient resource management, ensuring that every student had access to the materials they needed while maintaining fiscal responsibility.

3.4 - Career Technical Education (CTE) Programs
Reason for Difference: In 2024/25, although expenditures came in below the initial budget, the plan to allocate teachers and staff to support Career Technical Education programs was effectively implemented. This allowed for full execution of the initiative, strengthening the infrastructure of CTE pathways and providing students with a more engaging and well-supported learning experience.

3.9 - Classified Professional Development
Reason for Difference: The district continued its efforts to expand professional development opportunities for Classified staff. These trainings focused on deepening understanding of the diverse needs, conditions, and circumstances of the student population. While the action was implemented, expenditures came in under budget due to strategic use of internal resources and cost-effective planning. The district remains committed to strengthening Classified staff capacity through ongoing, targeted professional development.

3.10 - Safe, Secure, and Positive Learning Environment
Reason for Difference: In 2024/25, implementation of this action resulted in exceeding the originally budgeted amount due to the expanded scope of services and the additional

personnel required to address the growing social-emotional, behavioral, and academic needs of students. These efforts enhanced access to mentoring, strengthened school-home connections, and enabled staff to proactively monitor and support a positive school climate. As a result, students demonstrated increased attendance, improved behavior outcomes, and a stronger sense of safety and belonging—advancing the district's goals for equity, engagement, and well-being.

3.12 - Transportation
Reason for Difference: The implementation of this action came in under budget due to cost-saving strategies, such as purchasing AVTA GoPasses in bulk, and successfully providing transportation to students. These efforts ensured equitable access to academic interventions and enrichment opportunities, contributing to improved attendance and reduced chronic absenteeism.

3.13 - Independent City and Resilient Scholars
Reason for Difference: The 2024/25 implementation of the Independent City event, along with the addition of Resilient Scholars meetings to this action, was a strong success, supported by thoughtful planning, streamlined logistics, generous community donations, and effective cost management. Both initiatives benefited from the strategic use of resources and creative, cost-efficient solutions, allowing us to deliver meaningful and high-quality experiences for students. As a result, overall spending came in below the original budget, reflecting our continued commitment to financial responsibility and enriching student development.

3.14 - Diversity Training
Reason for Difference: In 2024/25, diversity training was implemented and reflected the district's ongoing commitment to fostering an inclusive and equitable environment. Through strategic planning and efficient use of resources, we were able to deliver impactful training while remaining under budget. Participants reported gaining valuable insights and practical strategies to support inclusivity in their schools and workplaces. Moving forward, we will continue to build on this momentum by expanding the reach of our diversity initiatives and ensuring all staff are equipped to contribute to a welcoming and inclusive culture.

3.15 - Multi-Tiered System of Supports (MTSS)
Reason for Difference: The district-wide implementation of the MTSS model and vision was led by the Director of MTSS in collaboration with Coordinators, Directors, and various support personnel. This comprehensive effort focused on delivering Tier 2 and Tier 3 interventions while supporting school site MTSS teams, providing professional development for staff, and offering targeted resources to guide school-based processes. Due to the extensive scope and high level of support required for successful implementation, expenditures exceeded the original budget, reflecting our deep commitment to establishing a strong and sustainable MTSS framework across the district.

3.16 - Lower Suspension Rates
Reason for Difference: In 2024/25, the district implemented a new action aimed at reducing suspension rates through targeted MTSS training and behavior support strategies. This initiative was further supported by PBIS efforts and one-time funding to promote positive behavior interventions. As a newly introduced action, initial implementation focused on building foundational supports, resulting in expenditures coming in under budget. Moving forward, the district will continue to expand professional development and intervention strategies to ensure all staff are equipped to foster positive, inclusive learning environments and sustain progress in reducing suspensions.

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

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

3.1/3.2/3.3 - Access to Standards-Aligned Instructional Materials/Facilities in "Good" Repair/Fully Credentialed/Appropriately Assigned Teachers
During the 2024/25 school year, the district maintained its commitment to ensuring that all students have access to high-quality instructional materials, safe and well-maintained facilities, and fully credentialed teachers. Textbook sufficiency remained at 100%, and school facilities received "Good" or better ratings. These foundational actions ensured that students were placed in optimal learning environments supported by qualified educators - critical components of a safe and effective school climate.

3.4 - Career Technical Education (CTE) Programs
CTE participation and pathway completion continued to increase across the district. With a 3.6% overall increase in CTE pathway completion and notable growth among English Learners and Students with Disabilities, the district demonstrated progress in preparing students for postsecondary success. Students gained valuable hands-on experience and career-aligned skills, reinforcing the district's focus on academic engagement and real-world application.

3.5/3.6 - Recruit and Retain Teacher/Improve Attendance and Chronic Absenteeism
Efforts to recruit and retain highly qualified teachers remained a district priority. Strategies such as targeted onboarding, mentorship, and competitive hiring practices helped stabilize staffing. In parallel, interventions to improve attendance showed incremental success, with the district-wide attendance rate rising to 91.18% (+.32%). Chronic absenteeism continues to present challenges for key subgroups, but expanded support services and proactive outreach helped begin to shift attendance trends in a positive direction.

3.7 - Student Support Centers
Student Support Centers remained essential in providing academic guidance, mental health services, and wraparound support. Their role expanded in 2024/25, particularly for students dealing with trauma, housing instability, or social-emotional needs. Feedback from site teams and families affirmed their impact on student well-being, helping reduce behavior incidents and increase school connectedness.

3.8 - Positive Behavior Intervention and Support (PBIS)
PBIS continued to serve as a cornerstone of the district's efforts to build a positive, inclusive climate. Sites refined their implementation of Tier 2 and Tier 3 systems, supported by PBIS teams and Student Support Coordinators. Schools reported improvements in behavior and engagement, with several campuses expanding recognition systems and social-emotional learning components. Suspension rates declined modestly district-wide, demonstrating progress toward our goal of reducing exclusionary discipline.

3.9 - Classified Professional Development
Classified staff received targeted professional development and attended conferences aimed at strengthening their ability to support safe, inclusive, and supportive school environments. These trainings enhanced the skills of campus aides, clerical staff, and other key personnel in managing student behavior, fostering positive relationships, and reinforcing schoolwide expectations. Staff reported increased confidence in handling student interactions and promoting a positive school climate. These efforts aligned with improvements in school-wide outcomes, including a rise in the overall attendance rate from 90.86% to 91.18% (+0.32%) and a reduction in suspension rates across most student groups. Suspension rates decreased for All Students (-1.3%), English Learners (-0.8%), Low-Income students (-2.8%), and Students with Disabilities (-2.1%), with a slight increase noted for Foster Youth (+0.2%). The district remains committed to continuous improvement through professional learning and systems that promote student well-being and equity.

3.10 - Safe, Secure, and Positive Learning Environments
In 2024/25, the district continued to prioritize cultivating safe and supportive school environments through strategic staffing, collaborative systems of support, and mentoring opportunities for students. Additional release periods for administrative interns provided increased campus visibility and real-time support for teachers and students, contributing to improved classroom management and schoolwide consistency. Unduplicated students and their families reported a more positive and connected school experience due to the coordinated efforts of the Director of Equity, district coordinators, social workers, site interns, and student support staff. This collaborative model provided additional mentoring and addressed social-emotional, behavioral, and academic needs - particularly for English Learners, Foster Youth, and Low-Income students - while fostering strong, trust-based relationships across school communities.

3.11 - Supplemental Interventions and Supports
Throughout the 2024/25 school year, the district maintained a coordinated, multi-tiered approach to delivering supplemental interventions and supports aligned with key LCAP actions. School site administrators, certificated and classified staff collaborated closely with district-level teams to address the academic, social-emotional, and behavioral needs

of English Learner, Foster Youth, and Low-Income students. These supports were implemented through a network of interconnected LCAP actions - including 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 - ensuring services were tailored to meet the unique needs of unduplicated students. This collaborative framework led to measurable improvements in student grades, assessment scores, school engagement, and participation in academic and enrichment programs. The use of the LCAP action plan as a structured guide enabled teams to monitor progress, analyze data, and strategically allocate resources to maximize impact, ultimately fostering more equitable outcomes across the district.

3.12 - Transportation
The district maintained reliable transportation services, removing barriers for students needing access to academic programs, extracurricular activities, and mental health services. Transportation remained especially critical in supporting Foster Youth and Low Income students, as well as students attending alternative or Equity Multiplier sites. Consistent transportation access contributed to improved attendance and participation in extended learning opportunities.

3.13 - Independent City and Resilient Scholars
Independent City and Resilient Scholars meetings continued to provide vital life skills, advocacy training, and postsecondary planning for students in foster care. The program's mentoring, college exposure, and financial literacy elements empowered students to advocate for themselves and pursue their goals. Student feedback and anecdotal outcomes highlight this program as a life-changing experience for many participants.

3.14 - Diversity Training
During the 2024/25 school year, the district built upon the success of its prior diversity training initiatives, further expanding efforts to promote inclusive, respectful, and culturally responsive learning environments. Positive feedback and active engagement from staff affirmed the impact of these trainings in fostering a shared understanding of equity, identity, and belonging across school sites and departments. These efforts have supported broader improvements in school climate, contributing to a decrease in suspension rates for key student groups: All Students (-1.3%), English Learners (-0.8%), Low-Income students (-2.8%), and Students with Disabilities (-2.1%), with a slight increase for Foster Youth (+0.2%). Additionally, the overall student attendance rate improved from 90.86% to 91.18% (+0.32%). The district will continue to build on this momentum in 2025/26 through deeper, more impactful training sessions, reinforcing a commitment to continuous growth and a school culture where every student and staff member feels seen, valued, and supported.

3.15 - Multi-Tiered System of Supports (MTSS)
MTSS implementation continued to expand across sites, focusing on aligning academic, behavioral, and social-emotional supports. Tiered interventions were developed using real-time data to support students in need. MTSS teams met regularly to review data, adjust plans, and coordinate services, making this system a critical driver of progress in attendance, academic performance, and engagement.

3.16 - Lower Suspension Rates
Lowering suspension rates remains a key priority, and we have been addressing this through MTSS trainings that align with this action. In 2024/25, the district made notable progress in reducing suspensions, with the overall rate dropping to 7.3% from 8.6% the previous year. Efforts through PBIS (3.8) and one-time funding have supported positive behavior interventions to reduce suspensions. Moving forward, we plan to explore additional professional development opportunities specifically designed to lower suspension rates. These initiatives will ensure that educators have the tools and strategies needed to foster a positive and supportive learning environment for all students. While this year marked the initial rollout of this action, its impact, when combined with district-wide MTSS and PBIS efforts, contributed to a reduction in suspensions.

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.

Based on feedback from our educational partners, analysis of state and local metrics, and our ongoing commitment to supporting student well-being and success, we have decided to maintain our current Goal 3 LCAP actions, services, and metrics without changes.

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.	$17,001,574.00	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.	$43,641,237.00	No
3	Fully Credentialed and Appropriately Assigned Teachers	100% of teachers will be fully credentialed and appropriately assigned.	$89,018,233.00	No
4	Career Technical Education (CTE) Programs	Provide teachers and staff for Career Technical Education programs to support students in CTE pathways.	$2,426,913.00	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.	$512,630.00	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.	$1,622,938.00	Yes
7	Student Support Centers	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 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.	$1,547,084.00	Yes
8	Positive Behavior Intervention and Support	Coordinators in the Student Services Department will coordinate services with site PBIS Coordinators and various other support personnel, to provide Positive Behavior Interventions and	$1,381,152.00	Yes

	(PBIS)	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.			
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.	$152,698.00		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.	$7,865,894.00		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: - College and Career Field Trips - LCAP 1.1 - College Readiness Exams - LCAP 1.2 - AP Training and Tutoring - LCAP1.3 - Expanded Learning Opportunities - LCAP 1.4 - EL Support and Services - LCAP 1.7 and 1.8 - Ancillary Instructional Materials - LCAP 1.12 - Targeted Intervention - 1.15 - Professional Development and Training - LCAP 1.14, 1.16, 1.17, 2.3, and 3.16 - CTE opportunities - LCAP 2.7 - Technology - LCAP2.9 - STEAM - LCAP 2.10 - Additional staffing to meet the needs of targeted students - LCAP 3.7, 3.8, and 3.11 - Parent Engagement Activities- LCAP 4.4 and 4.6	$3,701,826.00		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.	$2,923,841.00		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"	$43,071.00		Yes

		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.			
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.	$123,196.00		Yes
15	Multi-Tiered System of Supports (MTSS)	The successful implementation of the district-wide 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.	$903,421.00		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.	$17,832.00		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 addressed 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.	28% 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. School Sites Self-Reporting 2024/25		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. School Sites Self-Reporting 2026/27	Progress: +18% (Increased)

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.	21% 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. School Sites Self-Reporting 2024/25		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. School Sites Self-Reporting 2026/27	Progress: +11% (Increased)
3	Local Indicator - Parent Perception of Communication and Connectedness	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 Qualtrics	1,322 responses to Fall Climate survey 93% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 88% 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 has high expectations of my student." 2024-2025 Qualtrics		2000 responses to Fall Climate survey 95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 90% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 95% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2026-2027 Qualtrics	Progress Responses: +22 (Increased) Progress Intervention Support: -2% (Decreased) Progress Communication: -1% (Decreased) Progress Expectations: -1% (Decreased)

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.

