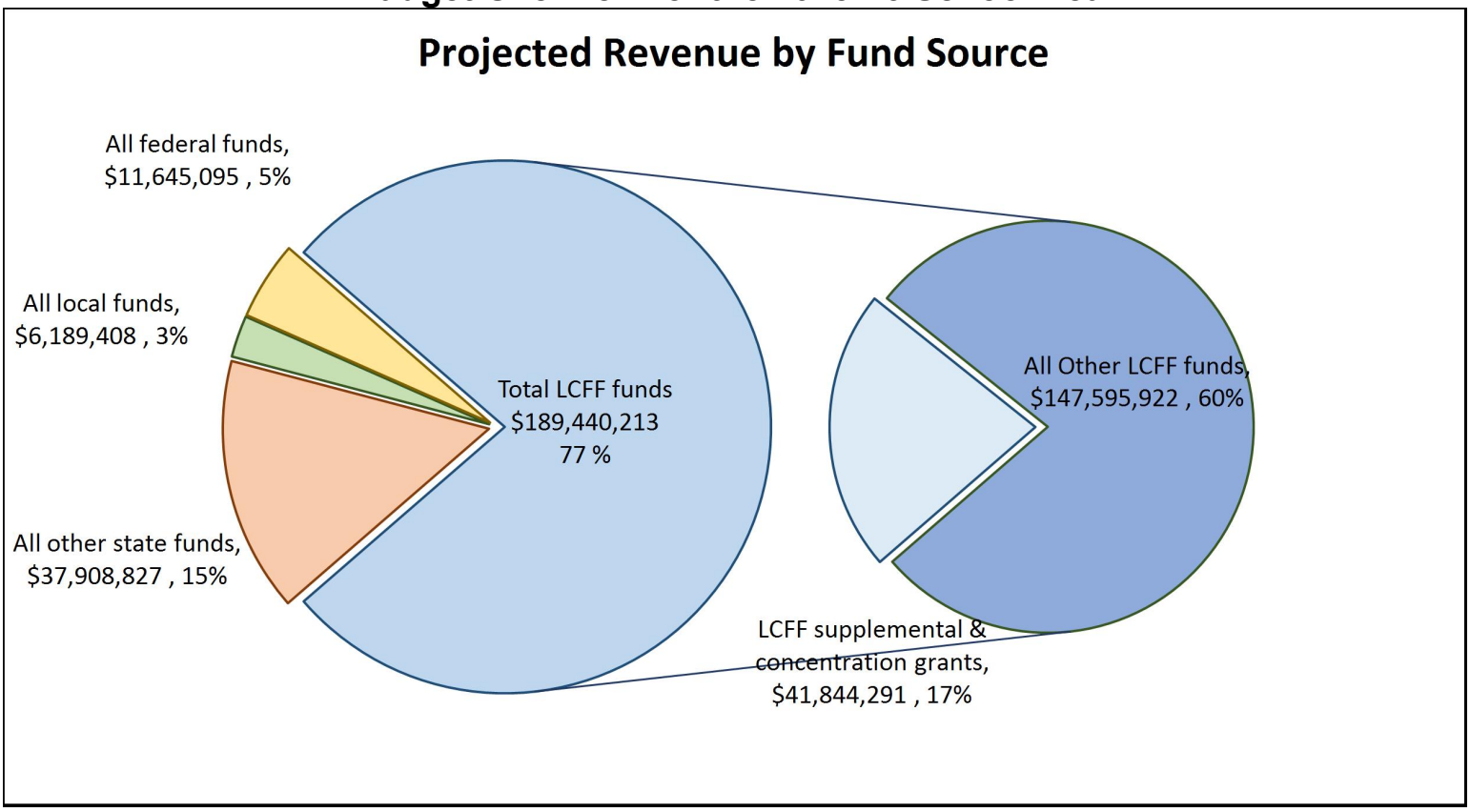
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Apple Valley Unified School District
CDS Code: 36-75077-0000000
School Year: 2025-26
LEA contact information:
Pat Schlosser
Assistant Superintendent
pat_schlosser@avusd.org
7602478001

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

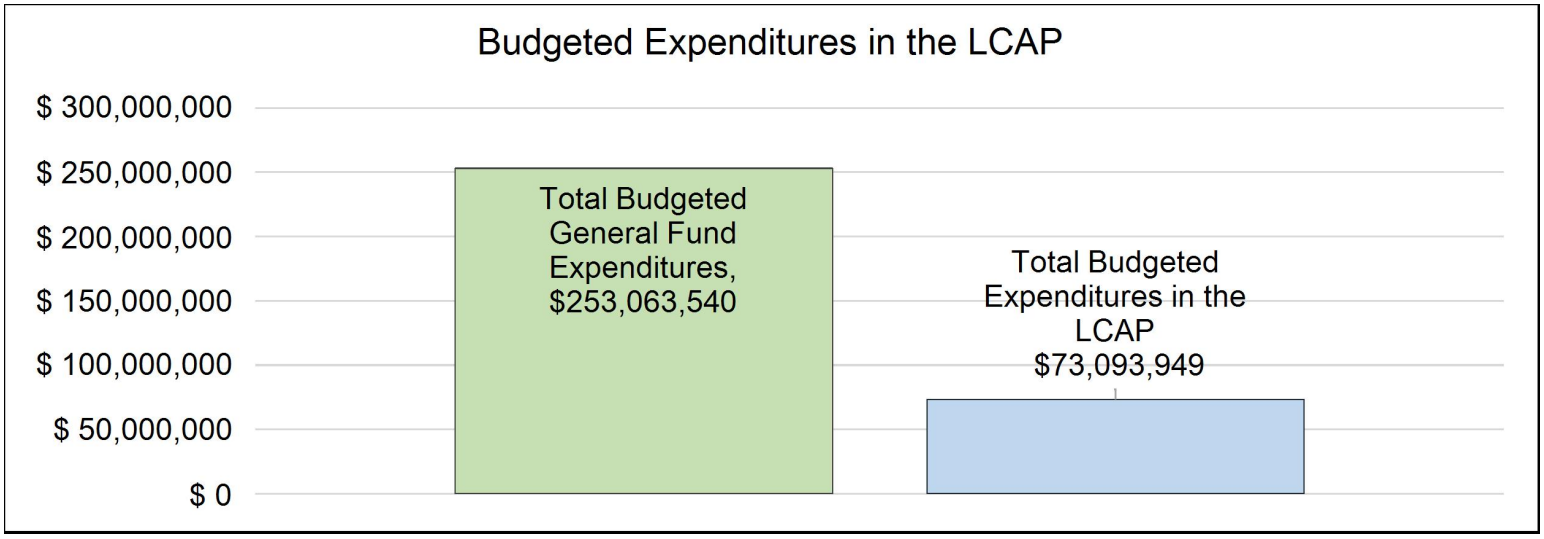


This chart shows the total general purpose revenue Apple Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Apple Valley Unified School District is $237,166,788, of which $189,440,213 is Local Control Funding Formula (LCFF), $37,908,827 is other state funds, $6,189408 is local funds, and $$11,645,095 is federal funds. Of the $189,440,213 in LCFF Funds, $41,844,291 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Apple Valley Unified 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: Apple Valley Unified School District plans to spend $253,063,540 for the 2025-26 school year. Of that amount, $73,093,949 is tied to actions/services in the LCAP and $173,647,692 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

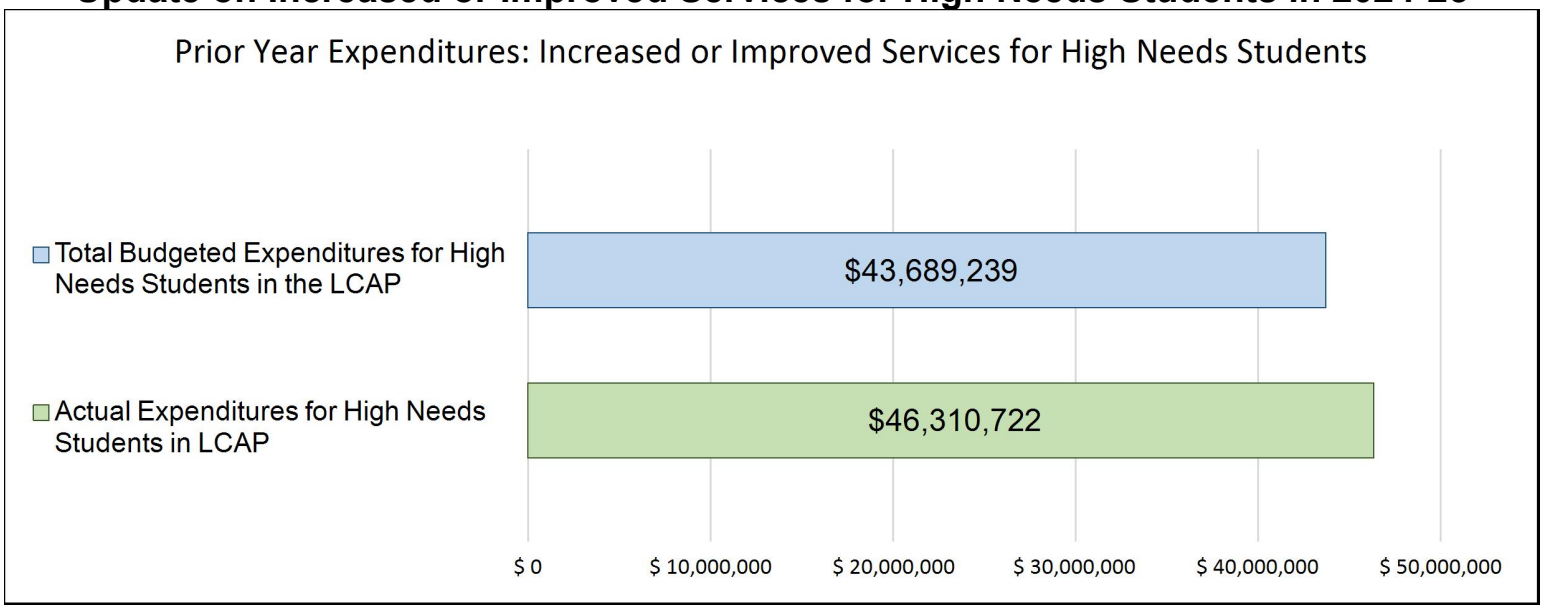
Certificated and Classified Salaries and Benefits for base program functions, including the cost of Health and Welfare; Books and Supplies; Utilities, vehicle operational costs, including Home to School transportation costs;various virtual educational and operational platforms

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

In 2025-26, Apple Valley Unified School District is projecting it will receive $41,844,291 based on the enrollment of foster youth, English learner, and low-income students. Apple Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Apple Valley Unified School District plans to spend $46,441,001 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



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

The text description of the above chart is as follows: In 2024-25, Apple Valley Unified School District's LCAP budgeted $43,689,239 for planned actions to increase or improve services for high needs students. Apple Valley Unified School District actually spent $46,310,722 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,621,483 had the following impact on Apple Valley Unified School District's ability to increase or improve services for high needs students:

This increased amount helped to keep the actions within the Local Control and Accountability Plan operational and fully implemented as planned.

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
Apple Valley Unified School District	Pat Schlosser Assistant Superintendent	pat_schlosser@avusd.org 7602478001

Plan Summary [2025-26]

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.

Apple Valley Unified School District (AVUSD) serves 14,500 students in our pre-school through adult education program who live in a geographic area larger than 200 square miles. In addition to expansive preschool and adult education programs, the district includes five TK-6 Elementary Schools, six TK-8 Academies, two comprehensive high schools, and one alternative education center. The district student population includes students from a wide variety of groups. The student demographics in the district include: Hispanic 58.2%, White 28.2%, African American 7.2%, Asian 1.4%, Filipino 0.5%, and Pacific Islander 0.3%. The Socio-economically disadvantaged student population is 75%, students with disabilities represent 13.3% (an increase of 1% over two years) and the English Learner population is 11.1%. Within that is a fluctuating foster youth population of 350 students or more. In addition, the number of AVUSD students who are considered homeless has risen dramatically over the last three years to over 859, reported in the 2023/24 school year. (source: CDE Dataquest)

The district is the primary employer in the Town of Apple Valley. The larger high desert region has some local industry in the areas of logistics, mining, health care, and aerospace; however, the large majority of workers commute to jobs in the Inland Empire and beyond. This large base of commuting parents places a strong demand on the before and after-school programs at all of our school sites. This year with the Expanded Learning Opportunity Grant program, the before and after school offerings have increased substantially so that every site has students who participate. Apple Valley Unified has enjoyed extensive community support for college and career preparation in the school system with LCAP support for such programs.

In addition, there is a new funding source from the State of California called the Equity Multiplier. Schools qualify for funding by virtue of the percentage of students who are considered socio-economically disadvantaged being over 70% and the non-stability rate (percentage of

students who miss a large portion of the school year due to movement) of over 25%. The Apple Valley Unified School District schools that qualify are listed here:

Phoenix Academy
High Desert Premier Academy
Apple Valley Virtual Academy
Yucca Loma Elementary

Reflections: Annual Performance

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

The educational community of Apple Valley Unified School District conducted a comprehensive needs assessment that included an analysis of the California School Dashboard Indicators and other local data. This reflection process culminates in a lengthy data-sharing conversation with community leaders and district advisory team members from each site and department. This "State of the District" conversation includes detailed discussions of each data point with subgroup details discussed. The following is a summary of those discussion outcomes generally with a much more detailed discussion provided in the annual update.

While AVUSD has seen notable gains in graduation rates and reductions in chronic absenteeism for key student groups, challenges persist in academic achievement and college readiness for English learners and foster youth. The persistent red indicators across multiple sites for ELA, Math, and suspension highlight systemic needs that continue to drive our improvement efforts

These data insights, combined with feedback from educational partners and a thorough needs assessment process, directly informed the development of the LCAP goals and actions. The district prioritized interventions aligned to the areas of greatest need, including increased academic support, mental health services, expanded family engagement, and targeted college and career readiness initiatives. Schools with Equity Multiplier status and those with the most significant subgroup performance gaps received additional planning support and resources. This strategic alignment ensures that AVUSD’s plan remains focused on reducing inequities and accelerating outcomes for historically underserved students.

In Apple Valley Unified, the recent data indicates notable academic progress in both ELA and Math for certain student groups. Specifically, the **American Indian** group demonstrated substantial improvement in ELA, with scores rising from -53.5 in 2023 to -37.3 in 2024, and in Math, improving from -112.9 to -94.9 within the same period. Similarly, the **Pacific Islander** group showed marked advancement, improving ELA scores from -61.5 to -42.4 and Math scores from -113.3 to -101.7.

However, the **Filipino** group faced challenges, experiencing a decline in ELA performance from 50.6 to -14.5 and in Math from -15 to -49. These data points suggest positive trends for some groups, while highlighting areas needing targeted intervention for others, particularly Filipino students.

The data for ELPI in Apple Valley Unified shows a slight improvement across all groups. The All Students and English Learner groups both

increased from 46.2% in 2023 to 47.8% in 2024, a change of 1.7%. Meanwhile, the Long Term English Learner group saw a minimal increase from 49.1 to 49.6, a change of 0.4.

The data for Suspension Rate in Apple Valley Unified shows a general decrease across most student groups. The American Indian group saw a notable decline from 7 in 2023 to 3.6 in 2024, a change of -3.4. The All Students group decreased from 6.7 to 6.1, and Homeless Youth also saw a significant reduction from 9.8 to 7.5. However, the African American and Two or More Races groups experienced slight increases.

The data for Chronic Absenteeism in Apple Valley Unified reveals a reduction in absenteeism rates across most student groups. Notably, the American Indian group decreased from 41.7 in 2023 to 32.5 in 2024, a change of -9.2. Filipino students experienced a significant drop from 21.7 to 3.3.

The Graduation Rate data shows an overall improvement, with significant gains for Foster Youth (up by 11.9) and Long Term English Learners (up by 10.5). The College/Career Indicator shows mixed results, with notable improvements for Asian students (up by 11.6) and Homeless Youth (up by 9.4), while English Learners and Foster Youth experienced declines.

The dashboard data reveals that we remain eligible for differentiated assistance based on the outcomes for four student groups: Foster Youth in English and Math scores, and the college and career indicator; Students with Disabilities in the areas of English and Math scores and Suspension Rate, Homeless Youth in English and Math scores, and suspension rate; and African American students in English and Math scores, and suspension rate.

The following indicators and data are based on the 2023 California School Dashboard
1) RED or Lowest Performance dashboard indicators for a school within the LEA (All students):
English Learner Progress Indicator:
Mariana Academy
English Language Arts- Smarter Balance Assessment:
Desert Knolls Elementary
Mariana Academy
Phoenix Academy
Sandia Elementary
Apple Valley High
Math- Smarter Balance Assessment:
Mariana Academy
Phoenix Academy
Rancho Verde Elementary
Sandia Elementary
Apple Valley High
Suspension Rate:
Phoenix Academy
Rancho Verde Elementary

Sandia Elementary

2) RED dashboard indicators for a student group within the LEA:
English Learners
ELA
Math
Foster Youth (DA)
ELA
Math
Suspension
Graduation
Homeless Youth (DA)
ELA
Math
Suspension
Socioeconomically Disadvantaged
ELA
Math
Students with Disabilities
Graduation
African American (DA)
ELA
Math
Suspension
Hispanic
ELA
Math

3) RED dashboard indicators for a student group within any school in the LEA:

Desert Knolls Elementary (ATSI)
ELA
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
Math
Socioeconomically disadvantaged.
Hispanic
Suspension
Socioeconomically disadvantaged.

African American

Mariana Academy
ELPI – English learners
ELA
English learners
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
White
Math
English learner
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
White
Suspension
White
Chronic Absenteeism
English learners

Phoenix Academy (Equity Multiplier)
ELA
English learners
Homeless
Socioeconomically disadvantaged.
African American
Hispanic
White
Math
English learners
Homeless
Socioeconomically disadvantaged.
Students with disabilities
African American
Hispanic
Suspension
English learners
Foster Youth
Homeless

Socioeconomically disadvantaged.
Students with Disabilities
African American
Hispanic
White

Rancho Verde Elementary
ELA
Students with Disabilities
African American
White
Math
English learners
Socioeconomically disadvantaged.
Students with Disabilities
African American
Hispanic
Suspension
Socioeconomically disadvantaged.
African American

Rio Vista School of Applied Sciences
ELA
Homeless
Students with disabilities
Math
Homeless
Students with disabilities

Sandia Elementary (CSI)
ELA
English learners
Homeless
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
White
Math
English learners
Homeless

Socioeconomically disadvantaged.
Hispanic
White
Suspension
Foster
Homeless
Socioeconomically disadvantaged.
Hispanic
White
Two or more races

Sitting Bull Academy
Math
English learners
Homeless
Students with disabilities
Suspension
Homeless
African American
Chronic Absenteeism
African American

Sycamore Rocks Elementary
ELA
English learners
Suspension
African American

Vanguard Preparatory
ELA
English learners
Students with disabilities
Math
English learners
Students with disabilities
Suspension
English learners
Students with disabilities

Yucca Loma Elementary (Equity Multiplier for 2025)

ELA
African American
Math
English learners
Students with disabilities
Suspension
African American
Chronic Absenteeism
Homeless

Apple Valley High
ELA
English learners
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
White
Math
English learners
Socioeconomically disadvantaged.
Hispanic
White
Suspension
African American
College/Career
Homeless

Granite Hills High (ATSI)
Suspension
English learners
Homeless
White
Two or more races

High Desert Premier Academy (Equity Multiplier)
ELA
Hispanic
Math
Hispanic
Suspension

African American
College/Career
Homeless
Socioeconomically Disadvantaged
Hispanic
White

Apple Valley Unified Preschool Special Education
(Equity Multiplier)

- No indicators in the red. The areas of focus will be attendance and chronic absenteeism.

Apple Valley Virtual Academy
(Equity Multiplier)
-No indicators in the red. The area of focus will be Family engagement.