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 eight of 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 and parent/family engagement.

In 2024/25, AVUHSD continued to prioritize meaningful communication and family partnerships to support student achievement. English Learner Parent Workshops (4.4) were implemented successfully, offering multilingual sessions that provided families with tools to support academic success, navigate the school system, and prepare students for college and career opportunities. Parent and Family Collaboration (4.6) also saw strong results, with families actively participating in advisory councils, site-based events, and academic-focused workshops. These efforts created stronger school-home partnerships and empowered families to play an active role in their child's education. Additionally, Increase Communication (4.7) was supported through the expanded use of multilingual messaging tools, newsletters, social media, and other communication tools, ensuring that important information reached families in a timely and accessible way.

Despite these successes, a continued challenge is engaging an even broader group of families across all school sites. While participation has improved, AVUHSD recognizes the need to remove barriers and expand culturally responsive outreach strategies to increase attendance at events and deepen parent involvement in decision-making and school culture. This remains a key focus for 2025/26.

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 in Goal 4:

4.4 - English Learner (EL) Parent Workshops
Reason for Difference: In 2024/25, EL parent workshops were successfully implemented with expanded resources compared to the previous year, resulting in more comprehensive sessions and positive feedback from participating families. Although the budget allocation was higher than the previous year, actual expenditures came in under budget due to efficient use of resources and thoughtful planning. Looking ahead, the district will continue to prioritize these workshops, focusing on strategic evaluations, community partnerships, and innovative practices to enhance support for English Learner students and their families.

4.5 - Outreach to Spanish-Speaking Parents
Reason for Difference: The district implemented a variety of outreach efforts to strengthen communication and engagement with English Learner families. These efforts took multiple forms and were designed to build stronger connections between schools and the communities they serve. While the initiative was successfully carried out, expenditures came in under budget due to strategic planning and efficient use of resources. The district remains committed to expanding and refining outreach strategies to ensure EL families are informed, supported, and actively engaged in their students' educational journey.

4.6 - Parent and Family Collaboration
Reason for Difference: The district partnered with various parent and family organizations to implement a comprehensive program promoting meaningful family engagement. With an increased allocation of resources, we successfully launched a series of informative and engaging workshops tailored to the specific needs and interests of families. These programs received positive feedback from participants and were implemented effectively. Due to strategic planning and efficient resource use, expenditures came in under budget. Moving forward, we remain committed to strengthening our collaboration with families by evaluating workshop impact, exploring new engagement opportunities, and leveraging community partnerships to sustain and grow this work.

4.8 - Social-Emotional Learning (SEL) Supports
Reason for Difference: We successfully implemented several promotional campaigns focused on supporting the social-emotional, behavioral, and physical needs of students. Using various outreach platforms, we increased awareness and engagement across the community. These campaigns were carried out effectively, and expenditures remained just under budget, reflecting our commitment to impactful, cost-conscious communication that supports student well-being and strengthens partnerships with families and the broader community.

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

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".

4.1 - PowerSchool
PowerSchool continued to serve as a foundational platform for student information and data access. Teachers, students, and families used the system to monitor attendance, grades, and academic progress in real time. Ongoing training for staff and system enhancements improved the accuracy and usability of the platform. PowerSchool remains a vital tool in promoting transparency and parent engagement, empowering families to actively support their students' academic journey.

4.2 - Qualtrics
The district utilized the Qualtrics platform to gather valuable feedback from students, staff, and families throughout the school year. These surveys informed key decisions related to instructional practices, mental health services, and school climate. Educational partner responses helped guide LCAP development, program adjustments, and areas for continuous improvement. The consistent use of Qualtrics demonstrates the district's commitment to two-way communication and data-informed decision-making.

4.3 - Parent Link
Parent Link remained a reliable and accessible communication tool, providing timely updates on school events, safety alerts, and district news. The platform's multilingual capabilities supported inclusive outreach to diverse families. Increased use of text, email, and voice messaging helped maintain open lines of communication and ensured families stayed informed and connected to their schools.

4.4 - English Learner (EL) Parent Workshops
In 2024/25, the district deepened its commitment to engaging families of English Learner (EL) students through a robust series of parent workshops designed to strengthen the home-school partnership. These sessions provided critical information on reclassification, academic expectations, assessment data, and strategies to support learning at home, with accessibility for non-English-speaking families prioritized throughout. District and site-level staff collaborated with community partners such as the Parent Institute for Quality Education (PIQE) and Disciplina Positiva to deliver workshops focused on goal setting, college preparation, and effective parenting strategies tailored to the unique needs of EL families. Nearly 1,000 parents completed the PIQE program, reflecting strong engagement and growing capacity among families to support student success. Additionally, EL families had the opportunity to participate in state-level conferences like CABE to expand their understanding of the U.S. education system. As a result of these efforts, 28% of AVUHSD parents/guardians participated in at least one decision-making activity (e.g., ELAC, SSC, LCAP meetings), and 21% participated in at least one program for unduplicated pupils. These outcomes reflect continued progress in building inclusive, informed, and empowered school communities.

4.5 - Outreach to Spanish-Speaking Parents
Targeted outreach to Spanish-speaking families was expanded in 2024/25 through bilingual communications, community events, and translated materials. Parent engagement increased as families felt more welcomed and empowered to participate in school activities and decision-making. The district's ongoing efforts to bridge language barriers strengthened trust and created more equitable access to information and support services.

4.6 - Parent and Family Collaboration
During the 2024/25 school year, the district continued to strengthen family engagement by fostering inclusive, culturally responsive partnerships with parents and guardians across all school sites. LCAP engagement meetings, community events, and the annual district showcase provided welcoming spaces for meaningful two-way communication and collaboration. Certificated and classified staff worked closely with external partners, including the Parent Institute for Quality Education (PIQE) and Disciplina Positiva, to deliver workshops focused on goal setting, college and career readiness, financial aid, and effective parenting strategies—particularly tailored to support non-English speaking families. Nearly 1,000 parents and guardians graduated from the PIQE program, reflecting a strong investment in family empowerment. As a result of these efforts, 28% of parents/guardians participated in at least one decision-making activity (such as ELAC, SSC, or LCAP meetings), and 21% took part in at least one program specifically designed for unduplicated pupils. These outcomes highlight the district's ongoing commitment to building trusting, engaged relationships with families that support student success.

4.7 - Increase Communication
The district prioritized increasing communication across platforms - social media, newsletters, website updates, billboards, and buses - to ensure educational partners received timely, clear, and relevant information. Regular communication reinforced transparency and promoted broader awareness of student supports, events, and achievements. These efforts reflect AVUHSD's ongoing commitment to keeping families informed and engaged.

4.8 - Social-Emotional Learning (SEL) Supports
In 2024/25, SEL campaigns and supports remained a central component of the district's academic and wellness programming, with a continued focus on fostering emotional well-being and strengthening school-family partnerships. Communication about SEL tools, counseling services, and mental health resources was prioritized to ensure families had clear access to support. District staff collaborated with school teams to lead outreach campaigns, distribute newsletters, and host family workshops that encouraged open conversations around mental health and personal growth. These efforts contributed to strong parent perceptions, as reflected in the Fall Climate Survey: 93% of respondents agreed or strongly agreed that their student receives the resources needed to be successful, 88% affirmed open lines of communication with their student's school, and 93% felt that a teacher or adult holds high expectations for their student. These outcomes reflect the district's commitment to integrated, responsive SEL practices that support the whole

child and build trust with families.

Based on feedback from our educational partners, analysis of state and local metrics, and our ongoing commitment to fostering parent engagement and student success, we have decided to maintain our current Goal 4 LCAP actions, services, and metrics without changes.

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.	$297,000.00	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.	$141,000.00	Yes
3	Parent Link	District and site staff will utilize a mass communication platform for messaging families in multiple languages (phone, text, email, and 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 usage reports and parent/student surveys.	$80,000.00	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.	$417,877.00	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.	$23,250.00	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,	$116,668.00	Yes

		parent-teacher community forums, parent conferences, parent orientation meetings, and 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	District communications staff 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.	$851,330.00		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.	$325,000.00		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 addressed 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% DataQuest 2022-2023	SWD - 7.6% DataQuest 2023-2024		SWD - 8.8% DataQuest 2025-2026	Progress: -1.2% (Decreased)
2	Graduation Rate (Priority 5)	SWD - 71.4% DataQuest 2022-2023	SWD - 65.8% DataQuest 2023-2024		SWD - 71.4% DataQuest 2025-2026	Progress: -5.6% (Decreased)
3	Suspension Rate (Priority 6)	SWD - 14.6% DataQuest 2022-2023	SWD - 12.5% DataQuest 2023-2024		SWD - 5% DataQuest 2025-2026	Progress: -2.1% (Decreased)

4	College & Career Indicator/CCI (Priority 8)	SWD - 2.8% College/Career Levels and Measures Report & Data - 2023	SWD - 3% College/Career Levels and Measures Report & Data - 2024		SWD - 10% College/Career Levels and Measures Report & Data - 2026	Progress: +0.2% (Increased)
5	Local Indicator - Reading Assessment: NWEA MAP (All SWD)	SWD - High & High Average = 5% Fall NWEA Local Assessment 2023-2024	SWD - High & High Average = 8% Fall NWEA Local Assessment 2024-2025		SWD - High & High Average = 10% Fall NWEA Local Assessment 2026-2027	Progress: +3% (Increased)
6	Local Indicator - Math Assessment: NWEA MAP (All SWD)	SWD - High & High Average = 3% Fall NWEA Local Assessment 2023-2024	SWD - High & High Average = 6% Fall NWEA Local Assessment 2024-2025		SWD - High & High Average = 10% Fall NWEA Local Assessment 2026-2027	Progress: +3% (Increased)

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.

LCAP 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".

All six of the improved actions and services related to Goal 5 were implemented successfully. Our progress and areas for improvement in Goal 5 are measured through six state and local indicators, including A-G completion, Graduation Rate, suspension rate, the College/Career indicator, and NWEA formative assessments.

In 2024/25, AVUHSD made progress in supporting Students with Disabilities (SWD) through targeted academic and structural supports. A key success was Access to the Least Restrictive Environment (5.1), where students increasingly received services within general education settings. This inclusive approach ensured greater access to core curriculum and contributed to positive trends in NWEA and CAASPP performance for SWD, as well as increased participation in A-G and CTE pathways. Another area of success was Special Education Staff Support (5.3). Staff received ongoing training and resources, which improved their capacity to address a wide range of academic, behavioral, and social-emotional needs. Collaboration between general and special education teams strengthened inclusive practices, ensuring more individualized and responsive instruction for SWD.

However, Workshops for Parents of Students with Disabilities (5.4) remains a challenge. While parents had access to a variety of district and SELPA-sponsored sessions, increasing parent involvement and attendance in these workshops continues to be a priority. As AVUHSD looks ahead to 2025/26, the focus will be on designing engaging, accessible sessions that meet families where they are and offering relevant resources, strategies, and support to help them better advocate for and guide their child's academic and social-emotional development.

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 in Goal 5:

5.1 - Access to Least Restrictive Environments
Reason or Difference: This action was implemented but came in well below budget due to the strategic use of existing staff. These efforts promoted greater inclusion, improved academic support, and aligned with the district's commitment to equitable access for all students. This will continue to be a priority going forward as we work to strengthen inclusive practices and support student success.