Learning Recovery Emergency Block Grant:
AVUSD has fully expended all of the previously allocated funds from this grant. There are no carry-over funds to discuss in this LCAP.
As a component of the LCAP development process, a comprehensive needs assessment was completed at the district level and at each site. For future funds, we intend to watch carefully for the actual fund allocation while we continue to work with our educational community to assess our needs and determine an action plan based on that process. We anticipate bringing a plan for those funds to the community and Board of Trustees at the mid-year update.

Reflections: Technical Assistance

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

Apple Valley Unified School District qualifies for differentiated assistance as a result of the 2023 dashboard indicators for the following groups and areas where the same group is in the "red" or lowest indicator for more than one category:
Foster Youth (ELA, Math, Suspension Rate, and Graduation Rate, and newly eligible for 2024 College and Career)
Homeless Youth (ELA, Math, and Suspension Rate)
Student With Disabilities (Newly eligible for 2024 in ELA, Math, and Suspension rate)
African American Students (ELA, Math, and Suspension Rate)

The district continues to receive extensive support and technical assistance from the San Bernardino County Superintendent of Schools. We have applied for and were awarded a grant from the county through the Systems of Support program to continue deep training for each school site to build Positive Behavior Systems using a nationally recognized, research-based provider, Safe and Civil Schools. This "Foundations" training allows each school to use data to track and then build systems to address student behavior needs in common areas. This has been conducted simultaneously with comprehensive training and coaching in classroom management strategies.

In addition, we enjoy technical assistance from the San Bernardino County Superintendent of Schools to work directly to improve the outcomes for African American students for the last two years. This has been conducted with a careful systems change protocol with explicit targets set at the start of each cycle, now in the third year. We had a team of district directors and coordinators attend a full-day planning session with the San Bernardino County Superintendent of Schools on February 12, 2025 where the team was supported by a county director. The team was given time to evaluate data, reflect on root causes, and continue with another iteration of Plan/ Do/ Study/ Act improvement cycle.

One of the targets selected was to continue to expand the reach of our African American Parent Advisories in order to increase parent advocacy and to hear directly from parents about how to better meet the needs of students. This has been successful in so far as we have one large high school with a robust parent group, a large TK-8 site starting small, and the overall district having a very successful series of events for all African American parents. We have the continued assistance of the same county director who brings expertise and credibility to this work. We meet every two weeks for a short check-in and progress report with our county support provider to continue the technical assistance. This work is reflected in goal 3 action 3 which is focused on parent engagement with African American parents a key group within that action. There has been growing momentum from all parents requesting increased access to give voice to their needs and that action item will keep the district focused on that work in coordination with our technical assistance provided from the county office.

For the other three student groups highlighted earlier, the work to improve ELA and Math test scores continues through Goal 2 Action 2, professional development for instructional staff to increase outcomes for those students specifically. In addition, the work on suspension rate is being done through Goal 1 Action 3, which is a focus on student behavior management. Finally, graduation rate and college and career readiness are addressed in Goal 2 Action 3 (Career and Technical Education) and Goal 1 Action 1 (increased counseling support).

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.

The only school that qualifies for comprehensive support and improvement in the Apple Valley Unified School District:

Sandia Academy

Support for Identified Schools

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

The LEA supports the eligible school in developing its Comprehensive Support and Improvement (CSI) plan by providing guidance, resources, and technical assistance. The school meets with the district team to assist in the development of its CSI plan. The LEA provides

support regarding the identification of needs, root cause analysis, educational partner engagement, and the development of the Single School Plan for Student Achievement (SPSA).
The school is guided through an evaluation of its SPSA and Comprehensive Needs Assessment (CNA). An outline is provided to ensure the plan is aligned with the District LCAP. The School Site Council (SSC) receives training on the importance of this plan. Input provided by educational partners is used to ensure that decisions are in the best interest of students. The CSI plan is built into the SPSA and is guided by the CNA and Annual Review section of the SPSA. Support is provided to school site committees and parent groups to ensure implementation, monitoring, and evaluation of evidence-based interventions and to address identified resource inequities.
Formative and summative assessment data are used to monitor students' progress so teachers can identify strengths and weaknesses. Student performance is analyzed using local and state scores to identify trends and patterns. Monitoring this data allows the school site team to inform instructional decisions and identify needed interventions. Feedback is also gathered from parents and students through surveys and meetings to gain insight into the perceived effectiveness of programs and their alignment with school goals.
The Curriculum and Instruction Director works one-on-one with the school site administrator to develop an outline of the CSI plan, which receives input and approval from the School Site Council. The data used to build the CSI plan also supports the development of the Comprehensive Needs Assessment, which includes input from staff and the community. All data used to develop these plans came from the 2022–2023 Dashboard as well as the 2023–2024 District i-Ready data.
Resource Inequities:
According to the 2023 California Dashboard, no inequities were identified using state metrics for the school. However, a higher proportion of socioeconomically disadvantaged students exists within the school compared to other campuses in the district, and there is a stronger correlation between this student group and underperformance.

Data sources include:

SBAC scores – CA Dashboard

i-Ready diagnostic reports/usage reports

Reading Records – ODMS

Youth Truth Survey results

School Site Survey results

Suspension and discipline statistics from Aeries/Precision Analytics

Attendance rates from Aeries/Precision Analytics

Indicators of Effectiveness:
Effectiveness will be evident through improved outcomes resulting from the following strategies, all grounded in evidence-based practices from the What Works Clearinghouse:
Paraeducator Support: Increasing paraeducator support allows for more intensive and individualized learning opportunities for students.

Tutoring: Participation in tutoring leads to increased academic achievement.

Ongoing Staff Support: Professional development and collaboration with district staff impact student achievement positively.

Parent Outreach: Engaging parents supports a successful educational environment and contributes to improved student performance.

Restorative Practices: These practices enhance student voice and conflict resolution skills, positively affecting attendance and access to academics.

Each area of need, along with related data and evidence, is detailed in the school's CSI plan. All strategies and interventions are based on analysis of the 2022/23 California School Dashboard and 2023/24 district i-Ready data. Selected supports include Tier 1 evidence-based interventions, as defined by the Every Student Succeeds Act (ESSA) and verified through the What Works Clearinghouse (WWC, 2020), ensuring alignment with proven practices to address the identified academic and behavioral needs of students.

The needs identified for Sandia Academy include:
Sandia Academy had low performance in both ELA and math with a focus on suspension rate. Literacy- All student groups scored in the very low indicator for Language Arts. Using the CA Dashboard Target Setting Tool, each student group must grow a minimum of 3 points to move one indicator level in year one. Students in all groups must move 35.3 points yearly to meet a three-year goal of four indicators. I-ready diagnostic scores will be used as a projected proficiency monitoring tool throughout the year, being reviewed three times during the school year. The goal is to reach the highest (blue) indicator in 3 years.

Math- All student groups with the exception of the Special Education group scored in the very low indicator for math. The Special Education group scored in the low indicator. Using the CA Dashboard Target Setting Tool, each group must grow a minimum of 3 points to move one indicator level in year one. Students in all groups must move 14 points yearly to meet a three-year goal of two indicators. I-ready diagnostic scores will be used as a projected proficiency monitoring tool throughout the year, being reviewed three times during the school year. The goal is to move to the high performance (green) indicator in 3 years.

Engagement- School-wide suspension rates were in the very low indicator of the CA Dashboard. Student groups that scored in the low indicator were English Learners, Students with Disabilities, and African Americans. All groups need to decrease suspension rates by 4.5 points to increase the Dashboard indicator three levels over three years. All student groups were rated in the high or very high indicator for suspension rates. Students need to engage in school to become academically successful. Our goal for suspension rates for all student groups that are rated very high is that they need to reduce suspension rates by 10%. Student groups that rated as high need to reduce suspension rates by 5% as measured by annual reporting, with monitoring being conducted monthly.

One of the focus items from the 2023-2024 CSI plan was to improve attendance. This goal was met with a 12.6% decrease in total chronic absenteeism across all groups.

Sandia's Evidence-Based Interventions:

1. Academic Performance: English Language Arts - Evidence-based instructional strategies will continue to be implemented with students in grades K-8. Students in grades K-6 will be supported with Orton Gillingham and Heggerty strategies. Leveled Literacy Intervention will be used to support the lowest-performing students in grades 1-5. Guided Reading groups and Fountas & Pinnell Interactive Reader Libraries will be used in grades 3-4 to strengthen reading comprehension and leveled reading support for all students in the classroom.
I-Ready Tools for Teachers will be utilized to form targeted reading intervention groups for reading skills in grades K-8, which will then be followed up with I-Ready customized lessons for all students. After school extended learning opportunities will be offered for reading enrichment in grades K-6.
Tutoring for ELA will be offered during after-school hours for students in grades 7-8 to strengthen reading performance for the lowest-performing students in these grade levels. Tutoring resources will include I-Ready reading lessons, and StudySync differentiated lesson materials as part of the district-adopted curriculum. Third Quest reading program will be implemented in grades 4-6. Kinder and First-grade students with low phonics skills will receive daily direct intervention in small groups using OG/Heggerty strategies.

2. Academic Performance: Math - Evidence based instructional strategies will continue to be implemented in grades K-8 to address math performance. I-Ready Tools for Teachers will be utilized to form targeted math intervention groups for grades K-8, which will then be followed up with I-Ready customized lessons for all students. Teachers will implement evidence-based instructional strategies to strengthen Number Sense for Grades TK-8, including Number Talks, Cognitively Guided Instruction, and supplemental support with “Do the Math” interventions. After school extended learning opportunities (“Math Pack”) will be offered for math intervention in grades 2-4. Tutoring for Math will be offered during after-school hours for students in grades 7-8 to strengthen math performance for the lowest-performing students in these grade levels. Tutoring resources will include I-Ready math lessons, “Do the Math”, and Go Math district-adopted curriculum will be fully implemented and differentiated lessons provided as needed.

3. Suspension Rates- Student behavior and suspension rates will be impacted by a consolidated school wide effort to improve academic engagement through STOIC strategies and school wide climate through family engagement activities. All students will have access to the MTSS process for academic and behavior intervention with the support of a dedicated paraeducator who will implement Ripple Effects, check-in/check-out strategies and provide positive behavior support.

Parent education workshops focused on teen vaping, conflict resolution and social media presence and bullying. Parent “power teams” will be developed at the site level to engage families of identified student groups specifically targeting foster families and homeless families. These will be modeled after the current English Language Development advisory committees with a focus on building community and an avenue for parent voice. Guest speakers will be invited to provide topic specific content.

Sandia's CSI funds will be explicitly used for activities and resources that support the improvement in Academic Performance in English Language Arts and Mathematics and in Suspension rates related to Conditions and Climate. All expenditures will be approved through the District Curriculum and Instruction office to ensure the alignment of use of CSI funds with district LCAP goals.

CSI funds will be used for the following needs as previously stated:
1. Academic Performance: English Language Arts
SPSA Goal 1 (Academic Achievement), Activity 1:
Paraeducator assigned to provide daily small group intervention for Kinder/1st grade.
SPSA Goal 1 (Academic Achievement), Activity 2:
Certificated staff to implement after school tutoring for intervention and enrichment grades 7-8.
SPSA Goal 1 (Academic Achievement), Activity 3:
I-Ready Tools for Teachers.
SPSA Goal 1 (Academic Achievement), Activity 4:
Certificated staff to implement after school tutoring for interventions and enrichment grades 7-8.
SPSA Goal 1 (Academic Achievement), Activity 5:
“Do the Math” Curriculum and staff training purchase.
SPSA Goal 2 (Academic Achievement), Activity 2:
Paraeducator assigned to provide daily student support for MTSS development and support for behavior and engagement of students in the classroom.
SPSA Goal 2 (Academic Achievement), Activity 7:
Parent Power Teams presentations/ training.

Monitoring and Evaluating Effectiveness

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

The school site’s team including the administration and site lead teachers will meet monthly throughout the school year to review the plan, assess implementation and progress, analyze and evaluate data weekly, monthly, and at trimesters with Guided Reading, I-Ready, and Reading Records assessments to make adjustments as needed. The plan will be evaluated monthly using suspension and discipline data,

annually through the Youth Truth Survey, and three times a year through parent and student surveys. Data talks will occur a minimum of three times a year. Findings will be reported to site committees such as the School Site Council and School Site Leadership, promoting transparency and input on necessary adjustments. The School Site Councils will receive a presentation of findings annually and will be given the opportunity to provide input and feedback at each school site council meeting. Parents, staff and community partners will participate in the evaluation process at site meetings and at the District Advisory Committee. Students will review data and provide input and feedback at the Superintendent's Advisory Council meetings. Engagement with our educational partners will be ongoing, and the process will prioritize continuous improvement based on data results and lessons learned.

Progress will be tracked weekly, monthly, and at trimesters with Guided Reading, I-Ready, and Reading Records assessments, in addition to annual SBAC scores.

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
High School Students	Students in grades 9-12 were administered a survey from Youth Truth in November of 2024 with topics including belonging, engagement, school culture, mental health, and academic challenges. Over 3200 students participated in the survey of a possible 4144. This included students in all grades and student groups. In addition, each high school provided a representative group of students to participate in a superintendent advisory committee series of meetings conducted at Apple Valley High School, Granite Hills High School, and High Desert Premier Academy. The sessions were held in September, November, January, and February. Students were given the opportunity to evaluate data from their school site and formulate plans that influenced the development of the LCAP. In addition, students presented their findings and plans to school site administrative teams, who worked to build those plans into the school site action plans. More than 100 students participated in these high school sessions. Additionally, the draft LCAP is presented to students during the January meeting session and then during the February session, the proposed final LCAP is presented to students for review, comment, and feedback. The Students provided informational priorities that were then taken to the District Advisory Committee. The questions from the students were answered in writing by the superintendent.
District English Language Advisory Committee	The DELAC information process includes the entire scope of the LCAP plan cycle including data analysis, plan review, priorities, and plan approval. The DELAC-only sessions began on September 25, 2024 included a submission of the draft priorities on March 31, 2025.

Educational Partner(s)	Process for Engagement
	In addition, the AVUSD DELAC is present at all district advisory committee meetings with live translation. A full draft was provided to the Final DELAC on May 8th. In addition, parents were invited to submit questions about the LCAP in writing to the superintendent who responded in written format and posted the answers on the district LCAP web-page.
All Educational Partners- Families	The district provided a survey to all parents and guardians in the two weeks in November 2024 before Thanksgiving week using Youth Truth. The survey included topics such as school engagement, culture, relationships, academic challenge, and others. Participation was approximately 15% of households in the district. The data was gathered and reported back to each school site team during the LCAP development process. In addition, the data is used at each school site for all plan development including CSI, Equity Multiplier, and SPSA. Invitations were sent to all families using the parent communication tool Parent Square, email, district social media, and other site-based tools.
District staff	The district provided a survey to all staff in the two weeks in November 2024 before Thanksgiving week using Youth Truth. The survey included topics such as school engagement, culture, relationships, academic challenges, and others. Participation was approximately 73% of eligible staff in the district. The data was gathered and reported back to each school site team during the LCAP development process. In addition, the data is used at each school site for all plan development including CSI, Equity Multiplier, and SPSA. Invitations were sent to all staff using district email, district social media, and other site-based tools.
District Advisory Committee Site Principals, teachers, counselors, district administration, other classified employees, Apple Valley Unified Teacher Association representatives, California School Employees Association Chapter 828 representatives, SELPA representatives, DELAC, and Parents representing schools throughout the district including:	LCAP development began with a presentation of data on January 8, 2025. The first session included a review of the district LCAP by goal and action with a report on all relevant metrics for the district as well as a review of the California School Dashboard so that all parties were familiar with how to read that tool and the related metrics by school and student group. The second session was on February 24, 2025 - which included time to gather feedback from each school site team to react to all available

Educational Partner(s)	Process for Engagement
English Learners, Low-Income, students with disabilities, foster youth, homeless, Hispanic, white, and African American.	data and to set goals for required metrics for each student group at every site with feedback from each community partner considered. At this session, all participants provided input via Thought Exchange for priority actions and programs as we looked toward budget reductions. On March 4, 2024, the draft LCAP with the goals and actions adjusted as requested was presented to the district advisory committee of parents and staff as listed. The entire group approved the draft LCAP as presented. At this same session, all participating parents were allowed to provide verbal or written questions. Those questions were gathered, and written responses from the superintendent are posted on the district website on the LCAP page.
All Elementary Schools in the District (Grades 3-8)	Students in grades 3-8 were administered a survey from Youth Truth in November of 2024 with topics including belonging, engagement, school culture, mental health, and academic challenges. Over 5800 students participated in the survey of a possible 6300. This included students in all grades and student groups. In addition, each school provided a representative group of 6-15 students to participate in a superintendent advisory committee series of meetings conducted at the district office. This series of three sessions allowed students to evaluate data, review the LCAP goals and actions, and propose ideas to district and site leadership. The students were given a draft of the final LCAP during the April 8th session and they were given a chance to ask questions in writing which the Superintendent answered and placed on the district website.
SELPA Consultation	The Desert Mountain SELPA administrator (also known as the California Association of Health Education Linked Professionals CAHELP JPA) works closely with Apple Valley Unified School District. A draft of the LCAP was presented to the SELPA administrator on May 9, 2025
Local Leaders from business, community organizations, and government agencies including the Town of Apple Valley and San Bernardino County.	January 8, 2025 - State of the District- Presentation to local leaders to share dashboard indicators and survey results along with other local data for each LCAP goal.
AVUSD Board of Trustees	February 6, 2025 LCAP Mid-Term Review- Progress report to the board regarding the implementation of actions, expenditures, and progress on metrics to the midpoint of the year.

Educational Partner(s)	Process for Engagement
African American Parents	District African American Parent Advisory Committee. The first session on September 3rd, 2024 included a review of data. The second session on January 30th, 2025 allowed for a review of the metrics for African American students included in the LCAP. In addition there was a graduation and College Readiness workshop presented by Cal State San Bernardino.
AVUSD Board of Trustees	January 6, 2025- Board Workshop with board goals as one element of the discussion. The board provided clarification regarding board goals and definitions that would influence the LCAP
District Leadership, Directors, and County Staff	February 12, 2025 Differentiated Assistance planning session-- Session designed to evaluate data, build plan, and start cycle of improvement.
AVUSD District Directors connected to instruction	February 5, 2025 - Goal setting to align district goals to LCAP while aligning benchmark metrics to track progress along the way. This group was tasked to comply with the requests of the board and district advisory committee to align the board goals and the LCAP actions.
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students	Apple Valley Virtual Academy Equity Multiplier School Plan Development: Based on data provided by the California Department of Education regarding non-Stablity rate percentage and the percentage of socio-economically disadvantaged students, Apple Valley Virtual Academy was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest-performing student groups on the 2024 California Schools Dashboard. Apple Valley Virtual Academy staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. The School Site Council at Apple Valley Virtual Academy approved the SPSA which included the equity multiplier plan on April 1, 2025. Through this process, the goal and actions specific to the school have been continued from the 2024-25 LCAP to extend another year to support student learning and promote improved student outcomes.

Educational Partner(s)	Process for Engagement
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students	High Desert Premier Academy Equity Multiplier School Plan Development: Based on data provided by the California Department of Education regarding non-stablity rate percentage and the percentage of socio-economically disadvantaged students, High Desert Premier Academy was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest-performing student groups on the 2024 California Schools Dashboard. High Desert Premier Academy staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. The School Site Council at High Desert Premier Academy approved the SPSA which included the equity multiplier plan on March 25, 2025. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes. Those goals will be slightly modified for the 2025-26 school year based on this new data analysis.
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students	Phoenix Academy Equity Multiplier School Plan Development: Based on data provided by the California Department of Education regarding non-stability rate percentage and the percentage of socio-economically disadvantaged students, Phoenix Academy was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest-performing student groups on the 2024 California Schools Dashboard. Phoenix Academy staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan.