5.3 - Special Education Staff Support
Reason for Difference: In 2024/25, we provided extensive support to special education staff, with a strong emphasis on improving instructional practices and student outcomes. While this initiative resulted in expenditures significantly exceeding the original budget, the additional investment was necessary to meet the growing needs of SPED educators and students. The increased funding allowed for more comprehensive training opportunities, targeted support, and access to specialized resources. This reflects our unwavering commitment to equipping SPED staff with the tools and knowledge needed to deliver high-quality, inclusive education. As we look ahead, we will continue to build on these efforts while exploring ways to sustain impact through more cost-effective approaches.

5.4 - Workshops for Parents of Students with Disabilities
Reason for Difference: Workshops and parent surveys for students with disabilities were provided through the collaborative efforts of SELPA, ERICS counselors, and school psychologists. By leveraging existing staff and resources, we were able to carry out these activities effectively while incurring no costs. As a result, the initiative was completed well below budget, demonstrating our ability to deliver meaningful support for SWD and their families through strategic and cost-efficient resource management.

5.5 - Lower Suspension Rate
Reason for Difference: The implementation of professional development for special education staff aimed at reducing suspension rates faced several challenges, resulting in limited progress and lower-than-expected spending. Scheduling difficulties, competing priorities, and logistical barriers contributed to delays in delivering the planned training. As we move forward, it will be essential to address these obstacles and prioritize the effective delivery of professional development - particularly as part of the broader MTSS framework, including behavior training for both teachers and classified staff. Strengthening this area will play a key role in promoting a more inclusive and supportive learning environment, reducing suspension rates, and supporting the overall academic and social-emotional growth of students.

5.6 - English Language Arts and Math Proficiency
Reason for Difference: In 2024/25, professional development and classroom walkthrough feedback were successfully delivered to Special Education teachers, supporting instructional improvement and contributing to measurable gains in student achievement in both ELA and Math. While the initiative was implemented as outlined in Action 5.03, it was completed significantly under budget due to strategic coordination and the effective use of existing personnel. These efforts also aligned with actions established in other LCAP goals, demonstrating a cohesive and cost-efficient approach to enhancing outcomes for students with disabilities.

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

LCAP 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".

5.1 - Access to Least Restrictive Environment
Throughout 2024/25, AVUHSD remained committed to increasing access for students with disabilities to the least restrictive environment (LRE). Site teams, in collaboration with IEP teams, focused on inclusive practices and proper placement to ensure students had access to general education settings whenever appropriate. The percentage of students served in the general education setting increased, aligning with district equity goals. Ongoing collaboration with general and special education teachers supported more inclusive classrooms that addressed academic and behavioral needs.

5.2 - Increased Academic Support
Targeted academic interventions for students with disabilities contributed to encouraging progress across several key metrics, including growth in NWEA MAP scores, a 5.6% increase in CTE pathway completion, and a modest gain in science proficiency (+0.51%). These results reflect the positive impact of individualized supports delivered through in-class services, after-school programs, and extended learning sessions. While these improvements are promising, there is still important work ahead to close persistent achievement gaps and ensure all students with disabilities are meeting grade-level expectations and progressing toward college and career readiness.

5.3 - Special Education Staff Support
To ensure high-quality instruction, the district provided professional development, instructional coaching, and programmatic support to special education staff. These efforts enhanced teacher capacity and contributed to the academic and behavioral progress of students with disabilities. Site administrators, instructional partners, and special education leadership worked collaboratively to address IEP compliance, support paraprofessionals, and provide training in research-based instructional strategies. Staff reported increased confidence in delivering individualized supports.

5.4 - Workshops for Parents of Students with Disabilities
AVUHSD remained steadfast in its commitment to family engagement and support. Parents of SWD continued to have access to a wide range of high-quality workshops offered through both AVUHSD and the Antelope Valley SELPA. These sessions addressed important topics such as understanding the IEP process, navigating special education services, advocating for student needs, and fostering a positive and supportive home learning environment. In addition to these offerings, SWD families were encouraged to attend district-wide workshops available to all parents, covering subjects such as college and career readiness, social-emotional learning, and academic supports. These inclusive learning opportunities provided valuable resources, expert-led presentations, and interactive sessions to help families feel empowered and informed.

5.5 - Lower Suspension Rate
The district saw a reduction in the suspension rate for students with disabilities, dropping from 14.6% to 12.5% in 2024. While this is progress, the rate remains above the district target of 5%. Expanded use of restorative practices, behavioral intervention plans, and additional support staff, such as social workers and student support coordinators, contributed to the decline. While professional development efforts specifically tied to Action 5.5 experienced delays, overall suspension rates for students with disabilities declined due to districtwide strategies such as restorative practices and increased student support staffing. Moving forward, targeted PD delivery will be critical in sustaining and deepening this progress. Continued focus on Tier 2 and Tier 3 interventions within MTSS will be critical to ensuring inclusive disciplinary practices.

5.6 - English Language Arts and Math Proficiency
Academic growth for students with disabilities was evident in both ELA and Math. Though CAASPP scores remain below standard, increases in NWEA MAP results and a 0.51% growth in science proficiency indicate positive momentum. Teachers implemented differentiated instructional strategies to support student learning. As AVUHSD continues to provide professional development focused on effective literacy and math instruction for SWD, academic outcomes are expected to further improve.

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.

Based on feedback from our educational partners, analysis of state and local metrics, and our ongoing commitment to supporting Students with Disabilities, we have decided to maintain our current Goal 5 LCAP actions, services, and metrics without changes.

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 professional development, and additional support classes to serve Students with Disabilities within the general education setting.	$1,344,354.00	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).	$29,616,147.00	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.	$45,394,817.00	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.	$1,957,995.00	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.	$1,957,995.00	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.	$1,958,357.00	No

Goal

Goal #	Description	Type of Goal
6	Enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites (Antelope Valley, 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 addressed 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 (Antelope Valley, 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) Phoenix High School - Unavailable R. Rex Parris High School 96.4 points below standard Progress: - 9.2 points (declined) California Dashboard 2023 Antelope Valley High School 56.9 points below standard Progress: +16.4 points (Increased Significantly) California Dashboard 2024	Desert Winds High School 152.8 points below standard Progress: -22.9 points (Declined Significantly) Phoenix High School Unavailable R. Rex Parris High School 112 points below standard Progress: - 15.6 points (Declined Significantly) Antelope Valley High School N/A California Dashboard 2024		Desert Winds High School 120 points below standard Phoenix High School - Unavailable R. Rex Parris High School 90.4 points below standard Antelope Valley High School 20 points below standard California Dashboard 2026	Progress Desert Winds High School: -22.9 points (Decreased Significantly) Progress Phoenix High School: Unavailable Progress R. Rex Parris High School: -15.6 points (Decreased) Progress Antelope Valley High School: N/A

| 2 | CAASPP Math (Priority 4) | Desert Winds High School 213.9 points below standard Progress: - 6.1 points (declined) Phoenix High School - Unavailable R. Rex Parris High School 184.3 points below standard Progress: +3.1 points (increased) California Dashboard 2023 Antelope Valley High School 159.9 points below standard Progress: +14.4 points (Increased) California Dashboard 2024 | Desert Winds High School 224 points below standard Progress: - 10.1 points (Declined) Phoenix High School Unavailable R. Rex Parris High School 201.3 points below standard Progress: +3.1 points (Declined Significantly) Antelope Valley High School N/A California Dashboard 2024 | | Desert Winds High School 205 points below standard Phoenix High School - Unavailable R. Rex Parris High School 180 points below standard Antelope Valley High School 120 points below standard California Dashboard 2026 | Progress Desert Winds High School: - 4 points (Decreased) Progress Phoenix High School: Unavailable Progress R. Rex Parris High School: -20.1 points (Decreased) Progress Antelope Valley High School: N/A |
| 3 | Graduation Rate (Priority 5) | Desert Winds High School - 55.8% Phoenix High School - 45.5% R. Rex Parris High School - 56.0% DataQuest 2022-2023 Antelope Valley High School - 82.5% Dataquest 2023-2024 | Desert Winds High School - 36.4% Phoenix High School - Unavailable R. Rex Parris High School - 42.5% Antelope Valley High School - N/A DataQuest 2023-2024 | | Desert Winds High School - 60% Phoenix High School - 50% R. Rex Parris High School - 60% Antelope Valley High School - 90% DataQuest 2025-2026 | Progress Desert Winds High School: -19.4% (Decreased) Progress Phoenix High School: Unavailable Progress R. Rex Parris High School: -13.5% (Decreased) Progress Antelope Valley High School: N/A |

4	Suspension Rate (Priority 6)	Desert Winds High School - 8.7% Phoenix High School - 35.4% R. Rex Parris High School - 5.2% DataQuest 2022-2023 Antelope Valley High School - 14.2% Dataquest 2023-2024	Desert Winds High School - 8.2% Phoenix High School - 48.8% R. Rex Parris High School - 4.3% Antelope Valley High School - N/A DataQuest 2023-2024		Desert Winds High School - 5% Phoenix High School - 30% R. Rex Parris High School - 1% Antelope Valley High School - 5% DataQuest 2025-2026	Progress Desert Winds High School: -0.5% (Decreased) Progress Phoenix High School: +13.4% (Increased) Progress R. Rex Parris High School: -0.9% (Decreased) Progress Antelope Valley High School: N/A
5	College & Career Indicator/CCI (Priority 8)	Desert Winds High School - 0.7% Phoenix High School - Student group consists of 1-10 students which is below the minimum size for any reporting. R. Rex Parris High School - 0.4% College/Career Levels and Measures Report & Data - 2023 Antelope Valley High School - 16.4% College/Career Levels and Measures Report & Data - 2024	Desert Winds High School - 0.8% Phoenix High School - Unavailable R. Rex Parris High School - 0% Antelope Valley High School = N/A College/Career Levels and Measures Report & Data - 2024		Desert Winds High School - 15% Phoenix High School - 5% R. Rex Parris High School - 15% Antelope Valley High School - 20% College/Career Levels and Measures Report & Data - 2026	Progress Desert Winds High School: +0.1% (Increased) Progress Phoenix High School: Unavailable Progress R. Rex Parris High School: -0.4 (Decreased) Progress Antelope Valley High School: N/A

| 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

Antelope Valley High School
High & High Average = 19%

2024-2025 Fall NWEA Local Assessment | Desert Winds High School

High & High Average = 11%

Phoenix High School
High & High Average = 0%

R. Rex Parris High School
High & High Average = 5%

Antelope Valley High School = N/A

2024-2025 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%

Antelope Valley High School
High & High Average = 50%

2026-2027 Fall NWEA Local Assessment | Progress Desert Winds High School: +2% (Increased)

Progress Phoenix High School: -8% (Decreased)

Progress R. Rex Parris High School: -10% (Decreased)

Progress Antelope Valley High School: N/A |

7	Local Indicator - Math Assessment: NWEA Map	Desert Winds High School High & High Average = 5%	Desert Winds High School High & High Average = 5%		Desert Winds High School High & High Average = 50%	Progress Desert Winds High School: 0% (No Change)
		Phoenix High School High & High Average = 8%	Phoenix High School High & High Average = 0%		Phoenix High School High & High Average = 50%	Progress Phoenix High School: -8% (Decreased)
		R. Rex Parris High School High & High Average = 6%	R. Rex Parris High School High & High Average = 10%		R. Rex Parris High School High & High Average = 50%	Progress R. Rex Parris High School: +4% (Increased)
		2023-2024 Fall NWEA Local Assessment	Antelope Valley High School = N/A		Antelope Valley High School High & High Average = 50%	Progress Antelope Valley High School: N/A
		Antelope Valley High School High & High Average = 14%	2024-2025 Fall NWEA Local Assessment		2026-2027 Fall NWEA Local Assessment	
		2024-2025 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.

LCAP 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".

AVUHSD implemented all five of the improved actions and services related to Goal 6. Our progress and areas for improvement are measured through seven state and local indicators, including CAASPP in ELA and Math, Graduation Rate, Suspension Rate, College and Career Indicator, and NWEA formative assessments.

In 2024/25, AVUHSD continued its targeted efforts to support the academic and postsecondary success of students at Equity Multiplier (EM) sites. A key success was the focus on English Language Arts and Math Proficiency (6.1). Targeted interventions, small-group instruction, and extended learning opportunities contributed to growth in NWEA MAP scores.