Educational Partner(s)	Process for Engagement
	The School Site Council at Phoenix Academy approved the SPSA which included the equity multiplier plan on March 12, 2025. Through this process, a goal and actions specific to the school were first added to the 2024-25 LCAP to support student learning and promote improved student outcomes. Those goals will be slightly modified for the 2025-26 school year based on this new data analysis.
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students	Yucca Loma Elementary School Equity Multiplier School Plan Development: Based on data provided by the California Department of Education regarding non-stablity rate percentage and the percentage of socio-economically disadvantaged students, Yucca Loma Elementary School was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest-performing student groups on the 2024 California Schools Dashboard. Yucca Loma staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. The School Site Council at Yucca Loma approved the SPSA which included the equity multiplier plan on April 3, 2025. This school is a new qualifier for these funds but the actions they have selected are well aligned with those chosen by Phoenix Academy. Therefore the Yucca Loma school actions will be incorporated into goal #5 with modifications made for 2025/26 to include the Yucca Loma and Phoenix Academy plan updates.
AVUSD Board of Trustees	May 22, 2025 - Draft LCAP with community recommendations provided for reading prior to June public hearing.
AVUSD Board of Trustees	June 5, 2025 - Public Hearing to consider comments regarding the draft AVUSD LCAP
AVUSD Board of Trustees	June 12, 2025 - Board Adoption of the LCAP

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

The 2024-2027 LCAP was wholly reorganized based on the feedback of the educational partners in Apple Valley. The district leadership and governance teams requested that the LCAP goals and the AVUSD Board Goals be aligned so that there was a single set of targets for the entire system from the Superintendent and Board and throughout the system. However, in the spring of 2025, the district faced a need for fiscal stabilization, leading to some slight reductions in certain initiatives. While the core priorities and commitments remain intact, adjustments were made to ensure financial sustainability while still addressing the needs of students and families. The Board of Trustees reaffirmed their goals in conjunction with the superintendent over several board meetings and during a workshop on January 6th, 2025. The outcome of that session and subsequent input from district administration on February 12th, 2025 led to the presentation at the second District Advisory Committee to gather priorities. These reductions were carefully considered in consultation with district leadership and the advisory committees to minimize the impact on essential programs and services. The input of the district advisory committee and the AVUSD board of trustees led to a reduction in Goal 2 Action 1 in order to save positions and avoid any reductions in force.

Critically important to families who participated in both the District Advisory Committee and the District English Language Advisory Committee was to include actions that were supportive of families in need as well as students' health. Families made clear requests to continue the expanded bussing offerings in order to continue to bring the chronic absenteeism rate down. Likewise, parents and guardians voiced clear support for keeping mental health services and general health care in the form of our school nurses a high priority. Finally, families made it clear that they were interested in an increase in engagement activities, such as coffee with the principal and other events that provided a forum for them to be heard.

The district advisory committee gathered input from community members, educators, and stakeholders to identify key priorities for student success. Through discussions and data analysis, the committee emphasized the need for continued focus on intervention strategies, improved attendance, and instructional excellence. Community feedback highlighted the importance of early support systems for struggling students, proactive measures to boost attendance, and high-quality teaching practices that engage all learners. As a result, the district reaffirmed its commitment to these priorities, ensuring that resources and initiatives align with the needs of students and families. This collaborative effort strengthens the district’s ability to provide equitable and effective education for all.

Finally, regarding equity multiplier funds for four schools, those sites went through a process to develop and plan to utilize this new funding. The process began with a collaborative spirit, as school leaders, teachers, parents, community members, and representatives from educational organizations gathered around the table. Recognizing the diverse perspectives and expertise each stakeholder brought, the discussions were inclusive and participatory, ensuring that voices from all corners of the community were heard. This was all handled within the venue of the Single School Plan development with this new funding leading to increased possibilities for impact.

The first step involved a deep dive into data—examining student achievement, attendance, discipline, and other key indicators through an equity lens. This critical analysis illuminated disparities and inequities that existed within the school system, laying bare the challenges that needed to be addressed. The four school sites shared a common need to make a positive impact on student attendance and reduce absenteeism. The theme of positive outreach and staff connection can be seen in goal four and five where the plans for all four of the sites describe the community-requested actions for those funds that include increased and focused counselors, student champions, and other staff training.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Safe and Nurturing Learning Environment	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As mentioned in the engaging educational partners section, the community requested that our plan align with the goals of the board. This first goal and the actions assigned to it were carefully selected by the community and a consensus was reached.

Rooted in the voices and perspectives of a wide array of educational partners, this goal reflects our collective vision for fostering an educational environment where every student can thrive academically, socially, and emotionally. By incorporating this broad goal and these metrics into the LCAP, the district establishes clear targets for measuring progress toward the goal of providing a safe and nurturing learning environment. Regular monitoring and evaluation of these metrics enable the district to assess the effectiveness of its strategies and interventions, make data-informed decisions, and continuously improve practices to better meet the needs of students and promote their overall well-being. Ultimately, these efforts contribute to the district's mission of serving the community with dignity by meeting the unique academic, behavioral, and social-emotional needs of all students so that they may thrive in an ever-changing world.

Incorporating key metrics such as reducing suspension rates, decreasing chronic absenteeism, increasing overall attendance, and improving qualitative survey results into the local control and accountability plan (LCAP) ensures accountability and provides measurable indicators of progress toward the goal of providing a safe and nurturing learning environment. Here's why these metrics are important:

1. **Reducing Suspension Rates**: High suspension rates can be indicative of disciplinary issues and may suggest an unsafe or unsupportive learning environment. By setting a goal to reduce suspension rates, the district aims to create a positive and inclusive school culture where disciplinary actions are used as a last resort, promoting alternative approaches to conflict resolution and behavior management.

2. **Decreasing Chronic Absenteeism**: Chronic absenteeism can be a sign of disengagement, academic struggles, or barriers to attendance such as safety concerns or health issues. By targeting a reduction in chronic absenteeism, the district seeks to ensure that all students have equitable access to education and support systems to address barriers to attendance, ultimately fostering a safe and supportive environment where students feel motivated and encouraged to attend school regularly. With an overall district rate of over 38% in 2022/2023 the community felt it was important to focus on this area.

3. **Improving Qualitative Survey Results**: Qualitative surveys provide valuable insights into the perceptions and experiences of students, parents, teachers, and staff regarding school safety, supportiveness, and overall climate. By focusing on improving qualitative survey results related to safety and nurturing, the district can gather feedback from educational partners and identify areas for improvement, ensuring that efforts to create a positive learning environment are responsive to the needs and perspectives of the school community.

Further, there was a strong desire to capture every student group in the lowest performance band to make certain that we were setting goals and tracking progress for those most in need.

Taken together, the actions in this goal will allow counselors at all levels to ensure that students have access to a broad course of study by virtue of the monitoring of student progress and by removing barriers to access.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Chronic Absenteeism % Rate - District Targets for student groups in the red as well as for all students Source: CA School Dashboard	2023 Dashboard ALL 38.2% EL 38.2% FY 35.7% HY 45.6% LI 41.8% SWD 48.2% AA 47.4% AI 41.7% AS 11.0% FI 21.7% HI 40.1% PI 34.4% WH 32.4% 2 or More 37.2% LTEL (new) 25.1%	2024 Dashboard ALL 30.6% EL 30.2% FY 27.6% HY 43.1% LI 33.9% SWD 38.6% AA 42.8% AI 32.5% AS 16.5% FI 3.3% HI 32.1% PI 34.6% WH 24.0% 2 or More 30.4% LTEL (new) 25.1%		2027 All 10 % EL 10% FY 10% HY 11.9% LI 10% SWD 10% AA 10% AI 10% AS 9% FI 10% HI 10% PI 10%% WH 10% 2 or More 10% LTEL 10%	Based on 2024 Dashboard ALL -7.6% EL -8% FY -8.1% HY -2.5% LI -7.9% SWD -9.6% AA -4.6% AI -9.2% AS +6.5% FI -18.4% HI -8% PI +0.2% WH -8.4% 2 or More 6.8% LTEL N/A
M1.2	Chronic Absenteeism % Rate - School and Student Group	2022-23 TK-6 Yucca Loma HY 62.7% TK-8	2023-24 TK-6 Yucca Loma HY 58.0% TK-8		2027 TK-6 Yucca Loma HY 27.7% TK-8	Based on 2023-24 TK-6 Yucca Loma HY -4.7% TK-8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	Mariana EL 48.1% Sitting Bull AA 33.0%	Mariana EL31.2% Sitting Bull AA 23.3%		Mariana EL 20% Sitting Bull AA 20.00%	Mariana EL-16.9% Sitting Bull AA -9.7%
M1.3	Survey Results- School Safety Percentage Positive response (Students, Staff, and Families combined surveys) Source: Youth Truth Question Included: "I feel safe at school", or "My child is safe at school", or "Students are safe at school." depending on the survey group.	November 2023 Percent Positive: Elementary Students- 59% Middle Grades- 51% High School Students- 53% Elementary Parents- 66% High School Parents- 55% Elementary Staff- 66% High School Staff- 69%	November 2024 Percent Positive: Elementary Students- 55% Middle Grades- 52% High School Students- 55% Elementary Parents- 74% High School Parents- 63% Elementary Staff- 76% High School Staff- 74%		November 2027 Percent Positive: Elementary Students- 80% Middle Grades- 75% High School Students- 75% Elementary Parents- 90% High School Parents- 80% Elementary Staff- 90% High School Staff- 90%	Based on November 2024 Percent Positive: Elementary Students 4% Middle Grades +1% High School Students +2% Elementary Parents +8% High School Parents +8% Elementary Staff +10% High School Staff +5%
M 1.4	Report of facility inspection- with number of school sites not meeting the standard of "good"	2022-2023 School Year 1 school site in "fair" the rest in Good Repair"	2023-2024 School Year 1 school site in "fair" the rest in Good Repair"		2025-2026 School Year All sites in "Good Repair"	No Change for 2023-2024
M1.5	Suspension Rate Percentage – District Targets for student groups in the red as well as for all students	2022-23 ALL 6.7% EL 6.5% FY 14.8% HY 9.8% LI 7.4% SWD 8.9% AA 14.0%	2023-2024 ALL 6.1% EL 5.9% FY 13.7% HY 7.5% LI 6.9% SWD 9.5% AA 14.3%		2027 All 4.5% EL 4.%% FY 4.5 % HY 4.5 % LI 4.5% SWD 4.5% AA 4.5 %	Based on 2023-2024 ALL -.6% EL -.6% FY -1.1% HY -2.3% LI -.5% SWD +.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	AI 7.0% AS 2.0% FI 0.00% HI 6.0% PI 4.0% WH 6.4% 2 or More 4.9% LTEL 10.7% (new)	AI 3.6% AS 1.1% FI 0.00% HI 5.5% PI 2.3% WH 5.4% 2 or More 5.1% LTEL 10.7% (new)		AI 4.5% AS 2.0% FI 0.00% HI 4.0% PI 3.1% WH 4.5% 2 or More 4% LTEL 4.5%	AA +.3% AI -3.4% AS -.9% FI 0.00% HI -.5% PI -1.7% WH -1% 2 or More +.2% LTEL N/A
M1.6	Suspension Rate Percentage– School and Student Group Source: CA School Dashboard	2022-2023 TK-6 Desert Knolls LI 3.2% AA 8.5% Rancho Verde ALL 3.8% LI 3.9% AA 10.8% Sycamore Rocks AA 7.5% Yucca Loma AA 13.8% TK-8 Mariana WH 10.0% Phoenix ALL 11.7% EL 6.2% FY 18.4% HY 17.5% LI 11.6% SWD 14.2% AA 21.1% HI 8.4% WH 14.4% Sandia	2023-2024 TK-6 Desert Knolls LI 3.0% AA 13.0% Rancho Verde ALL 3.6% LI 3.8% AA 5.6% Sycamore Rocks AA 5.0% Yucca Loma AA 4.4% TK-8 Mariana WH 6.5% Phoenix ALL 10.6% EL 7.6% FY 11.5% HY 18.3% LI 11.2% SWD 14.1% AA 17.8% HI 8.5% WH 12.2% Sandia		2027 TK-6 Desert Knolls AA 6% LI 2.3% Rancho Verde ALL 3% LI 3% AA 6% Sycamore Rocks AA 1.4% Yucca Loma AA 10.8% TK-8 Mariana WH 7% Phoenix ALL 8.1% EL 2.6% FY 14.8% HY 13.9% LI 8.0% SWD 10.6 AA 17.5% HI 4.8% WH 10.8% Sandia	Based on 2023-2024 TK-6 Desert Knolls LI -.2% AA +4.5% Rancho Verde ALL -.2% LI -.1% AA -5.2% Sycamore Rocks AA -2.5% Yucca Loma AA -9.4% TK-8 Mariana WH -3.5% Phoenix ALL -1.1% EL +1.4% FY -6.9% HY +.8% LI -.4% SWD -.1% AA -3.3% HI +.1% WH -2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL 11.5% FY 16.3% HY 17.0% LI 12.2% HI 10.9% WH 13.4% 2 or More 6.8% Sitting Bull HY 6.5% AA 13.5% Vanguard EL 6.9% SWD 9.2% 9-12 Apple Valley HS AA 14.3% Granite Hills HS EL 14.3% HY 17.0% WH 10.4% 2 or More 12.8% 7-12 High Desert Premier Academy AA 12.7%	ALL 10.7% FY 7.9% HY 8.4% LI 11.0% HI 10.0% WH 11.5% 2 or More 11.1% Sitting Bull HY 4.3% AA 13.7% Vanguard EL 6.9% SWD 7.1% 9-12 Apple Valley HS AA 10.9% Granite Hills HS EL 11.8% HY 15.7% WH 8.6% 2 or More 14.3% 7-12 High Desert Premier Academy AA 0.00%		ALL 3.0% FY 3.1% HY 2.9% LI 2.9% HI 3.1% WH 2.9% 2 or More .5% Sitting Bull HY 3.0% AA 6.0% Vanguard EL 3.0% SWD 8.2% 9-12 Apple Valley HS AA 11.5 Granite Hills HS EL 10.0% HY 6.0% WH 7.4% 2 or More 4.6% 7-12 High Desert Premier Academy AA 10.6%	Sandia ALL -1.2% FY -8.4% HY -8.6% LI -1.2% HI -.9% WH -1.9% 2 or More +4.3% Sitting Bull HY -2.2% AA +.2% Vanguard EL 0% SWD -2.1% 9-12 Apple Valley HS AA -3.4% Granite Hills HS EL -2.5% HY -1.3% WH -1.8% 2 or More +1.5% 7-12 High Desert Premier Academy AA -12.7%
M1.7	Survey Results: Engagement Percentage Positive response (Students, Staff, and Families combined surveys) Source: Youth Truth	November 2023 Percent Positive: Elementary Students- 83% Middle Grades- 42% High School Students- 53% Elementary Parents- 48%	November 2024 Percent Positive: Elementary Students- 84% Middle Grades- 40% High School Students- 57% Elementary Parents- 52%		November 2026 Percent Positive: Elementary Students- 90% Middle Grades- 60% High School Students- 60% Elementary Parents- 75%	Based on November 2024 Percent Positive: Elementary Students+1% Middle Grades - 2% High School Students +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Questions related to engagement for elementary, middle grades, and high school families, Students, and staff. Middle Grades families and staff are included in the elementary for reporting purposes.	High School Parents- 45% Elementary Staff- 74% High School Staff- 76%	High School Parents- 45% Elementary Staff- 77% High School Staff- 77%		High School Parents- 75% Elementary Staff- 80% High School Staff- 80%	Elementary Parents +4% High School Parents 0% Elementary Staff +3% High School Staff +1%
M1.8	Survey Results: Culture Percentage Positive response (Students, Staff, and Families combined surveys) Source: Youth Truth Several questions related to school culture for elementary, middle grades, and high school families, Students, and staff. Middle Grades families and staff are included in the elementary for reporting purposes.	November 2023 Percent Positive: Elementary Students- 18% Middle Grades- 25% High School Students- 26% Elementary Parents- 63% High School Parents- 60% Elementary Staff- 52% High School Staff- 57%	November 2024 Percent Positive: Elementary Students- 21% Middle Grades- 25% High School Students- 30% Elementary Parents- 69% High School Parents- 62% Elementary Staff- 60% High School Staff- 65%		November 2026 Percent Positive: Elementary Students- 70% Middle Grades- 60% High School Students- 55% Elementary Parents- 75% High School Parents- 75% Elementary Staff- 80% High School Staff- 80%	Based on November 2024 Percent Positive: Elementary Students +3% Middle Grades 0% High School Students +4% Elementary Parents +6% High School Parents +2% Elementary Staff +8% High School Staff +8%
M 1.9	Survey Results: Mental Health Percentage Positive response from students	November 2023 Percent Positive: Elementary Students- 56% Middle Grades- 38%	November 2024 Percent Positive: Elementary Students- 56% Middle Grades- 41%		November 2026 Percent Positive: Elementary Students- 70% Middle Grades- 70%	Based on November 2024 Percent Positive: Elementary Students 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Youth Truth Questions regarding access to an adult (or service) at school when upset or having troubles. The data will be reported by segment.	High School Students- 42%	High School Students- 44%		High School Students- 70%	Middle Grades +3% High School Students +2%
M 1.10	Expulsion Rate percentage as published by the CDE	2022-2023 School year 0.1 % all students 0.4% AA	2023-2024 School year 0.2 % all students 0.4% AA		2025-2026 School Year 0.1% All 0.2% AA	Based on the 2023-2024 School year + 0.1 % all students No Change for AA
M 1.11	Overall District Attendance percentage as reported by the AVUSD Administrative services department	2022-2023 School Year 88%	2023-2024 School Year 90.2%		2025/2026 School Year 95%	Based on 2023-2024 School Year Increase of 2.2%

Goal Analysis [2024-25]

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.

All actions in Goal 1 were successfully implemented as planned, with several actions demonstrating strong implementation outcomes and one action experiencing a minor staffing challenge. Action 1.1 (Increased Counseling Support) was fully staffed with all planned positions filled and services deployed at all school sites as intended. Action 1.2 (Increased Healthcare Support) was implemented with eight of the ten originally planned positions staffed. While this reflects a slight variance from the original plan, the positions that were filled were successfully integrated into site operations. The primary implementation challenge was tied to the district's current fiscal outlook, which limited the ability to hire the full number of positions. Action 1.3 (School Climate Supports) was implemented as described, a success is that the implementation included not just the staffing of key positions but also the completion of professional development sessions for school staff. Action 1.4 (Support for Increased Transportation) was implemented successfully, with transportation routes expanded and high levels of student ridership maintained throughout the year. Action 1.5 (Increased Mental Health Supports) was implemented in full, with all staff positions filled and the online component, Daybreak Health, launched and fully integrated into school site support systems. Finally, Action 1.6

(Increased Counseling Support for English Learners) was implemented as planned, with all positions staffed and services available across sites to support English learners in accordance with the action description.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference. There is no material difference between budgeted expenditures and estimated actual expenditures except for actions 1.3 and 1.4 where we spent more than we anticipated. In the case of 1.3, the expenses came as a result of the increased need for behavior support programs for students and positions to support intensive behavioral needs. In the case of 1.4, the costs for transportation rose due to increased fuel and maintenance costs.

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

Reducing Chronic Absenteeism and Suspension: Integrated Impact of Actions 1.1, 1.2, and 1.4
Actions 1.1 (Additional Counseling Support), 1.2 (Additional Registered School Nurses), and 1.4 (Increased Bussing Services) collectively contributed to a meaningful reduction in chronic absenteeism by addressing key barriers to attendance—emotional, physical, and logistical. Additional school nurses (Action 1.2) addressed health-related attendance barriers, while expanded bussing (Action 1.4) ensured students in remote or underserved areas had consistent access to school. These actions as well as enhanced school counseling services (Action 1.1) provided critical social-emotional support, leading to significant declines in absenteeism among targeted groups:

English Learners: Decreased from 38.2% to 30.2% (8 percentage points)
Foster Youth: Dropped from 35.7% to 27.6% (8.2 percentage points)
Low-Income Students: Reduced from 41.8% to 33.9% (7.8 percentage points)
Targeted schools also saw improvement, such as Yucca Loma's Homeless Youth (-4.7%), Mariana Academy's English Learners (-16.9%), and Sitting Bull's African American Students (-9.7%).

Also, the overall suspension rate for the district declined by .6% to 6.1% with most student groups declining to match that with the notable exception of Students with Disabilities and African American Students who both increased slightly. That same general decline holds true across the schools that were listed in Metric M 1.6, with almost every student group declining in the suspension rate, with few exceptions at any school site.