While some progress has been made, Increasing Graduation Rates (6.3) remains a challenge. EM schools have benefited from one-time resources and targeted support, which helped provide valuable academic interventions and opportunities for student success. Additionally, many families at EM sites participated in PIQE classes, building stronger school-home connections. As the district looks ahead to 2025/26, it will explore sustainable strategies through Equity Multiplier funding to ensure long-term improvements in graduation outcomes at these sites.

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 in Goal 6:

6.1 - English Language Arts and Math Proficiency
Reason for Difference: In 2024/25, a new goal and this action was implemented for equity multiplier sites to provide students with access to high-quality instruction, tutoring, counseling, and mental health services tailored to their individual needs. These supports aimed to help students overcome barriers and succeed academically and beyond. The initiative was successfully carried out, and expenditures came in under budget due to the effective use of federal resources and one-time funds, allowing for efficient implementation without compromising the quality or reach of services.

6.2 - College and Career Readiness
Reason for Difference: In 2024/25, this new action was implemented at equity multiplier sites to support comprehensive college, career, and vocational readiness programs led by school counselors. These efforts included personalized career counseling, vocational training opportunities, and workshops on college applications, financial aid, and career exploration - all designed to strengthen student outcomes on the College and Career Indicator. While the initiative was successfully launched and well-received, expenditures were well under budget due to efficient planning, strategic use of existing resources, and support from one-time funding sources.

6.3 - Increase Graduation Rates
Reason for Difference: Increasing graduation rates remained a key focus, particularly at Equity Multiplier sites, where progress has been made through targeted support efforts. This was a new action introduced in the 2024/25 LCAP, and while it was implemented, minimal spending occurred from the specific budgeted allocation due to the strategic use of one-time (A-G grant) resources. These funds provided valuable academic and support opportunities for students. Additionally, many parents at these sites participated in Parent Institute for Quality Education (PIQE) classes, funded through Goal 4, to further promote student success and graduation. Looking ahead, the district is exploring sustainable approaches through ongoing Equity Multiplier funding to maintain and build upon these gains.

6.4 - Lower Suspension Rates
Reason for Difference: In 2024/25, this new action was implemented at equity multiplier sites to provide professional development for administrators, teachers, and classified staff focused on the implementation of a Multi-Tiered System of Supports. This training aimed to build capacity across school teams to proactively address student needs and reduce suspension rates over time. While the initiative was effectively launched and well-received, it came in under budget due to efficient planning and the use of existing training structures and resources. The district remains committed to this work as a key strategy for supporting positive student outcomes.

6.5 - Transportation
Reason for Difference: In 2024/25, transportation services were successfully implemented as a new action at equity multiplier sites to support improved attendance, participation in before- and after-school tutoring, and access to extracurricular events. While the initiative was carried out, overall expenditures came in under budget due to efficient routing, coordination, and the strategic use of transportation resources. The district remains committed to using transportation as a tool to reduce chronic absenteeism and promote equitable access for all students.

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

LCAP 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".

6.1 - English Language Arts and Math Proficiency
During the 2024/25 school year, Equity Multiplier (EM) sites continued to implement targeted instructional strategies and academic interventions to address skill gaps in English Language Arts (ELA) and Math. Students at Desert Winds, Phoenix, and R. Rex Parris High Schools benefited from small-group support, differentiated instruction, and extended learning opportunities. As a result, NWEA data and CAASPP performance for these sites showed encouraging gains, especially among English Learners and Low-Income students. While achievement gaps persist, the progress made this year underscores the importance of focused instructional support and the ongoing development of data-informed practices at EM schools.

6.2 - College and Career Readiness
EM sites strengthened their college and career readiness programming through increased access to Career Technical Education (CTE) pathways, and college awareness activities. Students engaged in hands-on career experiences, college visits, and industry-aligned coursework. These efforts contributed to improved College and Career Indicator (CCI) performance and greater postsecondary awareness, especially for students who have traditionally faced barriers to college and career opportunities. Site teams are continuing to develop individualized student plans to support transitions beyond high school.

6.3 - Increase Graduation Rates
Increasing graduation rates has been a key focus, with progress made at Equity Multiplier schools during the 2024/25 school year. Funded by one-time resources, schools expanded credit recovery options, tutoring programs, and individualized graduation planning to support students who were off track. Additionally, numerous parents at these sites have been attending the Parent Institute for Quality Education (PIQE) classes, funded through Goal 4, to empower families with knowledge and tools to support their students' success. As the district looks toward 2025/26, we are exploring sustainable strategies through EM funding to ensure long-term success in improving graduation rates at these school sites.

6.4 - Lower Suspension Rates
Equity Multiplier sites participated in professional development efforts focused on building Multi-Tiered System of Supports (MTSS) frameworks to address student needs proactively and reduce suspensions over time. While initial trainings prioritized foundational implementation, schools concurrently expanded restorative practices, social-emotional learning (SEL), and targeted behavioral supports. These combined efforts contributed to early signs of progress, with suspension rates decreasing at Desert Winds (-0.5%) and R. Rex Parris (-0.9%) High Schools during the 2024/25 school year. As the MTSS framework continues to mature, additional training and expansion of Tier 2 and Tier 3 supports will be critical to sustaining these positive trends and fostering more inclusive, supportive school environments.

6.5 - Transportation
Transportation remained a critical support for students at EM sites, helping reduce barriers to attendance, academic intervention, and extracurricular participation. The district provided reliable transportation services for students attending after-school tutoring, Saturday academies, and enrichment events. These supports played a key role in increasing student engagement, improving attendance, and expanding access to learning opportunities outside the traditional school day.

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.

Goal 6 will be revised to include Antelope Valley High School, which has been designated by the California Department of Education as an Equity Multiplier school site.

In addition, based on feedback from our educational partners, analysis of state and local metrics, and our ongoing commitment to supporting the lowest-achieving students at our Equity Multiplier sites, two new actions will be added to this goal.

6.6 - Professional Development
6.7 - Building Positive Relationships and School Culture

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.	$1,451,685.00	No
2	College and Career Readiness	At equity multiplier sites, administrators, school counselors, and teachers 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.	$1,451,685.00	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.	$1,451,685.00	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 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.	$1,451,685.00	No
5	Transportation	Transportation will be provided to students at equity multiplier sites to improve attendance, attend	$967,786.00	No

		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.			
6	Professional Development	Certificated and classified staff will engage in professional development to enhance their ability to support English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This training will deepen their understanding of these students' unique needs, strengthen subject matter expertise, and improve their implementation of differentiated instruction, formative assessment, and intervention strategies aligned with California State Standards. Through ongoing development, staff will foster positive relationships, proactively monitor the school environment, and implement strategies to raise academic achievement, improve attendance, reduce suspensions, and create a safe, connected, and supportive learning environment that promotes student engagement and well-being.	$1,451,685.00		No
7	Building Positive Relationships and School Culture	Certificated and classified support staff will actively engage English Learner (EL), Foster Youth (FY), and Low-Income (LI) students and families by fostering a more positive and connected learning experience. They will provide additional mentoring opportunities to support students' social-emotional, behavioral, and academic growth while strengthening relationships with EL, FY, and LI families. Additionally, support staff will proactively monitor the school environment, implementing positive interventions as needed to enhance attendance, reduce suspensions, and promote a safe, inclusive, and supportive atmosphere that prioritizes the well-being and connectedness of EL, FY, and LI students and families.	$1,451,685.00		No

Goal

Goal #	Description	Type of Goal
7	Accelerate learning recovery by ensuring equitable access to instruction, targeted interventions, and support services to close achievement gaps and promote academic success, engagement, and well-being.	Broad Goal

State priorities addressed by this goal.

2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

This goal was created based on the need to remove barriers to learning and provide equitable academic opportunities for all students. The objective is to accelerate academic progress, close learning gaps, and ensure that all students have access to high-quality instruction, targeted interventions, and essential support services. A comprehensive needs assessment helped identify the students and school sites most in need of additional academic and social-emotional support, guiding the development of focused strategies. These LREBG strategies include expanding instructional time, providing evidence-based learning supports, integrating mental health and social-emotional services, and increasing access to credit recovery and college preparatory programs. Progress will be measured through performance on state assessments including English Language Arts, mathematics, graduation rates, suspension rates, and college and career readiness indicators, ensuring that all students are on a path to success in school and beyond. These metrics are designed to support learning recovery and academic growth for all students, ensuring they receive the necessary resources and interventions to achieve grade-level proficiency and postsecondary readiness by the end of the 2027/28 school year.

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)	All Students 45.6 points below standard Progress: +6.7 points (Increased) African American 84.7 points below standard Progress: 15.9 points (Increased Significantly) English Learners	N/A		All Students - 47 points below standard African American - 74 points below standard English Learners - 109 points below standard Foster Youth - 109.8 points below standard Hispanic Latino - 35 points below standard Homeless - 80 points below	N/A

121.4 points below standard
Progress: -1.7 points (Maintained)

Foster Youth
110.7 points below standard
Progress: +9.1 points (Increased)

Hispanic/Latino
45.6 points below standard
Progress: +3.4 points (Increased)

Homeless
90.1 points below standard
Progress: +40.8 points (Increased Significantly)

Long Term English Learners
143.8 points below standard
Progress: -8.9 points (Declined)

Low Income
54.3 points below standard
Progress: +11.6 points (Increased)

Students with Disabilities
143.2 points below standard
Progress: -4.9 points (Declined)

standard

Long Term English Learners - 133 points below standard

Low Income - 55.9 points below standard

Students with Disabilities - 133 points below standard

Desert Winds HS - 120 points below standard

Eastside HS - 109 points below standard

Littlerock HS - 65 points below standard

Palmdale HS - 48 points below standard

R. Rex Parris HS - 90.4 points below standard

2026
California Dashboard

		Desert Winds HS 152.8 points below standard Progress: -22.9 points (Declined Significantly) Eastside HS 119.4 points below standard Progress: -4.6 points (Declined) Littlerock HS 75.5 points below standard Progress: -22.5 points (Declined Significantly) Palmdale HS 58.6 points below standard Progress: +0.5 points (Maintained) R. Rex Parris HS 109.7 points below standard Progress: -15.6 points (Declined Significantly) 2024 California Dashboard				
2	CAASPP Math (Priority 4)	All Students 143.4 points below standard Progress: +6.5 (Increased) African American 179.2 points below	N/A		All Students - 145 points below standard African American - 169 points below standard English Learners - 195 points below standard Filipino - 53 points below	N/A

standard
Progress: +8.7 (Increased)

English Learners
203.7 points below
standard
Progress: +1.7
(Maintained)

Filipino
63.6 points below
standard
Progress: -0.2
(Maintained)

Foster Youth
197.6 points below
standard
Progress: +6.8
(Increased)

Hispanic/Latino
146.7 points below
standard
Progress: +3.6
(Increased)

Homeless
183.9 points below
standard
Progress: +32.8
(Increased Significantly)

Long Term English
Learners
220.1 points below
standard
Progress: -1.2
(Maintained)

Low Income

standard

Foster Youth - 194 points
below standard

Hispanic/Latino - 136 points
below standard

Homeless - 173 points below
standard

Long Term English Learners -
210 points below standard

Low Income - 154 points
below standard

Students with Disabilities -
200 points below standard

Two or More Races - 118
points below standard

Desert Winds HS - 205 points
below standard

Eastside HS - 148 points
below standard

Lancaster HS - 184 points
below standard

Littlerock HS - 149 points
below standard

R. Rex Parris HS - 180 points
below standard

2026
California Dashboard

152.9 points below
standard
Progress: +11.9
(Increased)

Students with Disabilities
210.9 points below
standard
Progress: -1.1
(Maintained)

Two or More Races
Progress: 128 points
below standard
Progress: +15.6
(Increased Significantly)

Desert Winds HS
224 points below
standard
Progress: -10.1
(Declined)

Eastside HS
158.9 points below
standard
Progress: -4.5 (Declined)

Lancaster HS
194.3 points below
standard
Progress: -8.1 (Declined)

Littlerock HS
159.7 points below
standard
Progress: -11.5 (Declined)