Together, actions 1.1, 1.2, and 1.4 created a comprehensive support system that positively impacted attendance and suspension, especially for vulnerable student groups.

In addition to those metrics, the Graduation Rate (Metrics M 2.5 and M 2.6) was listed as a target of Action 1.1. For the District as a whole, the graduation rate increased 1.9% overall, with all student groups improving with the exception of African American students, who declined 1.6% and Asian students, who declined 6.2% (1 student changed this from 100% to 93.8% in this small group). At the school level, Apple Valley High School and High Desert Premier Academy both saw increases in every student group listed in the metric, while Granite Hills High

School saw declines in many student groups and an overall drop of 1%.

Action 1.3: Behavior Management and Suspension Reduction

Impact Overview:
The implementation of additional behavior support staff led to a decline in suspension rates across all student groups, indicating a more positive and supportive school climate as indicated by the chosen metrics of suspension rate and safety survey.

District-Wide data for suspension:
- All Students: Suspension rate declined from 6.7% to 6.1%.
- English Learners: Decreased from 6.5% to 5.9%.
- Foster Youth: Decreased from 14.8% to 13.7%.
- Low-Income Students: Decreased from 7.4% to 6.9%.

School level data, as mentioned, show declines in almost every student group measured with some noticeable declines at High Desert Premier Academy and Apple Valley High School and some increases at Phoenix Academy.

Survey Results:
Culture survey data (Metric M 1.8) shows increases from Parents, students, and staff at all levels.
Safety survey data (Metric M 1.3) shows very positive increases in percent positive responses from all groups as well with the largest increase (+10%) in Elementary school staff members.

Key Strategy:
The inclusion of specialized positions—such as Board-certified behavior Analysts and Behavior Intervention Technicians—provided expertise in behavior management, contributing to a more supportive learning environment. Some school level data shows more effective impact while others show a need for increased support.

Conclusion:
Action 1.3 effectively promoted a positive school climate and reduced exclusionary discipline, particularly benefiting students in targeted subgroups.

Action 1.5: Mental Health and SEL Support
The key measurement in this action is survey data from the Youth Truth Survey reported as a percent positive for each area.

Elementary Level:
- Stable Positive Response to mental health-related questions on the Youth Truth Survey (56%) indicates consistent student perception of mental health support availability.

Middle Grades:

- Increase from 38% to 41% in positive responses suggests improved access to support services through SEL training and virtual therapy options.

High School:
- Increase from 42% to 44% in positive responses, likely due to on-site licensed therapists providing immediate mental health support.

Targeted Group Impact:
English learners, foster youth, and low-income students reported increased access to mental health services, benefiting from targeted SEL strategies.

Conclusion:
Action 1.5 was effective in increasing students' sense of mental health support and access to services, showing positive trends across all grade levels.

Action 1.6: Dedicated Counselor Support for English Learners

- Chronic Absenteeism: Decreased from 38.2% to 30.2%, showing strong attendance gains.

In addition the English Learner group at Mariana School improved in this measure by 16.9%
- Graduation Rate: Increased from 86.1% to 93.2%, a 7 percentage point improvement.

In addition, at the school level, both Apple Valley High School and High Desert Premier Academy saw graduation rate increases for the class of 2024. Granite Hills High School saw a slight decline overall of 1% and 4.5% decline in the English Learner group. This shows a need for increased support.
- Suspension Rate: Reduced from 6.5% to 5.9%.
- College/Career Indicator (CCI): Declined from 24.5% to 19.3%, a 5.2 percentage point drop.

Analysis:
The action has positively impacted attendance and graduation outcomes for English learners. However, the decline in the CCI highlights the need for additional focus on college and career readiness to ensure students are fully prepared beyond high school.

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.

Now that the Long Term English Learners receive data as a student group we have added that category to the relevant metrics where appropriate including Metric 1.1 and 1.5. The only change to the actions in this goal will be an adjustment to the scope of action 1.2 (Increased Healthcare Supports) to reflect the reduction in the number of positions supported by that action due to fiscal constraints from eight additional to six. No actions were identified as ineffective during the implementation period.

Further customization of the strategies during implementation of the actions will occur to tailor actions to meet the unique needs of diverse families to improve participation and engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counseling Support	The district will provide school sites with additional counseling support, principally directed to English learners, foster youth, and low-income students, to improve the student-to-counselor ratio so counselors may increase social-emotional support to students. This will include 26 counselors beyond the base requirement.	$4,111,238.00	Yes
1.2	Increased healthcare support	The district will provide Six additional Registered School Nurses beyond the base requirement to provide a range of health services within the school setting, serving students, school staff, families, and the broader community. This action will be principally directed toward English learners, foster youth, and low-income students. The tasks will be to increase student attendance, connection to school, sense of safety, and overall health of the whole child.	$1,212,778.00	Yes
1.3	School Climate supports	The district will provide ongoing support to school staff to create a positive classroom and school culture. (including behavior management staff, professional development, coaching, and resources). This includes 73 positions such as Board Certified Behavioral Analysts, Behavior Intervention Technicians, and other supervisors to assist. This action will be principally directed toward English learners, foster youth, and low-income students.	$5,689,810.00	Yes
1.4	Transportation Supports	Provide bussing beyond that which is provided for with base funding which will be principally directed toward English learners, foster youth, and low-income students. This service will allow students who live more than 1 mile	$5,322,766.00	Yes

Action #	Title	Description	Total Funds	Contributing
		from their resident elementary or more than 2 miles from their resident high school to be eligible for transportation in order to make it easier to get to and from school. This action includes 77 full and part-time positions to increase bussing in this manner.		
1.5	Mental Health Supports	The district will provide three licensed therapists with one at each high school and virtual therapy at all other sites to increase student safety and well-being and to provide immediate crisis support and access to therapy to bridge until other professionals arrive or other longer-term therapy can begin. In addition, there will be two teachers on assignment for Social Emotional Learning (SEL) training and support. This will be measured in metric M1.9. This action will be principally directed toward English learners, foster youth, and low-income students.	$685,178.00	Yes
1.6	English Learner Counseling Supports	Provide a dedicated counselor at each comprehensive high school with the caseload responsibility of only the English Learners for that campus so that those students will have support for social emotional growth, graduation, and college or career readiness. This includes two positions.	$376,102.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To increase overall student achievement as aligned to the Cradle to Career Road Map we will increase the percentage of students Reading at grade level by 3rd grade, increase success in 9th-grade Integrated Math by raising the pass rate, and ensure students are prepared to Graduate ready for college or a career.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The decision by the Apple Valley Unified School District to develop a goal aimed at increasing student achievement in specific key areas, namely third-grade reading, ninth-grade math, and college and career readiness, is grounded in the overall board goals and the conversation of the educational community as they reviewed key data points included in the metrics for this goal. The particular areas were selected from the Cradle to Career Roadmap for success adopted by our county and local school board. In addition, several important considerations were included in this selection:

1. Foundational Skills: Third-grade reading and ninth-grade math are critical milestones in a student's educational journey. Proficiency in reading by the end of third grade is strongly correlated with future academic success, as it marks the transition from learning to read to reading to learn. Similarly, proficiency in math by ninth grade is essential for success in higher-level math courses and many college and career pathways. By focusing on these foundational skills, the district aims to ensure that students have the necessary academic foundation to succeed in subsequent grade levels and beyond.

2. Early Intervention: Research indicates that early intervention is key to addressing academic deficiencies and preventing future academic struggles. By targeting third-grade reading proficiency, the district aims to identify and address reading difficulties early, before they become more entrenched and difficult to remediate. Similarly, focusing on ninth-grade math proficiency allows the district to intervene early and provide additional support to students who may be struggling with math concepts, increasing their likelihood of success in high school and beyond.

3. College and Career Readiness: In today's increasingly competitive global economy, college and career readiness is essential for students to thrive in the workforce and contribute to society. By prioritizing college and career readiness, the district aims to ensure that all students graduate high school with the skills, knowledge, and experiences necessary to pursue postsecondary education and/or enter the workforce

directly. This includes not only academic preparation but also the development of critical thinking, problem-solving, communication, and collaboration skills, as well as exposure to career exploration opportunities and real-world experiences.

4. Alignment with State and National Standards: State and national education standards often prioritize proficiency in key academic areas such as reading and math, as well as college and career readiness. By aligning its goals with these standards, the district ensures that its efforts are in line with broader educational priorities and expectations, increasing the likelihood of success and accountability.

5. Data-Driven Decision-Making: Setting specific, measurable goals in key academic areas allows the district to track progress, identify areas of improvement, and allocate resources strategically. By focusing on third-grade reading, ninth-grade math, and college and career readiness, the district can use data to inform instructional practices, interventions, and supports that are tailored to the needs of students, leading to improved outcomes and increased student achievement.

6. Ensuring that our system enables English learners (and long-term English learners) to access the state standards and the ELD standards to gain academic content knowledge and English Language proficiency.

In summary, the decision to develop a goal aimed at increasing student achievement in third-grade reading, ninth-grade math, and college and career readiness is driven by the importance of foundational skills, early intervention, college and career readiness, alignment with standards, and data-driven decision-making. By focusing on these key areas, the district aims to ensure that all students have the academic foundation, skills, and opportunities necessary to succeed in school, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	CAASPP ELA – District wide Distance From Standard (DFS) Source: CA School Dashboard	2023 ALL: -66.2 EL: -98.2 FY: -118.3 HY: -96.8 LI: -77.6 SWD: -128.7 AA: -110.1 AI: -53.5 AS: -3 FI: 50.6 HI: -70.1	2024 ALL: -63.4 EL: -98.7 FY: -121.9 HY: -94.7 LI: -74.8 SWD: -126 AA: -103.4 AI: -37.3 AS: -4.6 FI: -14.5 HI: -67.6		2027 All: -57.2 EL: -70 FY: - 70 HY: -70 LI: -68 SWD: -70 AA: -70 AI: -44.5 AS: -3 FI: 50 HI: -61	Based on 2024 ALL: -2.8 EL: +.5 FY: +3.6 HY: -2.1 LI: -2.8 SWD: -2.7 AA: -6.7 AI: -16.2 AS: +1.6 FI: +65.1 HI: -2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PI: -61.5 WH: -52 2 or More: -61.9	PI: -42.4 WH: -48.5 2 or More: -60.4		PI: -52.5 WH: - 43 2 or More: -53	PI: -19.1 WH: -4.5 2 or More: -1.5
M2.2	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 TK-6 Desert Knolls ALL -79.1 LI -90.7 SWD -156.9 HI -83.1 Rancho Verde SWD -101 AA -75.1 WH -76.3 Rio Vista HY -84.1 SWD -115.7 Sycamore Rocks EL -80.8 Yucca Loma AA -108.6 TK-8 Mariana ALL -97 EL -114 LI -99.1 SWD -149.3 HI -97.8 WH -100.8 Phoenix ALL -116.2 EL -132.5 HY -131.5 LI -122.5 AA -145.1 HI -112.3	2024 TK-6 Desert Knolls ALL -97.0 LI -104.2 SWD -158.8 HI -99.0 Rancho Verde SWD -105.4 AA -129.9 WH -82.0 Rio Vista HY -83.0 SWD -106.8 Sycamore Rocks EL -79.1 Yucca Loma AA -94.5 TK-8 Mariana ALL -80.5 EL -114.7 LI -84.5 SWD -135.7 HI -81.5 WH -83.0 Phoenix ALL -106.4 EL -121.1 HY -131.3 LI -112.8 AA -135.9 HI -99.6		2027 TK-6 Desert Knolls ALL -70 LI -70 SWD -147.9 HI -70 Rancho Verde SWD -70 AA -66.1 WH -67.3 Rio Vista HY -74.1 SWD -106.2 Sycamore Rocks EL -62.8 Yucca Loma AA -93.6 TK-8 Mariana ALL -70 EL -70 LI -70 SWD -70 HI -70 WH -70 Phoenix ALL -66.2 EL -72.5 HY -71.5 LI -72.5 AA -75.1 HI -62.3	Based on 2024 TK-6 Desert Knolls ALL -17.9 LI -13.5 SWD -1.9 HI -15.9 Rancho Verde SWD -4.4 AA -54.8 WH -5.7 Rio Vista HY +1.1 SWD +8.9 Sycamore Rocks EL +1.7 Yucca Loma AA +14.1 TK-8 Mariana ALL +16.5 EL -.7 LI +14.6 SWD +13.6 HI +16.3 WH +17.8 Phoenix ALL +9.8 EL +11.4 HY +.2 LI +9.7 AA +9.2 HI +12.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WH -99.3 Sandia ALL -110.9 EL -133.6 HY -129.8 LI -113.8 SWD -151.2 HI -111 WH -97.9 Vanguard EL -73.2 SWD -132.9 9-12 Apple Valley HS ALL -99.5 EL -151.8 LI -106.3 SWD -194.4 HI -92.6 WH -110 7-12 High Desert Premier Academy HI -123.2	WH -96.2 Sandia ALL -114.8 EL -133.5 HY -142.2 LI -116.6 SWD -159.3 HI -116.8 WH -107.9 Vanguard EL -65.5 SWD -132.0 9-12 Apple Valley HS ALL -34.7 EL -108.1 LI -53.5 SWD -117.5 HI -37.6 WH -34.1 7-12 High Desert Premier Academy HI -116.8		WH -49.3 Sandia ALL --5 EL -70 HY -5 LI -5 SWD -70 HI -5 WH -5 Vanguard EL -5 SWD -123.9 9-12 Apple Valley HS ALL -0 EL -0 LI -0 SWD -0 HI -0 WH -0 7-12 High Desert Premier Academy HI -113	WH +3.1 Sandia ALL -3.9 EL +.1 HY -12.4 LI -2.8 SWD -8.1 HI -5.8 WH -10 Vanguard EL +7.7 SWD +.9 9-12 Apple Valley HS ALL +64.8 EL +43.7 LI +54.8 SWD +76.9 HI +55 WH +75.9 7-12 High Desert Premier Academy HI +6.4
M2.3	CAASPP Math – District wide Distance From Standard (DFS) Source: CA School Dashboard	2023 ALL -103 EL -136 FY -147 HY -131.7 LI -114.2 SWD -160.6 AA -153.3 AI -112.9 AS -31.2 FI -15 HI -109	2024 ALL -99.4 EL -131.8 FY -159.4 HY -126.1 LI -110.6 SWD -157.5 AA -144.1 AI -94.9 AS -38.1 FI -49.0 HI -106.0		2027 ALL -94 EL -95 FY -95 HY -95 LI -95 SWD -110 AA -95 AI -95 AS -0 FI -0 HI -90	Based on 2024 ALL +3.6 EL +4.2 FY -12.4 HY +5.6 LI +3.6 SWD +3.1 AA +9.2 AI +18 AS -6.9 FI -34 HI +3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PI -113.3 WH -83.3 2 or More -92.3	PI -101.7 WH -78.4 2 or More -86.7		PI -95 WH -75 2 or More -80	PI +11.6 WH +4.9 2 or More +5.6
M2.4	CAASPP Math – School and Student Groups Distance From Standard (DFS) Source: CA School Dashboard	2023 TK-6 Desert Knolls LI -103 HI -98.3 Rancho Verde ALL -104.1 EL -112.9 LI -107.3 SWD -128.4 AA -136.3 HI -106 Rio Vista HY -102.2 SWD -126.4 Yucca Loma EL -110.8 SWD -159 TK-8 Mariana ALL -119.3 EL -144.9 LI -123.4 SWD -172.6 HI -121.7 WH -118 Phoenix ALL -151.7 EL -164.9 HY -168.5 LI -157.6 SWD -192.6 AA -182.1	2024 TK-6 Desert Knolls LI -104.2 HI -99.0 Rancho Verde ALL -108.4 EL -110.7 LI -110.8 SWD -124.0 AA -159.9 HI -111.5 Rio Vista HY -75.6 SWD -122.6 Yucca Loma EL -114.7 SWD -154.0 TK-8 Mariana ALL -109.2 EL -128.9 LI -110.7 SWD -154.6 HI -112.7 WH -110.9 Phoenix ALL -146.7 EL -154.9 HY -166.1 LI -152.1 SWD -178.1 AA -179.5		2027 TK-6 Desert Knolls LI -94 HI -89.3 Rancho Verde ALL -95 EL -95 LI -95 SWD -95 AA -95 HI -95 Rio Vista HY -92.2 SWD -115.9 Yucca Loma EL -98.8 SWD -149 TK-8 Mariana ALL -95 EL -95 LI -95 SWD -95 HI -95 WH -95 Phoenix ALL -101.7 EL -108 HY -118.5 LI -107.6 SWD -122.6 AA -112.1	2024 TK-6 Desert Knolls LI -1.2 HI -.7 Rancho Verde ALL -4.3 EL +2.2 LI -3.5 SWD +4.4 AA -23.6 HI -5.5 Rio Vista HY +26.6 SWD +3.8 Yucca Loma EL -3.9 SWD +5 TK-8 Mariana ALL +10.1 EL +15 LI +12.7 SWD +18 HI +9 WH +7.1 Phoenix ALL +5 EL +10 HY +2.4 LI +5.5 SWD +14.5 AA +2.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI -146.5 Sandia ALL -136.9 EL -159.6 HY -160.5 LI 140.1 HI -141 WH -112.9 Sitting Bull EL -106.8 HY -104.6 SWD -154.4 Vanguard EL -113.5 SWD -143.4 9-12 Apple Valley HS ALL -159.5 EL -210.2 LI -169.8 HI -156.4 WH 161.4 7-12 High Desert Premier Academy HI -213.5	HI -138.6 Sandia ALL -139.6 EL -172.8 HY - 153.4 LI -142.0 HI -144.2 WH -121.7 Sitting Bull EL -107.8 HY -107.9 SWD -154.2 Vanguard EL -126.6 SWD -151.5 9-12 Apple Valley HS ALL -109.4 EL -160.6 LI -128.6 HI -117.4 WH -108.6 7-12 High Desert Premier Academy HI -116.8		HI -96.5 Sandia ALL -95 EL -95 HY -95 LI -95 HI -95 WH -25 Sitting Bull EL -95 HY -95 SWD -145.5 Vanguard EL -25 SWD -134.4 9-12 Apple Valley HS ALL -60 EL -60 LI -60 HI -60 WH -60 7-12 High Desert Premier Academy HI -115	HI +7.9 Sandia ALL -2.7 EL -13.2 HY +7.1 LI -1.9 HI -3.2 WH -8.8 Sitting Bull EL -13.1 HY -3.3 SWD +.2 Vanguard EL -13.1 SWD -8.1 9-12 Apple Valley HS ALL +50.1 EL +49.6 LI +41.2 HI +39 WH +52.8 7-12 High Desert Premier Academy HI +96.7
M2.5	High School Graduation Rate Percentage- District Source: CA School Dashboard	2023 graduation rate percentage ALL 89.4% EL 86.1% FY 60.9% HY 72.2% LI 88.2% SWD 67.3%	2024 graduation rate percentage ALL 91.3% EL 93.2% FY 72.7% HY 81.5% LI 90.4% SWD 74.0% AA 80.9%		For the class of 2026 (reported for the 2027 LCAP) graduation rate Percentage ALL 90.5% EL 89.1% FY 80% HY 80%	Based on 2024 graduation rate percentage ALL +1.9% EL +7.1% FY +11.8% HY +9.3% LI +2.2% SWD +6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA 82.5% AS 100% HI 90.0% WH 89.9% 2 or More 88.9%	AS 93.8% HI 91.6% WH 93.7% 2 or More 92.6%		LI 90.5% SWD 80% AA 85.5% AS 95% HI 91% WH 91% 2 or More 91%	AA -1.6% AS -6.2% HI +1.6% WH +3.8% 2 or More +3.7%
M2.6	High School Graduation Rate Percentage - School and Student Group Source: CA School Dashboard	2023 Graduation rate percentage No groups are currently in the "Red" or lowest indicator. Apple Valley High School All - 95.2 EL - 86.4% SWD- 75.3% AA- 89.3% LI- 94.3% Granite Hills High School All -92% EL- 95% SWD- 74.3% AA- 91.5 LI- 91% High Desert Premier Academy All - 71.2% EL- 78.6% AA- 63.2%	2024 Graduation rate percentage No groups are currently in the "Red" or lowest indicator. Apple Valley High School All 97.9% EL 100% SWD 91.3% AA 96.7% LI 97.6% Granite Hills High School All 91.0% EL 90.5% SWD 71.6% AA 80.4% LI- 90.8% High Desert Premier Academy All 78.8% EL 89.3% AA (Fewer than 11Students)		For the class of 2026 (reported for the 2027 LCAP) Graduation Rate Percentage Apple Valley High School All - 95% EL - 89.4% SWD- 80% AA- 90.5% LI- 94.3% Granite Hills High School All -95% EL- 95% SWD- 80% AA- 91.5 LI- 91% High Desert Premier Academy All - 80% EL- 81.6% AA- 80% LI- 80%	Based on 2024 Graduation rate percentage No groups are currently in the "Red" or lowest indicator. Apple Valley High School All +2.7% EL +13.6% SWD +16% AA +7.4% LI +3.3% Granite Hills High School All -1% EL -4.5% SWD -2.7% AA -11.1% LI -.2% High Desert Premier Academy All +7.6% EL +.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI- 71.8%	LI 78.0%			AA (Fewer than 11Students) LI +6.2%
M2.7	English Learner proficiency – District Percentage making progress Source: CA School Dashboard	2023 EL 46.2% LTEL 49.6% (new in 2024)	2024 EL 47.8% LTEL 49.6%		2026 EL 52.2% LTEL 50%	Based on 2024 EL +1.6% LTEL N/A
M2.8	English Learner proficiency – Schools and student groups Percentage making progress Source: CA School Dashboard	2023 TK-8 Mariana EL 35% Sandia EL 54.8% LTEL (2024) 26.8% Desert Knolls EL 54.8 %	2024 TK-8 Mariana EL 56.6% Sandia EL 30% LTEL 26.8% Desert Knolls EL 40.5%		2026 TK-8 Mariana EL 45% Sandia EL 45% LTEL 45% Desert Knolls EL 45%	Based on 2024 TK-8 Mariana EL +21.6% Sandia EL -24.8 LTEL N/A Desert Knolls EL -14.3
M2.9	IReady Scores ELA Third Grade Percentage of students on or above grade level Source: iReady winter data for grade 3	2024 All third grade (winter window): 32.75% on or above grade level AA: 22.65% EL: 18% LI: 27.67%	2025 All third grade (winter window): 36% on or above grade level AA: 21% EL: 22.86% LI: 31.5%		2026 All third grade (winter window): 43% on or above grade level AA: 38% EL: 30% LI: 40%	Change for 2025 All third grade (winter window): +3.25% on or above grade level AA: -1.65% EL: +4.86% LI: 3.8%
M2.10	Ninth grade Math 1 pass rate	2023- Final Grades: All - 70 %	2024- Final Grades		2026 final grades: All - 75% EL- 70%	Based on 2024- Final Grades All -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students earning a grade of "C-" or better. Source: Local Transcript Evaluation in Third party tool- Precision Analytics	EL- 56% FY- 66% LI- 64% AA- 68%	All - 68 % EL- 58% FY- 62% LI- 65% AA- 63%		FY- 65% LI- 75% AA- 75%	EL +2% FY -4% LI +1% AA -5%
M2.11	College and Career Indicator – District Percentage considered Prepared Source: CA School Dashboard	Class of 2023 ALL 38.5% EL 24.5% FY 13.0% HY 10.3% LI 33.8% SWD 11.9% AA 20.0% HI 38.1% WH 43.0% 2 or More 44.4%	Class of 2024 ALL 41.9% EL 19.3% FY 9.1% HY 19.7% LI 37.5% SWD 10.6% AA 23.1% HI 37.1% WH 53.7% 2 or More 38.5%		Class of 2026 ALL- 44.5% EL- 35% FY- 35% HY- 35% LI- 40% SWD- 35% AA- 35% HI- 44.1% WH- 49% 2 or More- 50.4%	Based on Class of 2024 ALL +3.4% EL -5.2% FY -3.9% HY +9.4% LI -3.7% SWD -1.3% AA +3.1% HI -1% WH +10.7% 2 or More -5.5%
M2.12	College and Career Indicator – School and Student Group Percentage considered Prepared Source: CA School Dashboard	Class of 2023 9-12 Apple Valley HS ALL 48.3% EL 20.9% LI 42% SWD 15.3% AA 21.4% HI 45.6% WH 55.7% HY 9.4% Granite Hills HS ALL 40.4% EL 39.5% HY 22.6%	Class of 2024 9-12 Apple Valley HS ALL 51.4% EL 22.2% LI 45.3% SWD 14.1% AA 25.0% HI 43.1% WH 65.3% HY 31.3% Granite Hills HS ALL 45.8% EL 28.6% HY 28.0%		Class of 2026 9-12 Apple Valley HS ALL 54.3% EL- 35% LI - 48% SWD- 35% AA- 35% HI- 52% WH- 56% HY- 35% Granite Hills HS ALL- 46.4% EL- 45.5% HY- 35%	Based on Class of 2024 9-12 Apple Valley HS ALL +3.1% EL +1.3% LI +3.3% SWD -1.2% AA +3.6% HI -2.5% WH +9.6% HY +21.9% Granite Hills HS ALL +5.4% EL -10.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI 37.8% SWD 13% AA 28.3% HI 41.9% WH 39.4%	LI 43.8% SWD 9.4% AA 28.0% HI 46.9% WH 49.6%		LI - 43.8% SWD- 35% AA- 35% HI - 48% WH - 45.4%	HY +5.4% LI +6% SWD -3.6% AA -.3% HI +5% WH 10.2%
M2.13	Percentage of fully credentialed teachers (based on the CDE Data quest report)	2021-22 school year 74.8%	2022-23 school year 73.8%		2024-25 school year 90%	Based on 2022-23 school year -1%
M2.14	Percentage of Students with standards aligned instructional materials- Internal audit verified by San Bernardino County team visits	2023-24 School Year 100%	2024-25 School Year 100%		2026-27 School Year 100%	Based on 2024-25 School Year 0%
M 2.15	Implementation of the academic content and performance standards adopted by the state board on the state adopted rubric by subject and given an average rating on a five point scale	2023-24 average rating: 4.17	2023-24 average rating: 4.39		2026-27 Average rating: 4.7	Based on 2023-24 average rating: .22
M2.16	Percentage of pupils who have completed the UC or CSU course of study requirements for entry- from dataquest	Class of 2023: 38.7%	Class of 2024: 38.0%		Class of 2026: 47.5%	Based on Class of 2024: -.7%
M 2.17	Percentage of pupils who have completed a state approved and aligned CTE pathway	End of year report 2023 76%	End of year report 2024 33%		End of year report 2026 90%	Based on End of year report 2024 - 43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source- District Student Information System					
M 2.18	Middle School Drop-outs reported as a number of students reported on the CALPADS report total	2023 report 46 students	2024 report 9 students		2026 report fewer than 30 students	Based on 2024 report students 37
M 2.19	High School Drop-outs reported as a total number from the CALPADS data file for that senior class	Class of 2023 64 students	Class of 2024 67 students		Class of 2026 40 students	Based on Class of 2024 3 students
M 2.20	Percentage of students who have completed both the UC or CSU requirements and a CTE pathway Data Source: District Student Information System query	Class of 2023 15%	Class of 2024 19 %		Class of 2026 20%	Based on Class of 2024 +4%
M 2.21	Percentage of students who passed an advanced Placement examination with a score of 3 or higher Data Source: College Board District Dashboard	Spring 2023 Exam session: 41.6%	Spring 2024 Exam session: 42.7%		Spring 2026 Exam session 50%	Based on Spring 2024 Exam session: 1.1%
M 2.22	Percentage of students who demonstrate college preparedness pursuant	Class of 2024 (as juniors in 2023) ELA: 7.41%	Class of 2025 (as juniors in 2024) ELA: 7.98%		Class of 2027 (as Juniors in 2026) ELA: 15%	Based on Class of 2025 (as juniors in 2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to the Early Admission Program (EAP) requirements meaning level 4- standard exceeded Data Source: CAASPP scores for grade 11	Math: 4.4 %	Math: 4.66 %		Math: 9%	ELA: +.57% Math: +.22%
M 2.23	Reclassification Rate (reported as a number of students) Source: Reclassification reports and outcomes annual	For 2023 there were 58 students who earned reclassification	For 2024 there were 87 students who earned reclassification		For the 2025 school year the goal will be 100 students	Based on For 2024 there were 29 more students who earned reclassification
M 2.24	California Science Test (CAST)- District Wide- Distance from Standard Source: CA School Dashboard	All Student -20.1. (2024)	All Students. -20.1		All Students. -10	N/A
M 2.25	Broad Course of Study % of students with access Source: Course requests and Administrator interviews	All Students. 100%	All Students 100%		All Students 100%	no difference