R. Rex Parris HS
201.3 points below
standard

		Progress: -17 (Declined Significantly) 2024 California Dashboard				
3	Graduation Rate (Priority 5)	Foster Youth - 66.1% Students with Disabilities - 65.8% Desert Winds HS - 36.4% R. Rex Parris - 42.5% 2024 California Dashboard	N/A		Foster Youth - 75% Students with Disabilities - 71.4% Desert Winds HS - 60% R. Rex Parris - 60% 2026 California Dashboard	N/A
4	Suspension Rate (Priority 6)	All Students - 7.3% African American - 16.9% American Indian - 21.8% English Learners - 7.4% Foster Youth - 21% Hispanic/Latino - 5.4% Homeless - 13.8% Long Term English Learners - 8.4% Low Income - 8.1% Students with Disabilities - 12.5% Two or More Races - 8.6% White - 4.1% Antelope Valley HS - 14.2% Phoenix HS - 48.8% 2024 California Dashboard	N/A		All Students - 5% African American - 5% American Indian - 15% English Learners - 5% Foster Youth - 15% Hispanic/Latino - 0% Homeless - 5% Long Term English Learners - 5% Low Income - 5% Students with Disabilities - 10% Two or More Races - 5% Antelope Valley HS - 5% Phoenix HS - 30% 2026 California Dashboard	N/A

| 5 | College & Career Indicator/CCI (Priority 8) | All Students - 23.6%

African American - 11.2%

English Learners - 9.3%

Foster Youth - 5.7%

Hispanic/Latino - 24.4%

Long Term English Learners - 8.2%

Students with Disabilities - 3%

Two or More Races - 20%

Desert Winds HS - 0.8%

R. Rex Parris HS - 0%

2024 - College/Career Levels and Measures Report & Data | N/A | | All Students - 40%

African American - 20%

English Learners - 15%

Foster Youth - 15%

Hispanic/Latino - 35%

Long Term English Learners - 15%

Students with Disabilities - 5%

Two or More Races - 40%

Desert Winds HS - 15%

R. Rex Parris HS - 15%

2026 - College/Career Levels and Measures Report & Data | N/A |

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.

New Goal for 2025/26

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.

New Goal for 2025/26

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

New Goal for 2025/26

New Goal for 2025/26

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	Additional Instructional Learning Time	Instructional learning time will be increased by extending the number of instructional days or minutes, providing summer school and intersessional instructional programs, or implementing evidence-based strategies that enhance instructional services and reduce staff-to-pupil ratios based on student learning needs. These efforts will focus on improving academic achievement, closing opportunity gaps, and ensuring equitable access to high-quality instruction. Progress will be measured through student attendance and academic performance indicators.	$397,733.00	No
2	Close Learning Gaps	Progress in closing learning gaps will be accelerated through the implementation, expansion, and enhancement of evidence-based learning supports that improve student achievement and language proficiency. Strategies may include tutoring and small group instruction provided by certificated and classified staff, as well as learning recovery programs and materials designed to accelerate academic progress and English language development. Additional supports will focus on expanding learning opportunity programs, strengthening instructional services, and providing targeted professional development and coaching in Mathematics and English Language Arts/English Language Development. These efforts aim to address learning disparities and ensure equitable access to high-quality instruction. Progress will be measured through student academic performance and English language proficiency growth.	$5,997,458.00	No
3	Health, Counseling, and Mental Health Services and Supports	Evidence-based student supports will be integrated to remove barriers to learning and provide staff with the necessary training and supports to address students' academic, social-emotional, and well-being needs. Strategies may include expanding access to health, counseling, and mental health services, providing before and after-school programs that offer academic and enrichment opportunities. Additional supports may include implementing trauma-informed programs and social-emotional learning initiatives, as well as establishing referral systems for students and families to connect with essential support services. These efforts will focus on fostering a safe, supportive, and inclusive learning environment that promotes student success. Progress will be measured through student attendance, suspension indicators, and academic performance.	$5,911,602.00	No
4	Instruction for Credit-Deficient Students	Access to instruction for credit-deficient students will be expanded to support graduation, grade promotion, and college eligibility. Strategies may include credit recovery programs, extended learning opportunities, and targeted academic interventions to help students meet graduation	$762,933.00	No

		requirements. Additional supports will focus on personalized academic counseling, tutoring, and access to college preparatory courses to improve college readiness. These efforts will ensure that all students have the necessary resources to stay on track for graduation and postsecondary success. Progress will be measured through graduation rates and college and career readiness indicators.		
5	Additional Academic Services	Additional academic services will be expanded to support student learning through diagnostic assessments, progress monitoring, and benchmark assessments. Strategies may include implementing evidence-based diagnostic tools to identify student strengths and areas for growth, conducting regular progress monitoring to inform instruction, and utilizing benchmark assessments to measure student learning and readiness for grade-level standards. Additional supports will focus on providing targeted interventions, personalized instruction, and data-driven decision-making to improve academic outcomes. These efforts will ensure that all students receive the necessary support to meet academic expectations and succeed. Progress will be measured through assessment performance and academic growth indicators.	$1,435,213.00	No
6	Needs Assessment	A comprehensive needs assessment will be conducted to identify and address barriers to student success, ensuring equitable access to resources and support services. Strategies may include gathering and analyzing data on student performance, engagement, and well-being; soliciting input from educational partners through surveys, focus groups, and meetings; and evaluating the effectiveness of existing programs and interventions. Additional efforts will focus on using the findings to inform decision-making, prioritize resources, and develop targeted strategies to improve student outcomes. These efforts will ensure that students receive the necessary support to thrive. Progress will be measured through data analysis, feedback, and the implementation of evidence-based improvements aligned with assessment findings.	$903,923.00	No
7	Supplemental Interventions and Supports	District and site certificated and classified support staff will coordinate services to provide supplemental interventions and supports that address students' academic, social-emotional, and behavioral needs, ensuring equitable outcomes for all students. These efforts will align with the following LCAP actions to maximize impact and effectiveness: - Additional Instructional Learning Time - 7.1 - Close Learning Gaps - 7.2 - Health, Counseling, and Mental Health Services and Supports - 7.3 - Instruction for Credit-Deficient Students - 7.4 - Additional Academic Service - 7.5 - Needs Assessment - 7.6	$5,456,030.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$52,072,779.00	$4,494,682.00

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
21.53%	0.78%	$1,892,994.82	22.31%

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 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% for English Learner students. Based on Educational Partner feedback, the identified need is that 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 - CTE Completion - CTE Pathway Completion
1.2 - College Readiness Exams	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 - CTE Completion - CTE Pathway Completion
1.3 - Advanced Placement (AP) Training and Tutoring	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 - CTE Completion - CTE Pathway Completion - AP Exams with Qualifying Score - AP Students in District - AP Exams Taken

1.4 - Expanded Learning Opportunities	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 seven 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 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 - EAP Percentage - California Science Test - NWEA Map Assessments
1.5 - Formative Assessment	Analysis of our CAASPP ELA data shows our "All" student group at 45.6 points below standard compared to 110.7 points below standard for Foster Youth, 54.3 points below standard for Low Income, and 121.4 points below standard for English Learner students. Similarly, analysis of our CAASPP math data shows our "All" student group at 143.4 points below standard compared to 197.6 points below standard for Foster Youth, 152.9 points below standard for Low Income, and 203.7 points below standard for 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 English Learners, 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 45.6 points below standard compared to 110.7 points below standard for Foster Youth, 54.3 points below standard for Low Income, and 121.4 points below standard for our English Learner students. Similarly, analysis of our CAASPP math data shows our "All" student group at 143.4 points below standard compared to 197.6 points below standard for Foster Youth, 152.9 points below standard for Low Income, and 203.7 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 - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - EAP Percentage - NWEA Map Assessments
1.9 - Student-Free Professional Development Days	Analysis of our CAASPP ELA data shows our "All" student group at 45.6 points below standard compared to 110.7 points below standard for Foster Youth, 54.3 points below standard for Low Income, and 121.4 points below standard for our English Learner students. Similarly, analysis of our CAASPP math data shows our "All" student group at 143.4 points below standard compared to 197.6 points below standard for Foster Youth, 152.9 points below standard for Low Income, and 203.7 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 focus 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. 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 - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - EAP Percentage - NWEA Map Assessments

1.10 - Variable Credit Recovery	Analysis of our A-G completion data shows our "All" student group at a 36.3% completion rate compared to 17.6% for Foster Youth, 32.7% for Low Income, and 17.9% 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 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 - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - EAP Percentage - NWEA Map Assessments
1.11 - Enhanced Data Systems	Analysis of our A-G completion data shows our "All" student group at a 36.3% completion rate compared to 17.6% for Foster Youth, 32.7% for Low Income, and 17.9% 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 - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - English Learner Progress Indicator - English Learner Reclassification Rate - EAP Percentage - Seal of Biliteracy - NWEA Map Assessments

1.12 - Ancillary Instructional Materials	Analysis of our A-G completion data shows our "All" student group at a 36.3% completion rate compared to 17.6% for Foster Youth, 32.7% for Low Income, and 17.9% 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 on an LEA-wide basis, 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 - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - English Learner Progress Indicator - English Learner Reclassification Rate - EAP Percentage - Seal of Biliteracy - NWEA Map Assessments
1.13 - Focus on Writing	Analysis of our A-G completion data shows our "All" student group at a 36.3% completion rate compared to 17.6% for Foster Youth, 32.7% for Low Income, and 17.9% 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 district-wide, 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 - A-G Completion - English Learner Progress Indicator - EAP Percentage

1.14 - Enhancing English Language Arts and Mathematics through Professional Development	Analysis of our CAASPP ELA data shows our "All" student group at 45.6 points below standard compared to 110.7 points below standard for Foster Youth, 54.3 points below standard for Low Income, and 121.4 points below standard for our English Learner students. Similarly, analysis of our CAASPP math data shows our "All" student group at 143.4 points below standard compared to 197.6 points below standard for Foster Youth, 152.9 points below standard for Low Income, and 203.7 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 - A-G Completion - CTE Completion - English Learner Progress Indicator - English Learner Reclassification Rate - EAP Percentage - Seal of Biliteracy - NWEA Map Assessments
1.15 - Targeted Intervention	Analysis of our CAASPP ELA data shows our "All" student group at 45.6 points below standard compared to 110.7 points below standard for Foster Youth, 54.3 points below standard for Low Income, and 121.4 points below standard for our English Learner students. Similarly, analysis of our CAASPP math data shows our "All" student group at 143.4 points below standard compared to 197.6 points below standard for Foster Youth, 152.9 points below standard for Low Income, and 203.7 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 - California Science Test - A-G Completion - CTE Completion - EAP Percentage - NWEA Map Assessments

2.2 - Enhanced Counseling Services	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma
2.3 - Professional Development	Analysis of our A-G completion data shows our "All" student group at a 36.3% completion rate compared to 17.6% for Foster Youth, 32.7% for Low Income, and 17.9% 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 - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - NWEA Map Assessments

2.4 - Targeted AV Teacher Induction Mentoring and Supports	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 district-wide actions aims to improve teacher and administrator effectiveness in supporting student achievement and social-emotional well-being.	- CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - NWEA Map Assessments
2.5 - Classroom Walkthroughs	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 social-emotional learning. By using "DigiCOACH" tools district-wide, 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 - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs
2.6 - AP Placement, Exams, and Tutoring	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 - AP Exams with Qualifying Score - AP Students in District - AP Exams Taken

2.7 - Career Technical Education (CTE) Opportunities	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 - Graduation Rate - College and Career Indicator
2.8 - AVID Elective	Analysis of our A-G completion data shows our "All" student group at a 36.3% completion rate compared to 17.6% for Foster Youth, 32.7% for Low Income, and 17.9% 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 - College and Career Indicator - A-G Completion

2.9 - Technology	AAnalysis of our CAASPP ELA data shows our "All" student group at 45.6 points below standard compared to 110.7 points below standard for Foster Youth, 54.3 points below standard for Low Income, and 121.4 points below standard for our English Learner students. Similarly, analysis of our CAASPP math data shows our "All" student group at 143.4 points below standard compared to 197.6 points below standard for Foster Youth, 152.9 points below standard for Low Income, and 203.7 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 district-wide, 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 - College and Career Indicator - Golden State Seal Merit Diploma - CAASPP Scores - A-G Completion - NWEA Map Assessments
2.10 - STEAM Support	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 district-wide. 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 and 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 - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores - A-G Completion

2.11 - Dual Enrollment and Internships	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 students, review their needs and performance, and collaborate with the Director to identify suitable dual enrollment and internship options. This collaborative approach ensures that all students receive personalized support and guidance in accessing these opportunities.	- CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator
2.12 - Enrichment Options	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 six-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 six-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 - College and Career Indicator - Golden State Seal Merit Diploma - A-G Completion

2.13 - Student Achievement Support	Analysis of our CAASPP ELA data shows our "All" student group at 45.6 points below standard compared to 110.7 points below standard for Foster Youth, 54.3 points below standard for Low Income, and 121.4 points below standard for our English Learner students. Similarly, analysis of our CAASPP math data shows our "All" student group at 143.4 points below standard compared to 197.6 points below standard for Foster Youth, 152.9 points below standard for Low Income, and 203.7 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 - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores
2.14 - Next Generation Science Standards (NGSS) Supports	Analysis of our CAST data shows our "All" student group at 14.83% Met or Exceeded standard compared to 7.84% for Foster Youth, 12.34% for Low Income, and 0.2% 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 - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores

2.15 - Visual and Performing Arts (VAPA) Supports	Analysis of our CAASPP ELA data shows our "All" student group at 45.6 points below standard compared to 110.7 points below standard for Foster Youth, 54.3 points below standard for Low Income, and 121.4 points below standard for our English Learner students. Similarly, analysis of our CAASPP math data shows our "All" student group at 143.4 points below standard compared to 197.6 points below standard for Foster Youth, 152.9 points below standard for Low Income, and 203.7 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 - College and Career Indicator - CAASPP Scores
2.16 - Improving Graduation Rates	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 toward 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 toward 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 - College and Career Indicator - CAASPP Scores - A-G Completion

2.17 - College and Career Readiness Programs	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 - College and Career Indicator - CAASPP Scores - A-G Completion
3.5 - Recruit and Retain Teachers	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 - Teacher Perception of School Safety and Connectedness - Graduation Rate - College and Career Indicator - A-G Completion

3.6 - Improve Attendance and Chronic Absenteeism	Analysis of our chronic absenteeism data shows our "All" student group at 29% compared to 42.5% for Foster Youth, 31.7% for Low Income, and 31.2% 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 - Chronic Absenteeism Rate - High School Dropout Rate - Student Perception of School Safety and Connectedness
3.7 - Student Support Centers	Analysis of our chronic absenteeism data shows our "All" student group at 29% compared to 42.5% for Foster Youth, 31.7% for Low Income, and 31.2% 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 - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator
3.8 - Positive Behavior Intervention and Support (PBIS)	Analysis of our chronic absenteeism data shows our "All" student group at 29% compared to 42.5% for Foster Youth, 31.7% for Low Income, and 31.2% 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 - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator

3. 9 - Classified Professional Development	Analysis of our chronic absenteeism data shows our "All" student group at 29% compared to 42.5% for Foster Youth, 31.7% for Low Income, and 31.2% 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 - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
3.10 - Safe, Secure, and Positive Learning Environments	Analysis of our chronic absenteeism data shows our "All" student group at 29% compared to 42.5% for Foster Youth, 31.7% for Low Income, and 31.2% 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 - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion

3.11 - Supplemental Interventions and Supports	Analysis of our CAASPP ELA data shows our "All" student group at 45.6 points below standard compared to 110.7 points below standard for Foster Youth, 54.3 points below standard for Low Income, and 121.4 points below standard for our English Learner students. Similarly, analysis of our CAASPP math data shows our "All" student group at 143.4 points below standard compared to 197.6 points below standard for Foster Youth, 152.9 points below standard for Low Income, and 203.7 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 - CTE Completion - CTE Pathway Completion - AP Exams with Qualifying Score - AP Students in District - AP Exams Taken - CAASPP Scores - EAP Percentage - California Science Test - NWEA Map Assessments - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - Classroom Walkthroughs - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
3.12 - Transportation	Analysis of our chronic absenteeism data shows our "All" student group at 29% compared to 42.5% for Foster Youth, 31.7% for Low Income, and 31.2% 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 - Chronic Absenteeism Rate - High School Dropout Rate - Student Perception of School Safety and Connectedness - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion

3.14 - Diversity Training	AAnalysis of our chronic absenteeism data shows our "All" student group at 29% compared to 42.5% for Foster Youth, 31.7% for Low Income, and 31.2% 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 - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
3.15 - Multi-Tiered System of Supports (MTSS)	Analysis of our chronic absenteeism data shows our "All" student group at 29% compared to 42.5% for Foster Youth, 31.7% for Low Income, and 31.2% 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 - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
3.16 - Lower Suspension Rates	Analysis of our suspension data shows our "All" student group at 7.3% compared to 21% for Foster Youth, 8.1% for Low Income, and 7.4% 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 - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator

4.2 - Qualtrics	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
4.3 - Parent Link	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 a mass communications platform, which includes messaging families via phone, text, and email, and coordinating social media channels. This comprehensive approach provides information in multiple formats to ensure that EL, FY, and LI students and families can easily access academic, intervention, enrichment, and extracurricular activities. 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 - Parent Participation in Programs for Unduplicated Students - 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 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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 - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
4.7- Increase Communicatio n	Analysis of our College and Career Indicator shows our "All" student group at 23.6% prepared for college and career compared to 5.7% for Foster Youth, 21.5% for Low Income, and 9.3% 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.	District communications staff 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 - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness - CAASPP Scores - California Science Test - A-G Completion - CTE Completion

4.8 - Social-Emotional Learning (SEL) Supports	Analysis of our chronic absenteeism data shows our "All" student group at 29% compared to 42.5% for Foster Youth, 31.7% for Low Income, and 31.2% 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 partners 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 - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - 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	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 toward English proficiency and academic success.	- English Learner Progress Indicator - English Learner Reclassification Rate - 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 - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy - AP Students in District
1.16 - Professional Development for Long-Term English Learner (LTEL) 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 - English Learner Reclassification Rate - Seal of Biliteracy
1.17 - Improving English Learner (EL) 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 - English Learner Reclassification Rate - 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 - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - 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 - Parent Participation in Programs for Unduplicated Students - 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 - Parent Participation in Programs for Unduplicated Students - 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: $3,371,011
Classified Personnel: $1,123,671

LCAP Goal 1.7 - English Learner (EL) Program
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

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

2025-2026 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 %)
2025-2026	$241,844,643.00	$52,072,779.00	21.53%	0.78%	22.31%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$299,522,369.00	$32,258,937.00	$6,048,137.00	$1,120,147.00	$338,949,590.00	$256,668,982.00	$82,280,608.00

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	$8,300	$50,400	$58,700	$0	$0	$0	$58,700	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	$64,465	$437,712	$502,177	$0	$0	$0	$502,177	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$18,235	$119,939	$138,174	$0	$0	$0	$138,174	0.00%

1	4	Expanded Learning Opportunities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$22,103	$100,103	$122,206	$0	$0	$0	$122,206	0.00%
1	5	Formative Assessment	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	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	$429,469	$370,000	$503,801	$0	$0	$295,668	$799,469	0.00%
1	7	English Learner (EL) Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$2,401,190	$52,500	$2,453,690	$0	$0	$0	$2,453,690	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$852,766	$8,000	$860,766	$0	$0	$0	$860,766	0.00%
1	9	Student-Free Professional Development Days	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,970,914	$10,000	$1,980,914	$0	$0	$0	$1,980,914	0.00%
1	10	Variable Credit Recovery	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$364,868	$0	$364,868	$0	$0	$0	$364,868	0.00%
1	11	Enhanced Data Systems	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$513,570	$35,000	$548,570	$0	$0	$0	$548,570	0.00%

Goal	Action #	Title	Student Group	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span								
1	12	Ancillary Instructional Materials	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$236,000	$236,000	$0	$0	$0	$236,000	0.00%
1	13	Focus on Writing	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$16,937	$18,000	$34,937	$0	$0	$0	$34,937	0.00%
1	14	Enhancing English Language Arts and Mathematics through Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$93,878	$10,000	$103,878	$0	$0	$0	$103,878	0.00%
1	15	Targeted Intervention	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$14,082	$10,000	$24,082	$0	$0	$0	$24,082	0.00%
1	16	Professional Development for Long-Term English Learner (LTEL) Support	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$51,633	$6,000	$57,633	$0	$0	$0	$57,633	0.00%
1	17	Improving English Learner (EL) Proficiency	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$6,082	$1,500	$7,582	$0	$0	$0	$7,582	0.00%
2	1	School Counselors	All	No				Ongoing	$7,230,021	$0	$7,230,021	$0	$0	$0	$7,230,021	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	$15,737,092	$0	$15,737,092	$0	$0	$0	$15,737,092	0.00%
2	3	Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$838,152	$418,028	$923,707	$0	$0	$332,473	$1,256,180	0.00%

Goal	Action #	Title	Student Group	Contributing	Scope	Unduplicated Student Group	Location	Timeframe	Personnel	Non-personnel	Total				Total Funds	Percentage
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		$1,241,422	$33,000	$1,274,422	$0	$0	$0	$1,274,422	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	$5,118,915	$3,342,689	$792,559	$1,620,908	$6,048,137	$0	$8,461,604	0.00%
2	8	AVID Elective	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,972,744	$0	$2,892,480	$0	$0	$80,264	$2,972,744	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	$263,924	$643,014	$906,938	$0	$0	$0	$906,938	0.00%
2	10	STEAM Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$13,905	$30,013	$43,918	$0	$0	$0	$43,918	0.00%
2	11	Dual Enrollment and Internships	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$114,019	$149,769	$263,788	$0	$0	$0	$263,788	0.00%

2	12	Enrichment Options	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$53,745	$7,500	$61,245	$0	$0	$0	$61,245	0.00%
2	13	Student Achievement Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,886,466	$34,750	$2,560,464	$0	$0	$360,752	$2,921,216	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	$245,201	$129,960	$279,920	$95,241	$0	$0	$375,161	0.00%
2	16	Improving Graduation Rates	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$9,388	$4,000	$13,388	$0	$0	$0	$13,388	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	$15,000	$108,878	$0	$0	$0	$108,878	0.00%
3	1	Access to Standards-Aligned Instructional Materials	All	No				Ongoing	$0	$17,001,574	$17,001,574	$0	$0	$0	$17,001,574	0.00%
3	2	Facilities in "Good" Repair	All	No				Ongoing	$19,196,392	$24,444,845	$43,641,237	$0	$0	$0	$43,641,237	0.00%
3	3	Fully Credentialed and Appropriately Assigned Teachers	All	No				Ongoing	$89,018,233	$0	$89,018,233	$0	$0	$0	$89,018,233	0.00%
3	4	Career Technical Education (CTE) Programs	All	No				Ongoing	$2,426,913	$0	$2,426,913	$0	$0	$0	$2,426,913	0.00%

3	5	Recruit and Retain Teachers	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$461,850	$50,780	$512,630	$0	$0	$0	$512,630	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	$1,597,938	$25,000	$1,622,938	$0	$0	$0	$1,622,938	0.00%
3	7	Student Support Centers	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,316,009	$231,075	$1,547,084	$0	$0	$0	$1,547,084	0.00%
3	8	Positive Behavior Intervention and Support (PBIS)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,179,652	$201,500	$1,381,152	$0	$0	$0	$1,381,152	0.00%
3	9	Classified Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$92,198	$60,500	$152,698	$0	$0	$0	$152,698	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$7,568,373	$297,521	$7,865,894	$0	$0	$0	$7,865,894	0.00%
3	11	Supplemental Interventions and Supports	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$1,105,407	$2,596,419	$3,701,826	$0	$0	$0	$3,701,826	0.00%
3	12	Transportation	Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$0	$2,923,841	$2,923,841	$0	$0	$0	$2,923,841	0.00%
3	13	Independent City and Resilient Scholars	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$3,071	$40,000	$43,071	$0	$0	$0	$43,071	0.00%