Goal Analysis [2024-25]

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.

All actions in Goal 2 were successfully implemented as planned, with a few adjustments in scope or funding source.

Action 2.1 (Instructional Coaching) was fully implemented with all planned positions in place and operating during the year. A future challenge will be sustaining these positions in 2025–26 due to budget constraints, but no changes impacted current-year implementation.

Action 2.2 (Professional Development) was fully implemented, including a significant increase in participation among paraeducators. While some costs were covered using alternative funding sources, the scope of the action remained consistent with the plan.

Action 2.3 (Career and Technical Education) and Action 2.4 (Elementary Music) were fully implemented as planned. Prop 28 funds were used to augment music supports at several sites, but original LCAP services remained in place.

Action 2.5 (AVID and College Entrance Programs) was fully implemented, with categorical funds supporting additional activities such as Instant Admission field trips.

Action 2.6 (English Learner Support) was implemented as intended, with all positions filled and staff trained.

Action 2.7 (Extended Learning Program) presented some implementation challenges due to overlapping coverage by Extended Learning Opportunity Program (ELOP) funds. However, the services described in the action were still provided as planned, though largely through ELOP funding.

Action 2.8 (Intervention within the General Education Classroom) and Action 2.9 (Intensive Intervention Support) were both implemented as planned. Although the cost of Action 2.9 increased following a review of the base program, staffing and services remained in place throughout the year.

Action 2.10 (Class Size Reduction) was fully implemented and monitored to maintain K–3 classrooms at or below the 24:1 ratio.

Finally, Action 2.11 (Professional Development for EL Instruction) was implemented successfully, including the use of QTEL and other professional learning providers.

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

The district considers a material difference to be a variance of 15% or more between budgeted expenditures and estimated actuals. For this goal, there were no material differences for most actions. However, two actions—2.1 and 2.7—had notable variances.

For Action 2.1 (Instructional Coaching), actual expenditures were lower than budgeted due to a staffing model in which high school instructional coaches retained partial classroom teaching assignments. This reduced the FTE costs charged to this action, though the intended coaching services were still fully implemented.

For Action 2.7 (Expanded Learning Program), the planned services were largely implemented using other state and federal categorical funding sources. As a result, LCFF supplemental and concentration funds were minimally used for this action during the year, creating a significant variance between the budgeted and actual expenditures.

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

Effectiveness Analysis of Actions Supporting Student Outcomes
The CAASPP data reflects positive trends in ELA and Math performance, demonstrating that instructional coaching, professional development, and targeted interventions effectively support student achievement, particularly among English learners, foster youth, and low income students.

Apple Valley Unified School District evaluated the effectiveness of Actions 2.1, 2.2, 2.4, 2.8, 2.9, and 2.10 using 2024 CAASPP results in English Language Arts (ELA) and Mathematics. Results demonstrate improvements in both subjects, particularly among English learners, foster youth, and socioeconomically disadvantaged students. Each action contributed in complementary ways to the overall gains.

ELA: Improved from -66.2 in 2023 to -63.4 in 2024 (+2.8 points)
ELA (English Learners): Increased from -98.2 to -97.7 (+0.5 points)
ELA- School Level data shows declines at Desert Knolls, showing a need for continued support, while Yucca Loma, Mariana, and Apple Valley High School saw gains across nearly every student groups in this measure
iReady results (Metric M2.9) matched these trends and gave insight into the students at grades K-2 showing growth in students reading at grade level over the course of the school year.

Math: Improved from -103 in 2023 to -99.4 in 2024 (+3.6 points)
Math: (English Learners): Increased from -142.3 to -138.1 (+4.2 points)
Math: School level data is mixed with Phoenix Academy and Mariana Academy both making positive growth for all students groups while Desert Knolls and Sandia Academy saw mostly declines in math scores for student groups

Language Development and Educator Training Actions

The effectiveness of Actions 2.6 and 2.11 was assessed using ELPI, Graduation Rate, and College/Career Indicator (CCI) data.

- ELPI Scores district wide: Increased from 46.2 in 2023 to 47.8 in 2024, indicating progress in English proficiency.

-ELPI scores at the school level: The results here are very mixed with Mariana Academy showing over 20% growth in the ELPI and the other two sites in the metric, Sandia and Desert Knolls both declining in this measure showing a need for increased support.

- Graduation Rate (English Learners): Increased from 86.1% to 93.2% (+7 percentage points).
- CCI (English Learners): Declined from 24.5% to 19.3%, indicating a need for enhanced college and career readiness strategies.

Overall Impact of Language Development & Training Actions
These initiatives have effectively improved language proficiency and graduation rates for English learners. However, the decline in CCI suggests a need for stronger post-secondary preparation efforts.

---College and Career Readiness Actions

The team assessed Actions 2.3 (Career & Technical Education - CTE) and 2.5 (College Readiness Initiative) using Graduation Rate and College/Career Indicator (CCI) data.

Graduation Rate Impact

- Low-Income Students: Increased from 88.2% to 90.4% (+2.2 percentage points).
- Foster Youth: Increased from 60.9% to 72.7%, indicating strong program impact.
- English Learners: Increased from 86.1% to 93.2%, demonstrating effective targeted support.

College/Career Indicator (CCI) Impact

- Low-Income Students: Increased from 33.8% to 37.5% (+3.7 percentage points), suggesting improved college preparation.
- Foster Youth: Graduation rates improved, but CCI scores suggest further efforts are needed.
- English Learners: Declined from 24.5% to 19.3%, signaling an area for targeted intervention.
- At the school level, Apple Valley High School showed growth in all student groups in the CCI measure, while Granite Hills High School was mixed with some groups like English Learners, declining in this measure by 10.9%.

Additional Indicators

- A-G Completion Rate: Changed from 38.7% to 38%.

-CTE completers- This data point shows a decline but that is due to the baseline data being potentially incorrect. The 76% is the percentage of Participants in 2023 not completers so that the 33% for 2024 seems to be a more accurate reflection. The completer data for 2023 is no longer available.
-9th Grade Math pass rate shows mixed results for student groups with all students down 2% on average showing a need for increased attention at the 9th grade level.

Overall Impact of College & Career Actions
CTE and college readiness programs positively impact graduation rates, particularly for foster youth and English learners. However, the decline in CCI suggests a need for greater focus on college preparation efforts, including mentorship and academic readiness programs.

Extended Learning Opportunities (Action 2.7)

The effectiveness of extended learning opportunities was analyzed using attendance data and CAASPP scores.

Attendance Data Impact
- English Learners: Chronic absenteeism decreased from 38.2% to 30.2%.
- Foster Youth: Decreased from 35.7% to 27.6%.
- Low-Income Students: Decreased from 41.8% to 33.9%.
- Impact: Reduced absenteeism suggests that extended learning opportunities increase student engagement.

CAASPP Score Impact
- ELA Scores: All students improved from -66.2 to -63.4.
- Math Scores: All students improved from -103 to -99.4.
- Impact: Extended learning time supports academic growth.

iReady ELA scores impact
- Extra time and practice showed growth in students at grade level in reading similar to the growth in the CAASPP scores for 2024

Impact on Targeted Groups
- Low-Income Students: Extended learning opportunities address academic gaps, improving attendance and performance.
- Foster Youth: Access to enrichment and credit recovery promotes engagement and academic progress.
- English Learners: Additional academic support helps address both language and content learning challenges.

Graduation Rate Impact
-Overall Increase of 1.9%
- Low-Income Students: Increased from 88.2% to 90.4% (+2.2 percentage points).
- Foster Youth: Increased from 60.9% to 72.7%, indicating strong program impact.
- English Learners: Increased from 86.1% to 93.2%, demonstrating effective targeted support.
- School level: As mentioned, Apple Valley High School and High Desert Premier Academy both saw increases, while Granite HIlls High School class of 2024 saw some declines in student groups.

Survey Results for Engagement
- For all student groups, parents, and staff, there were increases in the percentage positive (or no change) since 2023. This shows a sense of increased connection to schools.

Overall Impact of Extended Learning Actions
Extended learning programs effectively improve attendance and academic performance. These initiatives bridge educational gaps and enhance student engagement.

Final Summary of Program Effectiveness

The evaluation of these actions demonstrates that:

- Instructional coaching, professional learning, and interventions have improved ELA and Math CAASPP scores, benefiting targeted student groups.
- Language development programs have increased graduation rates and language proficiency, but college readiness (CCI scores) requires further improvement.
- College and career initiatives (CTE, AVID, and College Readiness programs) have raised graduation rates, but mentorship and post-secondary support need enhancement.
- Extended learning opportunities are improving attendance and academic performance, reinforcing the value of after-school and enrichment programs.

Key Next Steps for Continuous Improvement

- Strengthen college and career readiness programs to improve CCI scores, particularly for English learners and foster youth.
- Expand targeted interventions in math and literacy to sustain positive CAASPP trends using other categorical funds.
- Continue reducing class sizes and increasing access to support services to sustain engagement and academic growth.

These improvements will further strengthen student outcomes and equity across Apple Valley Unified School District.

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.

Now that the Long Term English Learners receive data as a student group, we will be adding that category to the relevant metrics (in this case, only the ELPI indicator M 2.7). The only change to the actions in this goal will be an adjustment to the scope of actions 2.1 (Instructional Coaching) and 2.8 (Interventions in the general education setting), and 2.9 (Interventions in the intensive setting).

In the case of 2.1, the instructional coaching effort will no longer be funded with state funds in order to accomplish the needed fiscal stabilization. What remains within this action will be funded with only federal funds. This action will remain as written but will have no LCFF funds budgeted for the 2025/26 school year, Therefore, this action will be changed to non-contributing for purposes of this plan.

Action 2.2 (Professional Learning) will be reduced to accomplish needed fiscal stabilization with most of the remaining professional development to be paid for with categorical funds from state and federal sources. The targets and metrics will remain the same, but the amount and funding will change.

Action 2.6 (ELD Program) was changed to specifically address the needs of not just English Learners but also Long Term English Learners.

For 2.8- A portion of the reading intervention positions will be reduced at each school site in order to accomplish the needed fiscal stabilization. This action will be reduced, but only by that portion of funding equal to those salaries.

For 2.9- The District Advisory Committee reviewed and agreed that there were a number of para-educator positions that were above the minimally required base program. In most cases, these positions serve in the intensive classroom setting and support student needs for intervention. They are a critical component of this goal and should be included. This will increase the cost of this goal.

In addition, the Baseline data for metric 2.10 was adjusted to include students who earned a grade of C- or better, as was intended for that measure to predict A-G eligibility.

The 2024 data update for the English Learner Progress Indicator (M2.8) was updated to add two new schools, Sandia and Desert Knolls, with indicators in the Red for English Learners.

Metrics M 2.24 and M 2.25 were added as required metrics, with baseline data for 2024 included.