Goal	Action	Title	Student Group	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	Personnel Salaries	Non-Personnel Expenses	Total Funds				Total Funds	Percentage
3	14	Diversity Training	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$16,696	$106,500	$123,196	$0	$0	$0	$123,196	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	$479,921	$423,500	$903,421	$0	$0	$0	$903,421	0.00%
3	16	Lower Suspension Rates	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$14,082	$3,750	$17,832	$0	$0	$0	$17,832	0.00%
4	1	PowerSchool	All	No				Ongoing	$0	$297,000	$297,000	$0	$0	$0	$297,000	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	$141,000	$141,000	$0	$0	$0	$141,000	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	$80,000	$40,000	$0	$0	$40,000	$80,000	0.00%
4	4	English Learner (EL) Parent Workshops	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$30,990	$386,887	$417,877	$0	$0	$0	$417,877	0.00%
4	5	Outreach to Spanish-Speaking Families	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$23,250	$23,250	$0	$0	$0	$23,250	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	$13,668	$103,000	$116,668	$0	$0	$0	$116,668	0.00%
4	7	Increase Communication	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$299,876	$551,454	$851,330	$0	$0	$0	$851,330	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	$325,000	$325,000	$0	$0	$0	$325,000	0.00%
5	1	Access to Least Restrictive Environment (LRE)	Student with Disabilities (SWD)	No				Ongoing	$221,500	$1,122,854	$1,344,354	$0	$0	$0	$1,344,354	0.00%
5	2	Increased Academic Support	Student with Disabilities (SWD)	No				Ongoing	$28,524,512	$1,091,635	$29,616,147	$0	$0	$0	$29,616,147	0.00%
5	3	Special Education Staff Support	Student with Disabilities (SWD)	No				Ongoing	$42,913,790	$2,481,027	$45,394,817	$0	$0	$0	$45,394,817	0.00%
5	4	Workshops for Parents of Students with Disabilities	Student with Disabilities (SWD)	No				Ongoing	$1,640,646	$317,349	$1,957,995	$0	$0	$0	$1,957,995	0.00%
5	5	Lower Suspension Rate	Student with Disabilities (SWD)	No				Ongoing	$1,640,646	$317,349	$1,957,995	$0	$0	$0	$1,957,995	0.00%
5	6	English Language Arts and Math Proficiency	Student with Disabilities (SWD)	No				Ongoing	$1,640,646	$317,711	$1,958,357	$0	$0	$0	$1,958,357	0.00%
6	1	English Language Arts and Math Proficiency	All	No				Ongoing	$483,895	$967,790	$0	$1,451,685	$0	$0	$1,451,685	0.00%
6	2	College and Career Readiness	All	No				Ongoing	$483,895	$967,790	$0	$1,451,685	$0	$0	$1,451,685	0.00%
6	3	Increase Graduation Rates	All	No				Ongoing	$483,895	$967,790	$0	$1,451,685	$0	$0	$1,451,685	0.00%
6	4	Lower Suspension Rates	All	No				Ongoing	$483,895	$967,790	$0	$1,451,685	$0	$0	$1,451,685	0.00%
6	5	Transportation	All	No				Ongoing	$0	$967,786	$0	$967,786	$0	$0	$967,786	0.00%
6	6	Professional Development	All	No				Ongoing	$483,895	$967,790	$0	$1,451,685	$0	$0	$1,451,685	0.00%
6	7	Building Positive Relationships and School Culture	All	No				Ongoing	$483,895	$967,790	$0	$1,451,685	$0	$0	$1,451,685	0.00%
7	1	Additional Instructional Learning Time	All	No				Ongoing	$163,144	$234,589	$0	$397,733	$0	$0	$397,733	0.00%
7	2	Close Learning Gaps	All	No				Ongoing	$2,194,524	$3,802,934	$0	$5,997,458	$0	$0	$5,997,458	0.00%
7	3	Health, Counseling, and Mental Health Services and Supports	All	No				Ongoing	$2,497,221	$3,414,381	$0	$5,911,602	$0	$0	$5,911,602	0.00%

7	4	Instruction for Credit-Deficient Students	All	No				Ongoing	$323,412	$439,521	$0	$762,933	$0	$0	$762,933	0.00%
7	5	Additional Academic Services	All	No				Ongoing	$623,625	$811,588	$0	$1,435,213	$0	$0	$1,435,213	0.00%
7	6	Needs Assessment	All	No				Ongoing	$367,401	$536,522	$0	$903,923	$0	$0	$903,923	0.00%
7	7	Supplemental Interventions and Supports	All	No				Ongoing	$2,324,214	$3,131,816	$0	$5,456,030	$0	$0	$5,456,030	0.00%

2025-2026 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
$241,844,643.00	$52,072,779.00	21.53%	0.78%	22.31%	$57,677,726.00	0.00%	23.85%	**Total:**	$57,677,726.00
								LEA-wide Total:	$53,813,857.00
								Limited Total:	$3,863,869.00
								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	$58,700.00	0.00%
1	2	College Readiness Exams	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 10th/11th Graders Only	$502,177.00	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$138,174.00	0.00%
1	4	Expanded Learning Opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$122,206.00	0.00%
1	5	Formative Assessment	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	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	$503,801.00	0.00%
1	7	English Learner (EL) Program	Yes	Limited	English learner (EL)	All Schools	$2,453,690.00	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	Limited	English learner (EL)	All Schools	$860,766.00	0.00%
1	9	Student-Free Professional Development Days	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,980,914.00	0.00%
1	10	Variable Credit Recovery	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$364,868.00	0.00%
1	11	Enhanced Data Systems	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$548,570.00	0.00%
1	12	Ancillary Instructional Materials	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$236,000.00	0.00%
1	13	Focus on Writing	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$34,937.00	0.00%
1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$103,878.00	0.00%
1	15	Targeted Intervention	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$24,082.00	0.00%
1	16	Professional Development for Long-Term English Learner (LTEL) Support	Yes	Limited	English learner (EL)	All Schools	$57,633.00	0.00%
1	17	Improving English Learner (EL) Proficiency	Yes	Limited	English learner (EL)	All Schools	$7,582.00	0.00%
2	2	Enhanced Counseling and Student Support Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$15,737,092.00	0.00%
2	3	Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$923,707.00	0.00%
2	4	Targeted AV Teacher Induction Mentoring and Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,274,422.00	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	$792,559.00	0.00%
2	8	AVID Elective	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,892,480.00	0.00%
2	9	Technology	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$906,938.00	0.00%
2	10	STEAM Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$43,918.00	0.00%
2	11	Dual Enrollment and Internships	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$263,788.00	0.00%
2	12	Enrichment Options	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$61,245.00	0.00%
2	13	Student Achievement Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,560,464.00	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	$279,920.00	0.00%
2	16	Improving Graduation Rates	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$13,388.00	0.00%
2	17	College and Career Readiness Programs	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$108,878.00	0.00%
3	5	Recruit and Retain Teachers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$512,630.00	0.00%
3	6	Improve Attendance and Chronic Absenteeism	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,622,938.00	0.00%
3	7	Student Support Centers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,547,084.00	0.00%
3	8	Positive Behavior Intervention and Support (PBIS)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,381,152.00	0.00%
3	9	Classified Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$152,698.00	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$7,865,894.00	0.00%

3	11	Supplemental Interventions and Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,701,826.00	0.00%
3	12	Transportation	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$2,923,841.00	0.00%
3	13	Independent City and Resilient Scholars	Yes	Limited	Foster Youth	All Schools	$43,071.00	0.00%
3	14	Diversity Training	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$123,196.00	0.00%
3	15	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$903,421.00	0.00%
3	16	Lower Suspension Rates	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$17,832.00	0.00%
4	2	Qualtrics	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$141,000.00	0.00%
4	3	Parent Link	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$40,000.00	0.00%
4	4	English Learner (EL) Parent Workshops	Yes	Limited	English learner (EL)	All Schools	$417,877.00	0.00%
4	5	Outreach to Spanish-Speaking Families	Yes	Limited	English learner (EL)	All Schools	$23,250.00	0.00%
4	6	Parent and Family Collaboration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$116,668.00	0.00%
4	7	Increase Communication	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$851,330.00	0.00%
4	8	Social-Emotional Learning (SEL) Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$325,000.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$320,686,720.00	$273,854,218.00

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	$146,749.00	$46,510.00
1	2	College Readiness Exams	Yes	$675,925.00	$489,437.00

1	3	Advanced Placement (AP) Training and Tutoring	Yes	$424,057.00	$129,465.00
1	4	Expanded Learning Opportunities	Yes	$300,257.00	$112,500.00
1	5	Formative Assessment	Yes	$322,628.00	$320,764.00
1	6	English Language Arts and Math Supports	Yes	$523,801.00	$505,018.00
1	7	English Learner (EL) Program Implementation	Yes	$3,271,587.00	$2,903,218.00
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	$728,453.00	$839,105.00
1	9	Student-Free Professional Development Days	Yes	$1,798,721.00	$1,913,509.00
1	10	Variable Credit Recovery	Yes	$1,450,616.00	$367,833.00
1	11	Enhanced Data Systems	Yes	$764,760.00	$559,994.00
1	12	Ancillary Instructional Materials	Yes	$1,786,000.00	$195,291.00
1	13	Focus on Writing	Yes	$66,280.00	$18,000.00
1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	$103,878.00	$101,915.00
1	15	Targeted Intervention	Yes	$103,878.00	$0.00
1	16	Professional Development for Long-Term English Learner Support	Yes	$103,878.00	$53,163.00
1	17	Improving English Learner Proficiency	Yes	$103,878.00	$3,732.00
2	1	School Counselors	No	$4,388,817.00	$6,025,017.00
2	2	Enhanced Counseling and Student Support Services	Yes	$12,839,690.00	$15,278,730.00
2	3	Professional Development	Yes	$1,523,867.00	$1,370,500.00
2	4	Targeted AV Teacher Induction Mentoring and Supports	Yes	$1,090,191.00	$1,270,593.00
2	5	Classroom Walkthroughs	Yes	$21,980.00	$21,980.00
2	6	AP Placement, Exams, and Tutoring	Yes	$588,867.00	$115,512.00
2	7	Career Technical Education	Yes	$8,982,859.00	$9,140,121.00

		(CTE) Opportunities			
2	8	AVID Elective	Yes	$2,994,711.00	$2,753,902.00
2	9	Technology	Yes	$2,777,438.00	$2,986,109.00
2	10	STEAM Support	Yes	$43,918.00	$59,908.00
2	11	Dual Enrollment and Internships	Yes	$268,876.00	$175,412.00
2	12	Enrichment Options	Yes	$508,298.00	$62,550.00
2	13	Student Achievement Support	Yes	$2,139,512.00	$2,505,058.00
2	14	Next Generation Science Standards (NGSS) Support	Yes	$187,756.00	$13,071.00
2	15	Visual and Performing Arts (VAPA) Support	Yes	$374,348.00	$201,411.00
2	16	Improving Graduation Rates	Yes	$133,878.00	$10,551.00
2	17	College and Career Readiness Programs	Yes	$133,878.00	$194,829.00
3	1	Access to Standards-Aligned Instructional Materials	No	$11,080,649.00	$1,971,995.00
3	2	Facilities in "Good" Repair	No	$43,192,504.00	$42,785,526.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	No	$96,409,022.00	$75,385,151.00
3	4	Career Technical Education (CTE) Programs	No	$3,976,466.00	$2,379,326.00
3	5	Recruit and Retain Teachers	Yes	$590,120.00	$513,167.00
3	6	Improve Attendance and Chronic Absenteeism	Yes	$2,064,927.00	$1,741,486.00
3	7	Student Support Centers	Yes	$2,268,179.00	$1,697,545.00
3	8	Positive Behavior Intervention and Support (PBIS)	Yes	$1,578,443.00	$1,438,810.00
3	9	Classified Professional Development	Yes	$232,930.00	$165,732.00
3	10	Safe, Secure, and Positive Learning Environments	Yes	$6,147,150.00	$8,169,273.00
3	11	Supplemental Interventions and Supports	Yes	$3,366,554.00	$3,001,334.00
3	12	Transportation	Yes	$7,267,447.00	$4,602,424.00
3	13	Independent City and	Yes	$86,141.00	$43,779.00

		Resilient Scholars			
3	14	Diversity Training	Yes	$246,391.00	$23,489.00
3	15	Multi-Tiered System of Supports (MTSS)	Yes	$760,980.00	$1,108,715.00
3	16	Lower Suspension Rates	Yes	$118,878.00	$11,820.00
4	1	PowerSchool	No	$280,000.00	$296,273.00
4	2	Qualtrics	Yes	$120,000.00	$140,797.00
4	3	Parent Link	Yes	$73,000.00	$77,131.00
4	4	English Learner (EL) Parent Workshops	Yes	$1,392,923.00	$400,439.00
4	5	Outreach to Spanish-Speaking Families	Yes	$46,500.00	$18,600.00
4	6	Parent and Family Collaboration	Yes	$514,998.00	$137,550.00
4	7	Increase Communication	Yes	$1,069,257.00	$1,077,662.00
4	8	Social-Emotional Learning (SEL) Supports	Yes	$500,000.00	$351,638.00
5	1	Access to Least Restrictive Environment LRE)	No	$31,392,846.00	$1,317,994.00
5	2	Increased Academic Support	No	$36,712,015.00	$29,035,438.00
5	3	Special Education Staff Support	No	$9,328,212.00	$44,504,722.00
5	4	Workshops for Parents of Students with Disabilities	No	$1,919,602.00	$216.00
5	5	Lower Suspension Rate	No	$1,919,602.00	$6,622.00
5	6	English Language Arts and Math Proficiency	No	$1,919,961.00	$3,478.00
6	1	English Language Arts and Math Proficiency	No	$487,359.00	$341,816.00
6	2	College and Career Readiness	No	$487,359.00	$15,187.00
6	3	Increase Graduation Rates	No	$487,359.00	$2,616.00
6	4	Lower Suspension Rates	No	$487,359.00	$287,647.00
6	5	Transportation	No	$487,357.00	$54,112.00

2024-2025 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)
$50,769,879.00	$67,584,556.00	$60,773,241.00	$6,811,315.00	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	$146,749.00	$46,510.00	0.00%	0.00%
1	2	College Readiness Exams	Yes	$675,925.00	$489,437.00	0.00%	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Yes	$424,057.00	$129,465.00	0.00%	0.00%
1	4	Expanded Learning Opportunities	Yes	$300,257.00	$112,500.00	0.00%	0.00%
1	5	Formative Assessment	Yes	$322,628.00	$320,764.00	0.00%	0.00%
1	6	English Language Arts and Math Supports	Yes	$523,801.00	$505,018.00	0.00%	0.00%
1	7	English Learner (EL) Program Implementation	Yes	$2,935,688.00	$2,903,218.00	0.00%	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	$728,453.00	$839,105.00	0.00%	0.00%
1	9	Student-Free Professional Development Days	Yes	$1,798,721.00	$1,913,509.00	0.00%	0.00%
1	10	Variable Credit Recovery	Yes	$1,450,616.00	$367,833.00	0.00%	0.00%
1	11	Enhanced Data Systems	Yes	$764,760.00	$559,994.00	0.00%	0.00%
1	12	Ancillary Instructional Materials	Yes	$1,786,000.00	$195,291.00	0.00%	0.00%
1	13	Focus on Writing	Yes	$66,280.00	$18,000.00	0.00%	0.00%

1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	$103,878.00	$101,915.00	0.00%	0.00%
1	15	Targeted Intervention	Yes	$103,878.00	$0.00	0.00%	0.00%
1	16	Professional Development for Long-Term English Learner Support	Yes	$103,878.00	$53,163.00	0.00%	0.00%
1	17	Improving English Learner Proficiency	Yes	$103,878.00	$3,732.00	0.00%	0.00%
2	2	Enhanced Counseling and Student Support Services	Yes	$12,839,690.00	$15,278,730.00	0.00%	0.00%
2	3	Professional Development	Yes	$1,196,307.00	$1,370,500.00	0.00%	0.00%
2	4	Targeted AV Teacher Induction Mentoring and Supports	Yes	$1,090,191.00	$1,270,593.00	0.00%	0.00%
2	5	Classroom Walkthroughs	Yes	$10,990.00	$21,980.00	0.00%	0.00%
2	6	AP Placement, Exams, and Tutoring	Yes	$588,867.00	$115,512.00	0.00%	0.00%
2	7	Career Technical Education (CTE) Opportunities	Yes	$2,099,617.00	$510,845.00	0.00%	0.00%
2	8	AVID Elective	Yes	$2,892,480.00	$2,753,902.00	0.00%	0.00%
2	9	Technology	Yes	$2,777,438.00	$2,986,109.00	0.00%	0.00%
2	10	STEAM Support	Yes	$43,918.00	$59,908.00	0.00%	0.00%
2	11	Dual Enrollment and Internships	Yes	$268,876.00	$175,412.00	0.00%	0.00%
2	12	Enrichment Options	Yes	$508,298.00	$62,550.00	0.00%	0.00%
2	13	Student Achievement Support	Yes	$1,784,093.00	$2,505,058.00	0.00%	0.00%
2	14	Next Generation Science Standards (NGSS) Support	Yes	$187,756.00	$13,071.00	0.00%	0.00%
2	15	Visual and Performing Arts (VAPA) Support	Yes	$280,514.00	$201,411.00	0.00%	0.00%
2	16	Improving Graduation Rates	Yes	$133,878.00	$10,551.00	0.00%	0.00%
2	17	College and Career Readiness Programs	Yes	$133,878.00	$194,829.00	0.00%	0.00%
3	5	Recruit and Retain Teachers	Yes	$590,120.00	$513,167.00	0.00%	0.00%
3	6	Improve Attendance and Chronic Absenteeism	Yes	$2,064,927.00	$1,741,486.00	0.00%	0.00%
3	7	Student Support Centers	Yes	$2,268,179.00	$1,697,545.00	0.00%	0.00%

3	8	Positive Behavior Intervention and Support (PBIS)	Yes	$1,578,443.00	$1,438,810.00	0.00%	0.00%
3	9	Classified Professional Development	Yes	$232,930.00	$165,732.00	0.00%	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Yes	$6,147,150.00	$8,169,273.00	0.00%	0.00%
3	11	Supplemental Interventions and Supports	Yes	$3,366,554.00	$3,001,334.00	0.00%	0.00%
3	12	Transportation	Yes	$7,267,447.00	$4,602,424.00	0.00%	0.00%
3	13	Independent City and Resilient Scholars	Yes	$86,141.00	$43,779.00	0.00%	0.00%
3	14	Diversity Training	Yes	$246,391.00	$23,489.00	0.00%	0.00%
3	15	Multi-Tiered System of Supports (MTSS)	Yes	$760,980.00	$1,108,715.00	0.00%	0.00%
3	16	Lower Suspension Rates	Yes	$118,878.00	$11,820.00	0.00%	0.00%
4	2	Qualtrics	Yes	$120,000.00	$140,797.00	0.00%	0.00%
4	3	Parent Link	Yes	$36,500.00	$38,566.00	0.00%	0.00%
4	4	English Learner (EL) Parent Workshops	Yes	$1,392,923.00	$400,439.00	0.00%	0.00%
4	5	Outreach to Spanish-Speaking Families	Yes	$46,500.00	$18,600.00	0.00%	0.00%
4	6	Parent and Family Collaboration	Yes	$514,998.00	$137,550.00	0.00%	0.00%
4	7	Increase Communication	Yes	$1,069,257.00	$1,077,662.00	0.00%	0.00%
4	8	Social-Emotional Learning (SEL) Supports	Yes	$500,000.00	$351,638.00	0.00%	0.00%

2024-2025 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)
$242,691,644.00	$50,769,879.00	4.90%	25.82%	$60,773,241.00	0.00%	25.04%	$1,892,994.82	0.78%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$465,028.00	$187,956.00	$458,829.00	$8,334.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Student Field Trips	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$58,700.00
1	2	College Readiness Exams	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$502,177.00
1	3	Advanced Placement (AP) Training and Tutoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$138,174.00
1	4	Expanded Learning Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$122,206.00
1	5	Formative Assessment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$322,628.00
1	6	English Language Arts and Math Supports	$0.00	$0.00	$295,668.00	$0.00	$0.00	$0.00	$799,469.00
1	7	English Learner (EL) Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,453,690.00
1	8	English Learner	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$860,766.00

		(EL) Reclassification Support and Monitoring							
1	9	Student-Free Professional Development Days	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,980,914.00
1	10	Variable Credit Recovery	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$364,868.00
1	11	Enhanced Data Systems	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$548,570.00
1	12	Ancillary Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$236,000.00
1	13	Focus on Writing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$34,937.00
1	14	Enhancing English Language Arts and Mathematics through Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$103,878.00
1	15	Targeted Intervention	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$24,082.00
1	16	Professional Development for Long-Term English Learner (LTEL) Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$57,633.00
1	17	Improving English Learner (EL) Proficiency	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,582.00
2	1	School Counselors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,230,021.00
2	2	Enhanced Counseling and Student Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$15,737,092.00
2	3	Professional Development	$0.00	$169,312.00	$163,161.00	$0.00	$0.00	$0.00	$1,256,180.00
2	4	Targeted AV Teacher Induction Mentoring and Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,274,422.00
2	5	Classroom Walkthroughs	$10,990.00	$0.00	$0.00	$0.00	$0.00	$0.00	$21,980.00

2	6	AP Placement, Exams, and Tutoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$588,867.00
2	7	Career Technical Education (CTE) Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,461,604.00
2	8	AVID Elective	$80,264.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,972,744.00
2	9	Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$906,938.00
2	10	STEAM Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$43,918.00
2	11	Dual Enrollment and Internships	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$263,788.00
2	12	Enrichment Options	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$61,245.00
2	13	Student Achievement Support	$333,774.00	$18,644.00	$0.00	$8,334.00	$0.00		$2,921,216.00
2	14	Next Generation Science Standards (NGSS) Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$187,756.00
2	15	Visual and Performing Arts (VAPA) Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$375,161.00
2	16	Improving Graduation Rates	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$13,388.00
2	17	College and Career Readiness Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$108,878.00
3	1	Access to Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$17,001,574.00
3	2	Facilities in "Good" Repair	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$43,641,237.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$89,018,233.00
3	4	Career Technical Education (CTE) Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,426,913.00
3	5	Recruit and Retain Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$512,630.00
3	6	Improve Attendance and Chronic	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,622,938.00

		Absenteeism							
3	7	Student Support Centers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,547,084.00
3	8	Positive Behavior Intervention and Support (PBIS)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,381,152.00
3	9	Classified Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$152,698.00
3	10	Safe, Secure, and Positive Learning Environments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,865,894.00
3	11	Supplemental Interventions and Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,701,826.00
3	12	Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,923,841.00
3	13	Independent City and Resilient Scholars	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$43,071.00
3	14	Diversity Training	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$123,196.00
3	15	Multi-Tiered System of Supports (MTSS)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$903,421.00
3	16	Lower Suspension Rates	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$17,832.00
4	1	PowerSchool	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$297,000.00
4	2	Qualtrics	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$141,000.00
4	3	Parent Link	$40,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,000.00
4	4	English Learner (EL) Parent Workshops	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$417,877.00
4	5	Outreach to Spanish-Speaking Families	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$23,250.00
4	6	Parent and Family Collaboration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$116,668.00
4	7	Increase Communication	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$851,330.00
4	8	Social-Emotional Learning (SEL) Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$325,000.00
5	1	Access to Least	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,344,354.00

		Restrictive Environment (LRE)							
5	2	Increased Academic Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$29,616,147.00
5	3	Special Education Staff Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$45,394,817.00
5	4	Workshops for Parents of Students with Disabilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,957,995.00
5	5	Lower Suspension Rate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,957,995.00
5	6	English Language Arts and Math Proficiency	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,958,357.00
6	1	English Language Arts and Math Proficiency	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,451,685.00
6	2	College and Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,451,685.00
6	3	Increase Graduation Rates	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,451,685.00
6	4	Lower Suspension Rates	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,451,685.00
6	5	Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$967,786.00

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.

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]).

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- LEAs may also provide information about their strategic plan, vision, etc.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

  - If the LEA has unexpended LREBG funds the LEA must provide the following:

    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and

      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).

        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

      - Actions may be grouped together for purposes of these explanations.

      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

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

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

    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) 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

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.

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

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

Complete the table as follows:

- Enter the metric number.

- 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.

- 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.

- 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.

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

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

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

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

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

  - 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.

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

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

Required Actions

For English Learners and Long-Term English Learners

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

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

    o Professional development for teachers.

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

    o 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.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - ▪ Identify the action as an LREBG action;

    - ▪ Include an explanation of how research supports the selected action;

    - ▪ Identify the metric(s) being used to monitor the impact of the action; and

    - ▪ Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

  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

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:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

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

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

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    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%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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