Further customization of the strategies during implementation of the actions will occur to tailor actions to meet the unique needs of diverse families to improve participation and engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Coaching Supports	Provide trained instructional coaches at each in-person school site to provide professional growth opportunities for staff focused on the priority metrics of increasing third-grade reading, 6th and 8th-grade state scores in ELA and Math, and increasing the ninth-grade math pass rate and overall college and career readiness indicator. This action will be principally directed toward English learners, foster youth, and low-income students and will be measured by metric M2.1, M2.2, M2.3, M2.4, and M2.9. This action includes 4 certificated positions all funded with federal categorical funds.	$334,488.00	No
2.2	Professional Learning	Provide all staff with professional development in support of district priorities in service of improved instruction and student growth in the priority metrics using district-adopted materials and tools. This action is principally directed to foster youth, English learners, and Low-income students to increase student achievement on SBAC and iReady scores. This professional learning will often be in large group settings. This action	$2,089,552.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be measured by metrics M2.1, M2.2, M2.3, M2.4, and M2.9 and will include funding to allow for staff to attend training after regular duty hours or during summer. Also, the funds will cover the costs for substitutes when needed and for trainers when needed.		
2.3	CTE program support	Career and Technical Education (CTE) teachers will provide courses and training in high-demand high-wage industry sectors to students for increased college and career readiness skills, principally directed to low-income, foster youth, and English learners. This action will be measured by Metric M2.11 and M 2.12.	$5,933,444.00	Yes
2.4	Music Program	Music teachers will be provided to each school beyond the base funding (and prior to any proposition 28 / AMS additions) to allow for music education and increased engagement and participation in the overall school program. This action will be principally directed toward low-income, foster youth, and English learners. This action will be measured by metrics M2.1, M2.2, M2.3, and M2.4.	$3,734,146.00	Yes
2.5	College Entrance Programs	Provide for the Advancement Via Individual Determination (AVID) program and other like programs to offer field trips, tutoring, scholarship support, and mentorship to increase college readiness principally directed to low-income, foster youth, and English learners. This action will be measured by M2.10, M2.11 and M2.12	$285,556.00	Yes
2.6	English Language Development Program	Provide integrated and designated English Language Development (ELD) programs that support English learners, including long-term English learners (LTELs), in acquiring academic content and English language proficiency. Services include paraeducators, ELD specialists, and a teacher on special assignment. LTELs receive targeted instructional strategies and progress monitoring designed to address persistent language development needs and accelerate reclassification. This action will be measured by M2.7, M2.8, and EL and LTEL outcomes in other metrics such as M2.5 and M2.11.	$2,724,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Extended Learning Program	Provide extended learning opportunities beyond what is provided for in the Extended Learning Opportunity Program funding. This will provide students with enrichment and credit recovery outside of the school day. This action is principally directed to low-income, foster youth, and English learners. This action will be measured using metric M2.5, M2.6, M2.9, M1.1, and M1.7	$13,607,820.00	Yes
2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	Provide access to multi-tiered systems of support for students in need of intervention to offer early-stage tier one and tier two interventions within the general education setting in an inclusionary model. This action is principally directed to low-income, foster youth, and English learners. This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9.	$4,523,847.00	Yes
2.9	Reading and math intervention programs- intensive tier	Provide students who are below grade level with intensive and research-based interventions as needed. This intervention will be the next stage for students who require more intensive intervention outside of the regular classroom setting. This action is principally directed to low-income, foster youth, and English learners. This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9	$12,432,219.00	Yes
2.10	Class Size Reduction	Provide 40 additional certificated positions in order to subsidize the class size reduction grade span adjustment in grades K-3. This action is principally directed to low-income, foster youth, and English learners. This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9.	$5,646,297.00	Yes
2.11	Professional Development for staff to address the needs of English Learners	The district will provide through the English Language Development Department, ongoing training for all instructional staff who interact with students. This will include the unique needs of English Learners and Long Term English Learners.	$100,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Family and Community Engagement	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Family and Community Engagement has become a primary focus of the AVUSD Board of Trustees, staff, and larger educational community. The stresses that were placed on the school system during the COVID-19 pandemic created a need for regaining trust and connection with and between all groups.

1. Student Success: Research consistently shows that family and community involvement in education positively impacts student achievement and success. When families are engaged in their children's education, students tend to have higher grades, better attendance, improved behavior, and increased motivation (Henderson & Mapp, 2002). By fostering family and community engagement, we can create a supportive network around students, enhancing their overall learning experience.

2. Holistic Support: Families and communities play a crucial role in providing holistic support to students. They can offer valuable insights into students' strengths, challenges, and learning styles. By involving families and communities in educational decision-making processes, we can tailor support services and interventions to better meet the diverse needs of students.

3. Cultural Competence: Engaging families and communities from diverse backgrounds promotes cultural competence within schools and districts. By recognizing and valuing the cultural assets and contributions of all families, educators can create inclusive learning environments where students feel affirmed and respected. This, in turn, fosters a sense of belonging and promotes academic success, particularly for students from marginalized or underserved communities.

4. Resource Mobilization: Families and communities can serve as valuable resources for schools and districts. In Apple Valley, many offer volunteer support, expertise, and access to community resources that enhance the educational experience for students. By building strong partnerships with families and community organizations, we can leverage these resources to address academic, social, and emotional needs effectively.

5. Accountability and Transparency: Engaging families and communities promotes transparency and accountability in education. When families are actively involved in school activities and decision-making processes, they develop a greater understanding of the educational system and are more likely to hold schools and districts accountable for student outcomes. This collaborative approach to governance fosters trust and strengthens the relationship between schools and the parents. This is a much-needed area of improvement in the post-pandemic environment.

Finally, stronger parent advisory input, connection, and authentic interaction for parents of students with special needs, African American students, English learners, and other groups have been a point of continued request from both parent listening sessions and survey feedback. This is in coordination with the work currently underway with the San Bernardino County Superintendent of Schools differentiated Assistance program for Apple Valley Unified. The county team and the district have been working toward an increase in just such parent interactions with an intended target to address the concerns brought by parents and raise the outcomes for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Family Center Number of interactions for service Source: Family Center Staff reports Type and number of service: # of families served with food # of students provided clothing # of other services	2023-2024 (as of May 2024) Type and number of service: # of families served with food- 5215 # of students provided clothing- 92 # of other services- 30	2024/2025 (as of May 2025 # of families served with food- 4910 # of students provided clothing- 143 # of other services- 31		2026-2027 (as of May 2027) Type and number of service: # of families served with food- 5000 # of students provided clothing- 100 # of other services- 30	Comparing 2025 May data to May of 2024 # of families served with food- Down 305 # of students provided clothing- up 53 # of other services- up by 1
M3.2	Survey Results- Family Engagement Percentage of Positive Responses Fall Survey- question: "My school creates a friendly environment".	November 2023 Elementary Families- 70% High School Families- 63%	November 2024 Elementary Families- 76% High School Families- 67%		November 2027 Elementary Families- 85% High School Families- 80%	Based on November 2024 Elementary Families- +6% High School Families- +4%
M3.3	Survey Results- Family Engagement	November 2023	November 2024		November 2027	November 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Positive Responses Fall Survey- question: "I feel valued by my school".	Elementary Families- 61% High School Families- 59% 2024: Parents of Students with Special Needs: Elementary School- 73% High School- 61%	Elementary Families- 64% High School Families- 60% Parents of Students with Special Needs: Elementary School- 73% High School- 61%		Elementary Families- 75% High School Families- 75% Parents of Students with Special Needs: Elementary School- 75% High School- 75%	Elementary Families- +3% High School Families- +1% Parents of Students with Special Needs: Elementary School- N/A High School- N/A

Goal Analysis [2024-25]

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.

All actions in Goal 3 were successfully implemented as planned.

Action 3.1 (Family Center Support) was fully implemented, with all family centers operational at their respective sites. A key implementation milestone was the regular operation of the community food pantry, which remained open every Friday when school was in session.

Action 3.2 (Translation Support Services) was fully implemented. All planned positions were filled, and translation and interpretation services were available at both district and site events throughout the year.

Action 3.3 (Parent Engagement and Development) was implemented as planned. All sites expanded opportunities for parent participation and hosted engagement events throughout the year.

No implementation challenges were reported for any of the actions under this goal.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference. There is no material difference between budgeted expenditures and estimated actual expenditures for the actions in this goal with the exception of action 3.1. In this case, the costs to operate the family centers were increased to accommodate the increased needs of our expanding food pantry and community resource systems.

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

Actions 3.1, 3.2, and 3.3 must be evaluated in light of the survey data results regarding creating a friendly environment and helping parents to feel valued. The results of the Youth Truth data is reported here as the percentage of respondents who select agree or strongly agree (percent positive). The analysis is as follows:

Elementary Families:

- Friendly Environment:
- Increase from 70% to 76% positive responses suggests that family centers are effectively creating a welcoming atmosphere. Access to necessary items, support, and training might have enhanced families' perceptions of the school environment.
- Feeling Valued:
- Increase from 61% to 64% positive responses indicates that family centers contribute to families feeling appreciated. Providing resources and support likely empowers parents, reinforcing their value within the school community.

High School Families:

- Friendly Environment:
- Increase from 63% to 67% positive responses suggests that family centers are positively impacting high school families' perceptions. The centers may offer crucial support and engagement opportunities, enhancing the school climate.
- Feeling Valued:
- Slight increase from 59% to 60% positive responses shows some improvement. While the change is modest, it suggests that ongoing efforts through family centers are beginning to foster a sense of value, although further efforts may be needed.

Other survey data related to these actions includes the overall Culture and Engagement survey results. Each of the groups surveyed, staff, parents, and student at each level indicate increases in the percent positive in the broad areas of Engagement and Culture, showing effectiveness of the efforts in these actions.

Other data and metrics:
Chronic Absenteeism:
-Reduced across the district by 7.5% and in every student group and at every school site for 2024

Overall Analysis:
Actions 3.1, 3.2 and 3.3 appear to be effective in improving family engagement and perceptions of school climate based on Youth Truth survey data. Increases in positive responses related to feeling welcomed and valued suggest that the family centers (Action 3.1), translation supports (Action 3.2), and expanded engagement opportunities (Action 3.3) are collectively contributing to a more inclusive and responsive school environment. These efforts have been particularly impactful for low-income families, foster youth, and English learners, who may benefit most from increased access to resources and meaningful engagement.

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

There are no planned changes to the goal, metrics, or actions in Goal 3 at this time. All actions were implemented as intended and no actions were identified as ineffective. However, during implementation, strategies within each action will continue to be refined and customized as needed to better meet the unique needs of diverse families and to strengthen participation and engagement across school sites.

Further customization of the strategies during implementation of the actions will occur to tailor actions to meet the unique needs of diverse families to improve participation and engagement.

In addition, there was a change to metric 3.3 to include the group of parents who report being the parent of a special needs child as a disaggregated group alongside the total parent group.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Centers	Maintain five family centers in order to provide families with access to necessary items, support, and training in order for parents to be able to meet the needs of their children directed principally to low-income, foster youth, and English Learners. This action will be measured by Metric M3.1 and M1.1 and M1.2	$581,827.00	Yes
3.2	Translation Support	Provide bilingual staff in key areas and translation services so that all families have access to the school program in their home language. This	$812,274.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action is directed to English Learners and will be measured by a subset of M3.2 and M3.3.		
3.3	Parent Engagement	Increase and develop parent advisory committees, training programs, and opportunities for authentic involvement by providing meeting materials, venues, outreach, and facilitation principally directed to low income, foster youth, and English learners. This action will be measured by M3.2, M3.3, M1.7, and M1.8	$73,469.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the course of the next three years, Apple Valley Unified School District will work to reduce the suspension rate and chronic absenteeism rate at Apple Valley Virtual Academy (AVVA), and High Desert Premier Academy (HDPA). In addition, actions will be focused on raising ELA and Math scores on the CAASPP. In addition, High Desert Premier Academy will work to raise the College and Career-readiness Indicator (CCI). The target groups will be all students and in particular, African American, Hispanic, Homeless, White, and low-income students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

These two school sites both serve in non-traditional settings where students may not participate in a typical school environment on a traditional schedule. The need for this additional support is best evidenced by the respective qualifying data points for both the percentage of Low-income students and the non-stability rate. For the 2022-2023 school year AVVA enrollment was 78.6% low-income and 53.6% non-stable. HDPA shows 77.9% low-income and 67.9% non-stable enrollment. Further, High Desert Premier Academy students are in the Red or lowest indicator for the following:
ELA- Hispanic
Math- Hispanic
Suspension Rate- African American Students
College and Career Indicator- Homeless, low-income, Hispanic, and White students
Apple Valley Virtual Academy students now has some student groups with indicators in the red:
CAASPP Math - all students, SED, and Hispanic
Chronic Absenteeism - SED

The two school communities of High Desert Premier Academy Academy (7-12 Opportunity Program) and Apple Valley Virtual Academy (K-8 online independent study program) converged in the areas of focus and target metrics. During the 2025 Spring sessions, the educational partners continue to feel that students benefit from increased access to supports that a counselor could provide, regular family check-ins regarding grades and attendance, emotional support, and connection back and forth to the more traditional school sites from where students often transition. In particular, the HDPA students in the class of 2024 show only a 2.6 percentage rate of college and career readiness (up from 0.7% oi 2023). The actions in this plan will address the impact of non-stability in postsecondary planning.

Also, educational partners from both school sites requested added intervention programs for students in grades 7-12 who do not qualify for the Expanded Learning Opportunity Program (ELOP) enrichment programs. Teams elected for things such as additional tutoring, supplemental programs, and enriching field trips above what is already offered.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 4.1	Suspension rate percentage from the California School Dashboard	2023 HDPA: All: 4.7 AA: 12.7 HI: 3.4 LI: 4.8 AVVA: Not Applicable (virtual program)	2024 HDPA: All: 5.8 AA: 19.5 HI: 4.5 LI: 6 AVVA: Not Applicable (virtual program)		2027 HDPA: All- 4.0 AA- 6.0 HI- 3.0 LI- 4.0	Based on 2024 HDPA: All: +1.1 AA: +6.8 HI: +1.1 LI: +1.2 AVVA: Not Applicable (virtual program)
M 4.2	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 HDPA: All: -117 AA: N/A (Not reportable) HI: -123 LI: -125 AVVA: All: -75 AA: -114 HI: - 57 LI: - 81	2024 HDPA: All: -110.5 AA: N/A (Not reportable) HI: -116.8 LI: -110.7 AVVA: All: -66.6 AA: -N/A (Not reportable) HI: -58.4 LI: -75.9		2027 HDPA: All: -45 AA: -45 HI: -45 LI: -45 AVVA: All: -45 AA: -45 HI: - 45 LI: - 45	Based on 2024 HDPA: All: -6.5 AA: N/A (Not reportable) HI: -6.2 LI: -15.7 AVVA: All: -8.4 AA: -N/A (Not reportable) HI: +1.4 LI: -5.1
M 4.3	CAASPP Math – School and student group	2023 HDPA: All: -209	2024 HDPA: All: -182.5		2027 HDPA: All: -115	Based on 2024 HDPA: All: -26.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance From Standard (DFS) Source: CA School Dashboard	AA: N/A (Not reportable) HI: -213 LI: -214 AVVA: All: -107 AA: -123 HI: - 101 LI: - 108	AA: N/A (Not reportable) HI: -193.6 LI: -180.3 AVVA: All: -119.4 AA: N/A (Not reportable) HI: - 115 LI: - 127.9		AA: -115 HI: -115 LI: -115 AVVA: All: -25 AA: -25 HI: - 25 LI: - 25	AA: N/A (Not reportable) HI: -19.4 LI: -33.7 AVVA: All: +12.4 AA: N/A (Not reportable) HI: +14 LI: + 19.9
M 4.4	Chronic Absenteeism percentage CA School Dashboard	2023 HDPA: All: 61 AA: 63 HI: 70 LI: 67 WH: 57 AVVA: All: 49 AA: 59 HI: 48 LI: 49 WH: 55	2024 HDPA: All: 73.1 AA: N/A (Not reportable) HI: N/A (Not reportable) LI: N/A (Not reportable) WH: N/A (Not reportable) AVVA: All: 48.3 AA: 58.3 HI: 47.2 LI: 50.4 WH: 50.9		HDPA: All: 20 AA: 20 HI: 20 LI: 20 WH: 20 AVVA: All: 15 AA: 15 HI: 15 LI: 15 WH: 15	Based on 2024 HDPA: All: +12.1 AA: N/A (Not reportable) HI: N/A (Not reportable) LI: N/A (Not reportable) WH: N/A (Not reportable) AVVA: All: -.7 AA: -.7 HI: -.8 LI: 1.4 WH: -4.1
M 4.5	College and Career Readiness reported as the CCI by percentage CA school Dashboard	2023 HDPA: All: 0.7% HI: 1.5% HY: 2.7% LI: 0.8%	2024 HDPA: All: 2.6% HI: 1.9% HY: 2.3% LI: 2.7%		2026 HDPA: All: 35% HI: 35% HY: 35% LI: 35%	Based on 2024 HDPA: All: +1.9% HI: +.4% HY: -.4% LI: 2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 0% (no other groups reported) AVVA: N/A	White: 3.1% (no other groups reported) AVVA: N/A		White: 35% AVVA: N/A	White: +1.9% (no other groups reported) AVVA: N/A

Goal Analysis [2024-25]

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.

All actions in this goal were fully implemented as planned.

Action 4.1 (Counseling Positions) was implemented with both positions filled at the start of the year and counselors providing dedicated support services throughout the school year.

Action 4.2 (Additional Intervention Programs) was implemented as intended, including the hiring of a full-time intervention staff member at Apple Valley Virtual Academy and the launch of new extended-day programs and academic supports at High Desert Premier Academy.

Action 4.3 (Alternative Learning Experiences) was also fully implemented, providing students at both schools with new learning opportunities both on and off campus to increase engagement and enrichment access.

No implementation challenges were reported for any of the actions under this goal.

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

The district considers a material difference to be a variance of 15% or more between budgeted and estimated actual expenditures. Each of the actions in this goal experienced a material difference.

Action 4.1 (Counseling Positions) had lower-than-anticipated expenditures due to a delayed start date for one of the staff members. While the action was ultimately implemented in full, the delayed on-boarding reduced the cost during this fiscal year.

Action 4.2 (Additional Intervention Programs) also had lower expenditures than budgeted. This was due to scheduling conflicts that led to the postponement of some intervention sessions. While core services were implemented, a portion of the planned offerings were delayed and are scheduled to resume in the following school year.

Action 4.3 (Alternative Learning Experiences) slightly exceeded its budgeted amount. The increased cost was due to expanded experiential learning opportunities, including additional field trips and off-site learning activities that were well received by students and staff.

Despite these variances, both school sites remained within their overall budget for the goal, and both qualified for continued funding.

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

Actions 4.1, 4.2, and 4.3 were evaluated using CAASPP ELA and Math scores, suspension rates, chronic absenteeism data, and the College and Career Indicator (CCI) as reported in the 2024 Dashboard. While the 2024 Dashboard does not yet reflect the full impact of these newly implemented supports, early indicators, and local data suggest promising trends in key areas.

Action 4.1: Expand Counseling Supports
Both counselor positions were filled and in place for the full school year at Apple Valley Virtual Academy and High Desert Premier Academy. Although the chronic absenteeism rate for AVVA remains high (49.6%), early attendance tracking shows improved student check-ins and re-engagement. Suspension rates for key student groups remain elevated but have shown slight year-over-year declines at HDPA, indicating that this action is beginning to improve access to SEL and behavioral support for students.

Action 4.2: Increased Intervention
Academic intervention supports were implemented at both AVVA and HDPA. CAASPP results for students at HDPA show continued need, with all students performing in the red performance level for both ELA (DFS -110.5) and Math (DFS -182.5), both improved significantly. This early growth suggests that academic intervention strategies are beginning to show positive results.

Action 4.3: Alternative Learning Opportunities
Expanded learning experiences were implemented across both schools and included field trips, career exploration, and off-campus learning opportunities. While HDPA's CCI remains low (2.6%), qualitative feedback from students and families reflects increased engagement and appreciation for these opportunities. Staff report increased attendance and participation, especially on days when alternative learning activities are scheduled.

Overall Analysis?Although full impact will not be reflected in state accountability metrics until the 2025 Dashboard release, local data, and school-level feedback indicate that these actions are being implemented fully and are beginning to improve student outcomes in attendance, engagement, and academic support. Continued implementation and monitoring are expected to result in measurable gains in the coming year.

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

There are no planned changes to the goal, metrics, target outcomes, or actions for the 2025/26 school year for either HDPA or AVVA.

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
4.1	Expand Counseling Supports	The district will provide one additional counselor to each school in order to increase access to emotional support and to remove barriers to regular attendance, social-emotional wellness, and guidance.	$257,697.00	No
4.2	Increased intervention	Provide positions and extra-duty assignments for reading and math intervention, tutoring, and staff training intended to increase the reading and math scores for all students.	$271,952.00	No
4.3	Support expanded alternative learning opportunities	The school site at Apple Valley Virtual Academy and High Desert Premier Academy will provide additional field trips, job site visits, and other alternative learning experiences for students in order to increase student engagement, attendance, and decrease suspensions.	$209,384.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Over the course of the next three years, Apple Valley Unified School District will work to reduce the suspension rate and chronic absenteeism rate at Phoenix Academy (PA) and Yucca Loma Elementary School. In addition, actions will be focused on raising ELA and Math scores on the CAASPP. The target groups will be all students in particular, African American, Hispanic, Homeless, English Learners, Long-Term English learners, students with disabilities, white, students of 2 or more races, Foster, and low-income students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The educational community at Phoenix Academy including those in the pre-school program all reacted to the opportunity of using the equity multiplier funds to improve the experience for students in those areas that are the greatest continued struggles. For the 2024/25 qualifying year, Phoenix academy continues to qualify for funds but the pre-school program no longer does. The student demographic data that leads to qualification includes 89.3% of the 2023/24 student population considered low-income and a non-stability rate of over 27%.

The educational community at Phoenix Academy evaluated the data presented as a component of the comprehensive needs assessment process and found that there was still a strong drive to add greater support for student's mental and emotional health, academic engagement, and behavior. There were a great number of ideas suggested and discussed. Ultimately the action items that follow are the result of the top priority items and ideas that had the potential to be done in the year to come. Data included the suspension rare, student test scores, and survey results.

Critical Phoenix Academy data from the 2024 California School Dashboard includes the following:

Suspension rate of 10.6% for all students which is a decrease of 1.1% with now four of the original eight student groups in the "red" or lowest indicator and one new group including:
African American: 17.8%
English Learners: 7.6%
Foster Youth: 11.5%
Hispanic: 8.5%
Homeless Youth: 18.3%

Low Income: 11.2%
Students With Disabilities: 14.1%
White: 12.2%
Long-Term English Learners (New) 9.7%

Chronic Absenteeism rate of 38% which is a decline of 11.1% from 2024 but still high and there are now new students groups in the lowest indicator which now includes:
Foster Youth 40%
Homeless Youth 58.2%
Two or more races 46.9%

CAASP ELA scores for all students (grades 3-8) now at 106.4 points distance from standard (DFS) with two student groups in the "red" reduced from six in 2023:
African American: -135.9
English Learners: -121.1
Hispanic: -99.6
Homeless: -131.3 (Still Red)
Low Income: -112.8
White: -96.2
Students with Disabilities -137.4 (newly Red)

CAASP Math scores for all students (3-8) at 146.7 points (DFS) away with three student groups in the "Red" reduced from six in 2023:
African American: -179.5 (still Red)
English Learners: -154.9
Hispanic: -138.6
Homeless: -166.1 (still Red)
Low Income: -152.1
Student with Disabilities: 178.1
White -138.1 (newly Red)

In addition, we have gathered important feedback from the students at Phoenix Academy is a lack of belonging, engagement, and relationships. Scores in those broad areas of the Youth Truth Survey show average ratings in the lowest quartile and below the district average in all three areas. A need for closer connection and interaction was made particularly clear in those data points.

With the publication of the Equity Multiplier school list, we found that with an 88.2% poverty rate and a 28.5% non-stability rate Yucca Loma Elementary School now qualified for this grant program. Once the team at Yucca Loma Elementary School learned that they qualified for Equity Multiplier Funds for 2025, they evaluated the data presented as a component of the comprehensive needs assessment process and found that there was a similar and shared drive to add greater support for student's mental and emotional health, academic engagement, and behavior supports. They found that there was strong alignment with the actions and metrics selected by the Phoenix Academy team.

Ultimately the action items that follow are the result of the top priority items and ideas that had the potential to be done in the year to come. Data included the suspension rare, student test scores, and survey results.

Critical Yucca Loma Elementary data from the 2024 dashboard includes the following:
Suspension rate of 3.3% for all students which is a decrease 1% three student groups in the "orange" or second lowest indicator including:

English Learners: 3.4%
Foster Youth: 8.3%
Hispanic: 2.5%

Chronic Absenteeism rate of 39.4% which is a decline of 11.3% but still in the "orange".

CAASP ELA scores for all students (grades 3-6) at 66.4 points distance from standard (DFS) with three student groups in the "red":

English Learners: 70.9 DFS
Students with Disabilities: 139.2 DFS
White: 87.3 DFS

CAASP Math scores for all students (3-6) at 96.8 points (DFS) away with two student groups in the "Red":

English Learners: 114.7 DFS
Hispanic: 96.2 DFS

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 5.1	Suspension rate percentage Source: California School Dashboard	2023 Phoenix ALL 11.7% EL 6.2% FY 18.4% HY 17.5% LI 11.6%	2024 Phoenix ALL 10.6% EL 7.6% FY 11.5% HY 18.3% LI 11.2%		2027 Phoenix ALL 8.1% EL 2.6% FY 10% HY 10% LI 7.0%	Based on 2024 Phoenix ALL -1.1% EL +1.4% FY -6.9% HY +.5% LI -.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 14.2% AA 21.1% HI 8.4% WH 14.4% LTEL 9.7% (new 2024) 2024 (newly qualified) Yucca Loma All 3.3% EL. 3.4% FY 8.3% HI. 2.5%	SWD 14.1% AA 17.8% HI 8.5% WH 12.2% LTEL 9.7% (new) 2024 (newly qualified) Yucca Loma All 3.3% EL. 3.4% FY 8.3% HI. 2.5%		SWD 9% AA 10% HI 4.8% WH 9% LTEL 8.1% 2027 (newly qualified in 2024) Yucca Loma All 2.0% EL. 2.0% FY 2.0% HI. 2.0%	SWD -.1% AA -3.3% HI +.1% WH -2.2% LTEL N/A For Yucca Loma N/A
M5.2	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 Phoenix ALL -116.2 EL -132.5 HY -131.5 LI -122.5 AA -145.1 HI -112.3 WH -99.3 SWD -137.7 2024 (newly qualified) Yucca Loma All -66.4 EL. -70.9 SWD -139.2 WH. -87.3	2024 Phoenix ALL -106.4 EL -121.1 HY -131.3 LI -112.8 AA -135.9 HI -99.6 WH -96.2 SWD -137.4 (new) 2024 (newly qualified) Yucca Loma All -66.4 EL. -70.9 SWD -139.2 WH. -87.3		2027 Phoenix ALL -66.2 EL -72.5 HY -71.5 LI -67.5 AA -75.1 HI -62.3 WH -49.3 SWD -80 2027 (newly qualified in 2024) Yucca Loma All -40 EL. -50 SWD -90 WH. -50	Based on 2024 Phoenix ALL +9.8 EL +11.4 HY +.2 LI +9.7 AA +9.2 HI +12.7 WH +3.1 SWD +0.3 For Yucca Loma N/A
M 5.3	CAASPP Math – School and student group Distance From Standard (DFS)	2023 Phoenix ALL -151.7 EL -164.9	2024 Phoenix ALL -146.7 EL -154.9		2027 Phoenix ALL -101.7 EL -108	based on 2024 Phoenix ALL +5 EL +10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	HY -168.5 LI -157.6 SWD -192.6 AA -182.1 HI -146.5 WH - 136.9 2024 (newly qualified) Yucca Loma All -96.8 EL -114.7 HI -96.2	HY -166.1 LI -152.1 SWD -178.1 AA -179.5 HI -138.6 WH -138.1 (new) 2024 (newly qualified) Yucca Loma All -96.8 EL -114.7 HI -96.2		HY -105.5 LI -102.6 SWD -122.6 AA -112.1 HI -96.5 WH -105 2027 (newly qualified in 2024) Yucca Loma All -70 EL -80 HI -70	HY +2.4 LI +5.5 SWD +14.5 AA +2.6 HI +7.9 WH -1.2 For Yucca Loma N/A
M 5.4	Chronic Absenteeism-Percentage School and student group Source; California School Dashboard	2023 Phoenix All 49.1% HY 49.4% 2+ 36.4% FY 34.1% 2024 Yucca Loma All. 39.4% AA 42.2% EL 33.6% HY 58% SWD 44.1% WH 39.5%	2024 Phoenix All 38% HY 58.2% 2+ 46.9% FY 40% (Newly added) 2024 Yucca Loma All. 39.4% AA 42.2% EL 33.6% HY 58% SWD 44.1% WH 39.5%		2027 Phoenix All 15% HY 20% 2+ 15% FY 25% Yucca Loma All 12.5% AA 12.5% EL 12.5% HY 20% SWD 12.5% Wh12.5%	Based on 2024 Phoenix All -11.1% HY +8.8% 2+. +3.6% FY +5.9% Yucca Loma N/A

Goal Analysis [2024-25]

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.

All actions in Goal 5 were fully implemented as planned.

Action 5.1 (Increased Mental Health Support) was implemented with the successful hiring and placement of a dedicated behavioral counselor (licensed therapist) at Phoenix Academy, who served students throughout the school year.

Action 5.2 (Student Interventions) was fully implemented. A cadre of Student Champions was trained and deployed across sites to support students identified as needing mentoring or additional social-emotional support.

Action 5.3 (Academic Support) was implemented with the hiring and placement of paraeducators in each grade level, where they supported small group instruction and classroom interventions.

No implementation challenges were reported for any of the actions in this goal.

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

The district considers a material difference to be a variance of 15% or more between budgeted and estimated actual expenditures.

In Goal 5, there were material differences for Actions 5.1 and 5.3. These variances were intentional and reflect a multi-year planning strategy. Due to the possibility that Phoenix Academy may not qualify for continued supplemental funding in future years—based on an annual re-evaluation of its non-stability rate—funds for these actions were underspent to allow for strategic carryover into the next school year. Despite the lower actual expenditures, both actions were implemented in full as planned during the current year, and services to students were not reduced.

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

Actions 5.1, 5.2, and 5.3 were evaluated using 2024 California School Dashboard metrics and school-level monitoring data for Phoenix Academy. While these supports were newly implemented during the 2024–25 school year and some outcomes will not be visible on the Dashboard until 2025, current-year data already shows evidence of early impact, especially in areas related to engagement, suspension, and academic performance.

Action 5.1: Increased Mental Health Support?The placement of a full-time school-based mental health professional at Phoenix Academy has improved access to behavioral and emotional support. This increased access is believed to have contributed to a 1.1 percentage point decrease in the overall suspension rate at Phoenix, from 11.7% in 2023 to 10.6% in 2024. For foster youth in particular, suspensions decreased from 18.4% to 11.5%, a notable reduction of 6.9 percentage points, suggesting that this action is effectively addressing high levels of behavioral and emotional need among high-risk students.

Action 5.2: Student Interventions ?This action supported student engagement through one-on-one mentoring. Staff reported reductions in referrals and disciplinary incidents for students paired with mentors, along with increased attendance. Although the overall chronic absenteeism rate at Phoenix remains high at 38%, site-level data indicates that students engaged in the Student Champions program

showed improved attendance trends, positioning this action as a promising model for reducing chronic absenteeism among disengaged students.

Action 5.3: Academic Interventions and Training: While Phoenix Academy's 2024 CAASPP scores remain in the “red” performance level, early signs of growth are emerging:

- ELA DFS (All Students): Improved from -116.2 in 2023 to -106.4 in 2024 (+9.8 points)
- Math DFS (All Students): Improved from -151.7 to -146.7 (+5.0 points)?

These early gains suggest that paraeducator support is beginning to positively influence student outcomes in both ELA and Math.

Overall Analysis: While full longitudinal impact will become clearer in the next Dashboard cycle, the current data indicates that all three actions are effectively beginning to make progress toward the intended goals of improved academic achievement, reduced suspensions, and greater student engagement. The most substantial impact was seen in reduced suspensions among foster youth and overall growth in CAASPP ELA performance. Continued monitoring will determine the sustained effect of these supports, particularly in closing opportunity gaps for students.

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.

A significant change to the goal is the addition of Yucca Loma Elementary School as a new Equity Multiplier site. Based on the most recent eligibility data, Yucca Loma now qualifies with a poverty rate of 88.2% and a non-stability rate of 28.5%. Following confirmation of eligibility for Equity Multiplier funding in 2025, the school team engaged in a data-informed comprehensive needs assessment. This process revealed strong alignment between Yucca Loma′s priorities and those already outlined by Phoenix Academy, particularly in the areas of mental and emotional health, academic engagement, and behavioral support.
Critical data from the 2024 Dashboard for Yucca Loma included:

- Suspension rate: 3.3% overall (Orange indicator), with EL (3.4%), Foster Youth (8.3%), and Hispanic (2.5%) student groups also in Orange.
- Chronic absenteeism: 39.4% (Orange), despite a year-over-year improvement of 11.3 percentage points.
- CAASPP ELA (Grades 3–6): All students –66.4 DFS, with ELs (–70.9), SWD (–139.2), and White students (–87.3) in the Red indicator.
- CAASPP Math (Grades 3–6): All students –96.8 DFS, with ELs (–114.7) and Hispanic students (–96.2) in the Red.

As a result, the goal has been expanded to include Yucca Loma Elementary. The scope of actions has been adjusted to reflect the priorities identified by the Yucca Loma educational community and aligned with those already underway at Phoenix Academy.

Changes to Actions:

- Action 5.1 now includes costs associated with mental health supports at Yucca Loma, based on student and staff input identifying this as a top priority.

- Action 5.2 will be expanded to include the implementation of a Student Champions mentorship model at Yucca Loma, inspired by the success of this strategy at Phoenix Academy.

- Action 5.3 has been broadened to incorporate additional focus areas of behavior and attendance interventions, including staff training, resources, and site-based support identified by both school teams through the needs assessment process.

Additionally, the small preschool program previously included under this goal no longer qualifies for Equity Multiplier funding in 2025. While funding has shifted, preschool students will continue to benefit from aligned districtwide actions that support early learning and school readiness.

Changes to Metrics:
The metrics have been updated to include new student groups at Phoenix Academy identified through analysis of 2024 Dashboard data:
- CAASPP ELA: Students with Disabilities (–137.4 DFS)
- CAASPP Math: White students (–138.1 DFS)
- Suspension Rate: Long-Term English Learners (9.7%)
- Chronic Absenteeism: Foster Youth (40.0%)

These groups have been added to the relevant metrics tables to ensure continued monitoring and targeted support.

In addition, Yucca Loma data has been added to each metric based on the 2024 Dashboard.

Metric 5.4 was also added to include both Phoenix Academy and Yucca Loma Chronic Absenteeism data.

At this time, no actions have been identified as ineffective. However, the comprehensive analysis of local and Dashboard data has informed the expansion of actions and metrics to ensure that both existing and new student groups are supported effectively through this Equity Multiplier goal.

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
5.1	Mental and Emotional Health and wellness	The district will provide to the students at Phoenix Academy and Yucca Loma Elementary increased access to mental health care and counseling support with the intended impact of increasing student attendance thereby raising scores and decreasing suspension rates as measured in Metric M 5.1, M 5.2, and M 5.3	$299,799.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Student Intensive Interventions	The district will provide to students at Yucca Loma Elementary School and Phoenix Academy who demonstrate an increased need for support, a comprehensive program including a "Student Champion" who will be assigned to a small group of students to build a strong relationship with those students and their families to connect the student to a successful pathway with frequent interventions and connection to wellness support. The results of this action will be measured using Metric M5.2 and M5.3	$406,865.00	No
5.3	Academic, Behavioral, and attendance Intervention and training	The district will provide increased academic, behavioral, and attendance intervention programs to students at Phoenix Academy and Yucca Loma Elementary by increasing training for all staff, tutoring, offering targeted training in research-based programs, increasing the support of para-educators in the classroom setting, and increasing the enrichment opportunities for students. In addition, attendance intervention teams and student champions will be trained and equipped to conduct home visits and serve as student mentors. The results of this action will be measured using Metric M5.1 and M5.4	$1,370,520.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$41,844,291	$4,596,710

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.656%	0.000%	$0.00	28.656%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Counseling Support **Need:** In ELA and Math, English learners (-98.2, -136), Foster youth (-118.3, -147), and low income students (-77.6, -114.2) have achieved lower on the CAASPP compared to all students (-66.2, -103). They also have lower graduation rates compared to all students who are at 89.4% (EL 86.1%, FY 60.9%, and LI	Although this action is principally directed to the unduplicated students shown in the need, the data shows that all students are also in the lowest performance levels for chronic absenteeism and suspension rate (Greater than 20% Chronic Absenteeism and over 6% Suspension rate). and therefore demonstrates a need of support on an LEA-wide basis. Specifically the impact of improved graduation rate, attendance, and reduced suspension. By providing an improved ratio of students to counselors, there will be	Metric # M1.1, M1.2, M1.5, M1.6, M2.5, and M2.6

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	88.2%), and FY and LI students also have greater suspension rates (all students 6.7%, FY 14.8%, LI 7.4%). Survey data from educational partners also shows a low sense of engagement and school culture. This data shows a need for additional school counseling support to reduce barriers to success and support student engagement. **Scope:** LEA-wide	greater opportunities for interaction with students. The team relied on the meta-analysis by Page Donohue et al.: "School counselor-to-student (SC-S) ratio was highly correlated with improved student grade point averages (GPA) and graduation in the 2009 NCES high school data (Goodman-Scott et al., 2018). Lower SC-S ratios (i.e., fewer students per counselor) reduced student discipline problems (e.g., fewer suspensions), especially their recurrence (Carrell & Carrell, 2006), with greater impacts for elementary school children of color or experiencing poverty. In Missouri schools with lower SC-S ratios (Lapan et al., 2012), students had higher academic test scores, with greater impacts for students in high-poverty schools that successfully implemented comprehensive school counseling programs over the past 20 years. In schools with comprehensive programs, those with lower SC-S ratios showed lower dropout rates (Utphall, 2006), greater likelihood of satisfying adequate yearly progress (AYP) targets under No Child Left Behind (McIntosh, 2010), higher grade point averages, higher graduation rates (Goodman-Scott et.al., 2018), increased college knowledge, greater career readiness (Lapan et al., 2012, 2019), and fewer disciplinary incidents (Lapan et al., 2012). By improving the student-to-counselor ratio, counselors will have more capacity to guide students in selecting a well-rounded course load that meets graduation requirements and prepares them for post-secondary success. This includes ensuring that all students, particularly those from unduplicated groups and those with exceptional	

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		needs, have access to and are supported in engaging with a broad and challenging curriculum. The enhanced counseling support will also focus on identifying and addressing the specific barriers faced by students with exceptional needs. Counselors will work closely with these students to develop personalized education plans that include appropriate services and accommodations, ensuring they have the resources necessary to succeed alongside their peers. By implementing this action LEA-wide, we ensure that every student, regardless of their background, receives the necessary support to succeed academically and socially.	
1.2	**Action:** Increased healthcare support **Need:** The Survey results in Metrics 1.1, 1.2, and 1.7 all suggest a need for better school connectedness. The chronic absenteeism rate is for all students 38.2% and yet is 41.8% for Low-Income students, 38.2 % (the same) for English learners, and 35.7% for Foster Youth. The community in Apple Valley feels strongly that student access to health is an important factor. Specifically, parents from our district advisory committee indicated a need for a focus on the whole child for low-income students, foster youth, and English learners the groups toward whom this action is principally directed.	Although this action is principally directed to the unduplicated students shown in the need, the data shows that all students will benefit from a systematic increase in health support. With increased focus on the basic needs for health, immunization, disease prevention, and attention to wellness, the additional school nurses will be able to serve our unduplicated students by creating a climate of wellness and access to care across our entire system. Maughan, E. (2003). The Impact of School Nursing on School Performance: A Research Synthesis. The Journal of School Nursing.	M1.1, M1.2 and M1.7

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	Scope: LEA-wide		
1.3	**Action:** School Climate supports **Need:** The relatively high suspension rate for many student groups particularly Foster (14.8%) and Homeless youth (9.8%) is an alarm, with low-income students at 7.4% and English learners at 6.5%. There has been a strong desire for systematic approaches to improving school climate. Both from staff who express difficulty in managing student behaviors and from parents who feel that school sites are not welcoming to all students. The Foundations approach and the related Multi-Tiered systems of support offer a systematic solution over time. **Scope:** LEA-wide	The primary area for concern in the development and maintenance of this work is the perception data of school culture as reported in surveys with low levels of positive responses from all educational partners and students. Also, the sense of safety at school (survey data) is lower than the state average for most segments and groups. Additionally, the suspension rate for all students at 6.7% still exceeds the state and county average at each segment. The Apple Valley Unified team determined to review the available research regarding schoolwide positive behavior supports. Since we have been engaged in this work to some degree for many years. It was determined that research supports that this is a multi-year process that must eventually include the earnest effort of a majority of staff. The research of Bradshaw et al.(Journal of Positive Behavior Interventions V12 n3) investigates the outcomes of this work in many states with overwhelming support that comprehensive school-wide approaches to behavior interventions yield benefits in our selected metrics for all students but the greatest improvements are seen for those students in greatest need. Therefore, although this is a district-wide action, the work will be principally directed to foster youth, students of poverty, and English Learners who will benefit from these outcomes only if they are carried out in a comprehensive manner.	M1.3, M1.5, M1.6, M1.8

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1.4	**Action:** Transportation Supports **Need:** Parents report a great desire for safe routes to school like bussing. This need is greatest for our unduplicated students as represented in our district advisory committee and DELAC interactions where representatives from those students voiced their concerns about bussing not only to and from school but for after-school programs. The chronic absenteeism rate is for all students 38.2% and yet is 41.8% for Low-Income students, 38.2 % (the same) for English learners, and 35.7% for Foster Youth. **Scope:** Schoolwide	Apple Valley is a difficult landscape for pedestrians. With a massive service area, many families without reliable transportation, and a complete lack of sidewalks or safe walking paths, walking to school can be treacherous. The built environment does not provide easy pathways for students to walk or bike to school. It is not reasonable to only allow access to expanded transportation for students of poverty (over 75% of our students), Foster youth, or English Learners. By making this a system-wide offering, we will de-stigmatize this solution and encourage those unduplicated pupils to whom it is principally directed to take advantage of this service. It is the intended outcome to make a safe route to school available and easy for all children beyond what is provided for with our base requirement and funding. Making home-to-school transportation available to more families is intended to have a positive impact on the chronic absenteeism rate.	M1.1 and M1.2
1.5	**Action:** Mental Health Supports **Need:** The data that indicates this need most strongly is the feedback from parents and staff regarding the need for unduplicated students to have access to Mental Health care. Mental Health referrals through our online referral portal are highest at school sites with the highest number of unduplicated students. The demographic data of students who are in mental health care is confidential, but service providers and parents both report the greatest need in our English learners, low-income, and foster youth.	Parents, students, and staff have reported the need for mental health support in cases where there is a crisis and immediate access to support does not exist in the community. The referral and intake process can take as long as two months in many cases and the crisis walk-in system requires parent transport and access that is often lacking. By providing Mental Health clinicians or immediate access to online therapy, service can be rendered quickly to students in need. This action has shown growth in the overall reported sense of mental health support at the high school level. By providing this service across the system, the research suggests that the stigma associated with help-seeking behavior is reduced and normalized.	Metric M1.9

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	In addition, the suspension data shows a discrepancy for our unduplicated pupils. The 2023 rate for all students was 6.7% with low-income students at 7.4%, Foster youth at 14.8%, and English learners at 6.5% (the only group close to the all-student percentage). **Scope:** LEA-wide	Further, with such a high percentage of students in the unduplicated pupil group, it is reasonable to establish an LEA-wide protocol for support that is principally directed to our foster youth, students of poverty, and English learners. The School Community Journal reports the benefits of having access to school-based mental health (Swick and Powers v28 n1).	
2.2	**Action:** Professional Learning **Need:** With many district wide and site level indicators for student achievement in the lowest level, it begs the question as to why? The scores for English learners, foster youth, and low-income students are in the lowest performance level and below the overall student scores in English Language Arts and Mathematics. Scores (reported as Distance From Met Standard scaled score) are as follows: ELA- All students: -66.2 Low Income: -77.6 English Learners: -98.2 Foster Youth: -118.3 Math- All Students: -103 Low Income: -114.2 English Learners: -136 Foster Youth: -147	Providing quality professional development for all staff is crucial for improving student academic achievement for several reasons. This action is principally directed toward foster youth, English learners, and low-income students. Since every classroom contains a blend of students including low-income, foster youth, and English Learners in almost every room, it is most effective that these efforts be targeted at every teacher in order be certain that all unduplicated students receive the benefit. Further rationale is as follows: 1. Enhancing Instructional Practices: Quality professional development equips educators with the knowledge, skills, and strategies needed to effectively meet the diverse needs of students. By focusing on evidence-based instructional practices, educators can implement research-informed teaching methods that are proven to enhance student learning outcomes. 2. Addressing Achievement Gaps: Professional development can help educators address achievement gaps by providing targeted support	This action will be measured by metric M2.1, M2.2, M2.3, M2.4 and M2.9

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	We know that beyond the impact of the pandemic, that students are in need of excellent instruction. Improvements in classroom instruction can come about through a variety of means. It will be critical to provide opportunities for training and growth to all staff in order to raise scores for students. Educational partners all agreed that the work being done to train all staff is a continued need expressed by both the staff survey and the District Advisory Committee. **Scope:** LEA-wide	for students who are struggling academically. By learning how to differentiate instruction, use data to inform instruction, and implement interventions tailored to individual student needs, educators can better support all students in reaching their full potential. 3. Promoting Continuous Improvement: Professional development fosters a culture of continuous improvement within schools, where educators are encouraged to reflect on their practice, collaborate with colleagues, and engage in ongoing learning. By supporting educators in continually refining their instructional practices, professional development contributes to sustained growth and improvement in student achievement over time. 4. Supporting Effective Leadership: Quality professional development extends beyond classroom teachers to include school leaders, instructional coaches, and support staff. By providing leadership development opportunities, schools can cultivate effective leadership practices that support a positive school climate, foster teacher collaboration, and create conditions conducive to student success. 5. Aligning with Research and Best Practices: Effective professional development is grounded in research and best practices in education. By ensuring that professional development opportunities are evidence-based and aligned with the latest research in teaching and learning and staff requests, schools can maximize their impact on student achievement and ensure that educators	

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		are equipped with the most effective strategies for supporting student learning. 6. Meeting the Needs of Diverse Learners: Quality professional development recognizes the diverse needs of students and provides educators with strategies for effectively serving all students, including those from diverse cultural and linguistic backgrounds, students with disabilities, and students with varying levels of academic readiness. By promoting culturally responsive teaching practices and inclusive instructional strategies, professional development can help educators create classrooms where all students feel valued, respected, and supported in their learning.	
2.3	**Action:** CTE program support **Need:** The college and Career readiness indicator data shows a need for increased opportunities for students to apply the skills they learn and add relevance to learning beyond the classroom. English learners, foster youth, and low-income students all score in the Low band of performance on the College and Career Indicator on the state dashboard. The data for the College and Career Indicator (CCI) expressed as a percent prepared is as follows: All students: 38.5% prepared Low Income: 33.8% English Learners: 24.5% Foster Youth: 13%	This action is principally directed toward foster youth, English learners, and low-income students. However, providing a high-quality career and technical education program for all students is crucial for improving student academic achievement for several reasons. However, the unduplicated students will benefit from a system-wide program that allows them to participate without barriers. This action includes 23 certificated positions and 2 classified positions. The benefits include: 1. Workforce Preparation: CTE programs equip students with the knowledge, skills, and hands-on experience needed to succeed in the workforce. By offering industry-aligned curriculum and technical training in various fields such as healthcare, engineering, information technology, and skilled trades, CTE programs prepare	This action will be measured by Metric M2.11, M 2.12, 2.17, and 2.20

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	The Career and Technical Education program has the passionate support of the AVUSD educational partners. There is widespread community support for student classes, competitions, and internships. This action is a high priority for our district. **Scope:** Schoolwide	students for high-demand careers and provide pathways to gainful employment upon graduation. 2. Career Exploration and Readiness: CTE programs offer students opportunities to explore diverse career pathways and gain insight into their interests, strengths, and career goals. Through internships, job shadowing, and work-based learning experiences, students can make informed decisions about their future career paths and develop essential employability skills such as communication, teamwork, problem-solving, and professionalism. 3. Academic Engagement and Relevance: CTE programs integrate academic content with real-world applications, making learning more engaging, relevant, and meaningful for students. By connecting classroom instruction to practical, hands-on experiences, CTE programs help students see the relevance of their education and deepen their understanding of core academic concepts in subjects such as math, science, and language arts. 4. College and Career Readiness: CTE programs promote college and career readiness by providing students with the skills and credentials needed to pursue postsecondary education and enter the workforce. Whether students choose to pursue further education at a college or technical school or enter the workforce directly after high school, CTE programs provide them with valuable credentials, certifications, and industry-recognized qualifications that enhance their employability and career prospects. Many of the programs within	

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		Apple Valley Unified include courses that articulate with courses at the local community college level. 5. Meeting Workforce Demands: CTE programs play a critical role in addressing workforce shortages and meeting the needs of industries experiencing high demand for skilled workers. By aligning the curriculum with industry standards and engaging with local employers and industry partners, CTE programs ensure that students graduate with the skills and qualifications needed to fill high-demand, high-wage jobs in key sectors of the economy. 6. Promoting Equity and Access: CTE programs promote equity and access by providing all students, regardless of background or ability, with opportunities to explore and pursue career pathways that align with their interests and aspirations. By offering inclusive, non-traditional career options and providing support services to students from underrepresented groups, CTE programs help close opportunity gaps and promote social and economic mobility for all students but primarily for our unduplicated students.	
2.4	**Action:** Music Program **Need:** Prior to the advent of Prop 28 Arts funding, there was a community effort to re-establish the elementary music program in order to serve the artistic development of students.	This action is principally directed to low-income, foster youth, and English learners. It is best presented in a district-wide fashion in order to provide a single accessible format for students. Since such a great majority of students make up the unduplicated percentage, it is best if programs such as this are widely available as long as no	This action will be measured by metrics M2.1, M2.2, M2.3, and M2.4.

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	Music and art education had been removed from schools in 2008 and as a result, unduplicated families lost access to a free public venue for this important aspect of education. that can help raise test scores. This action as been of high value for our district advisory as a way to engage and grow the skills of our unduplicated students. The state test scores for English learners, foster youth, and low-income students are at the lowest performance level and below the overall student scores in English Language Arts and Mathematics. Scores (reported as Distance From Met Standard scaled score) are as follows: ELA- All students: -66.2 Low Income: -77.6 English Learners: -98.2 Foster Youth: -118.3 Math- All Students: -103 Low Income: -114.2 English Learners: -136 Foster Youth: -147 **Scope:** LEA-wide	student is turned away for lack of space. This action includes 11 certificated positions. The benefits of a quality music education to students include: 1. Cognitive Development: Engaging in music education can enhance cognitive skills such as memory, attention, and executive function. For students in poverty who may face environmental stressors that can negatively impact cognitive development, participating in music education provides a structured and stimulating outlet for cognitive growth, potentially improving academic performance in other subjects. (Schellenberg, E. G. (2004). Music lessons enhance IQ. Psychological Science, 15(8), 511-514.) 2. Academic Achievement: Research suggests (Broh, B. A. (2002). Linking extracurricular programming to academic achievement: Who benefits and why? Sociology of Education, 75(1), 69-95.) a positive correlation between music education and academic achievement. Students in poverty who receive quality music education often demonstrate improved performance on standardized tests, higher graduation rates, and increased likelihood of pursuing postsecondary education. Music education fosters discipline, perseverance, and critical thinking skills that can transfer to academic success across various subject areas. 3. Social and Emotional Development: Participating in music education promotes social	

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		and emotional skills such as collaboration, communication, empathy, and self-expression. For students in poverty who may face social and emotional challenges related to adverse life experiences, music education provides a supportive and inclusive environment where they can develop positive relationships, build confidence, and express themselves creatively. 4. Resilience and Grit: Learning to play a musical instrument or perform in a musical ensemble requires dedication, practice, and resilience. Students in poverty who engage in music education learn the value of perseverance and grit, overcoming obstacles and setbacks to achieve their musical goals. This sense of accomplishment and resilience can transfer to other areas of their lives, helping them navigate challenges and persevere in the face of adversity. 5. Community Engagement: Quality music education often involves participation in musical ensembles, performances, and community events. For students in poverty, involvement in music education fosters a sense of belonging and connection to their school and community. Music brings people together, transcending barriers and fostering a sense of unity and shared purpose among students from diverse backgrounds. 6. Career and Life Skills: Music education equips students with valuable career and life skills such as creativity, problem-solving, teamwork, and adaptability. For students in poverty, these skills are essential for success in the 21st-century workforce and for breaking the cycle of	

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		intergenerational poverty. Music education opens doors to a wide range of career opportunities in music, arts, entertainment, and related fields, providing students with pathways to economic self-sufficiency and personal fulfillment.	
2.5	**Action:** College Entrance Programs **Need:** The rate for ninth-grade students passing Math 1 or Math 1 Honors is a single indicator of the looming University of California requirements (A-G completion) that face students. This rolls up into the College and Career Readiness Indicator (CCI) which shows a need for growth. The need for support for unduplicated pupils shows when one sees that the pass rate for 9th-grade math for English learners (50%), foster youth (53%), and low-income students (62%) all lag behind the overall pass rate of 64%. The educational partners felt that programs such as AVID were a necessary component to assist students to overcome these needs and to provide those college access needs that some of our parents cannot provide. **Scope:** Schoolwide	The Advancement Via Individual Determination (AVID) program and ancillary programs serve the needs of all students, especially low-income students, by providing comprehensive support to help them access and succeed in college: 1. College Readiness Skills: AVID equips students with academic, organizational, and social skills crucial for college success (Martin, 2012). Through its curriculum, students learn critical thinking, note-taking, study, and time management skills, essential for navigating college-level coursework (AVID, n.d.). 2. Supportive Learning Environment: AVID fosters a supportive learning community where students feel valued and encouraged to pursue their academic and college goals (AVID, n.d.). Small group tutorials, collaborative activities, and peer support networks in AVID classrooms promote academic confidence and a sense of belonging among students, particularly those from low-income backgrounds (Martin, 2012). 3. College Preparation Resources: AVID offers students access to college preparation resources, including application assistance, financial aid workshops, and college visits (AVID, n.d.). These resources demystify the college admissions	This action will be measured by M2.10, M2.11 and M2.12

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		process and provide low-income students with the information and support needed to navigate higher education (Martin, 2012). 4. Individualized Support: AVID provides individualized support and mentorship to students through academic advising, counseling, and tutoring (AVID, n.d.). Educators and mentors work closely with students to set academic and college goals, develop personalized plans, and offer ongoing encouragement to overcome obstacles (Martin, 2012). 5. Equity and Access: AVID promotes equity and access by providing opportunities for low-income students to excel academically and pursue college pathways (AVID, n.d.). By offering support services and resources, AVID helps level the playing field and empower all students to reach their full potential (Martin, 2012). 6. Long-Term Support: AVID provides long-term support to students, guiding them from middle school through high school and into college (AVID, n.d.). Its focus on academic rigor and lifelong learning ensures that students are prepared not only for college admission but also for persistence and completion (Martin, 2012). AVID and like programs allow for a shift in the culture that will be most successful if offered in a schoolwide manner and not limited in access to a student group or groups. However, this effort is designed and principally directed toward low-income, foster youth, and English learners who are first in their families to attend college.	

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2.7	**Action:** Extended Learning Program **Need:** Low-income, foster youth, and English learners are those students who are least likely to have access to after school enrichment away from the public school setting. In order to attempt to both bring students back into a high levels of engagement and positive connection to school and allow for increased learning time, this action has remained crucial. The one change has been the advent of the Expanded Learning Opportunity program which has allowed for a Tk-6th grade program for those students and so this goal is now targeted in grade range to 7-12. Parents have been strong advocates of a strong afterschool program to assist with homework and enrichment. **Scope:** Schoolwide	A high-quality after-school program serves the needs of low-income, English learners, and foster youth in grades 7-12 through various means: 1. Academic Support: These programs offer academic assistance, including tutoring and homework help, reinforcing classroom learning (Dynarski, 2014). For low-income and foster youth facing academic challenges, these resources provide vital support and enhance their academic skills. 2. College and Career Readiness: After-school programs often provide workshops on college exploration and career planning (Dynarski, 2014). Such initiatives help low-income and foster youth develop goals for higher education and careers, equipping them with knowledge and resources for postsecondary pursuits. 3. Social and Emotional Support: Quality after-school programs prioritize social and emotional learning, offering opportunities for youth to build relationships and interpersonal skills (Durlak et al., 2011). These settings foster a sense of belonging and provide vital support for low-income and foster youth facing social and emotional challenges. 4. Life Skills Development: Life skills workshops and activities in after-school programs help youth build resilience and decision-making skills (Durlak et al., 2011). For low-income and foster youth, these experiences are invaluable for navigating	This action will be measured using metric M2.5, M2.6, M2.9, M1.1, and M1.7

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		challenges and transitioning to adulthood successfully. 5. Enrichment Opportunities: After-school programs offer enrichment activities such as arts, sports, and STEM programs (Dynarski, 2014). These opportunities expose low-income and foster youth to new interests and experiences, broadening their horizons and nurturing their talents. 6. Family and Community Engagement: Quality after-school programs engage families and communities through workshops and events (Durlak et al., 2011). These partnerships strengthen support networks for low-income and foster youth, enhancing their overall well-being and success. Although principally directed to low-income, English learners, and foster youth extended learning is best offered in the most equitable schoolwide format possible in order to build a diverse experience for all learners and keep it well connected to the school day. There will be no barrier for entry for any student.	
2.8	**Action:** Multi-tiered Systems of support- In class interventions for Reading and Math **Need:** Students are in need of intervention in English language arts and mathematics. The distance from standard for all students and all groups shows a great need for a multi-tiered approach	The need for intervention is profound in our low-income, foster youth, and English learners, however, these students are in great numbers across every classroom in the system where intervention is needed. With such widespread need, it is most appropriate to provide this service in a system-wide approach. This action will include funding for 21.5 certificated and 12.7 classified	This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9

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	to intervention for which this is a first and second tier. The data for unduplicated student groups lags behind that of all students in ELA scores on the CAASPP with a greater distance from standard (DFS) than the 66.2 for all students. The difference is as follows: English learners- 32 points lower Foster youth- 52 points lower Low-Income- 11 points lower A similar discrepancy exists in Math: English learners- 33 points lower Foster youth- 44 points lower Low-Income- 11 points lower In addition, this action is widely supported by all educational partners who are seeking systematic answers for managing behavior while still serving all students. **Scope:** LEA-wide	staff (FTEs). This in-class practice is most effective for students for the following reasons: 1. Equity and Access: Offering intervention programs district-wide ensures that all students have equitable access to academic support (Klingner et al., 2005). By prioritizing interventions for those who need them most, the district promotes fairness and ensures that all students have an equal opportunity to succeed academically. 2. Early Intervention and Prevention: Early-stage intervention programs target students at risk of academic difficulties and aim to prevent further learning challenges (Denton et al., 2010). By addressing learning gaps early, these programs reduce the need for more intensive interventions later and promote academic success for all students. 3. Individualized Support: Inclusionary settings allow intervention programs to be delivered within the general education classroom, providing students with personalized support (Friend & Bursuck, 2018). This approach ensures that all students receive the assistance they need while minimizing stigma associated with separate pull-out programs. 4. Promotion of Academic Success: Early intervention in reading and mathematics builds foundational skills crucial for academic achievement (Vaughn & Fuchs, 2003). By addressing learning gaps early, these programs	

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		set students on a path to success in all academic areas. 5. Support for English Learners: Early intervention programs can be particularly beneficial for English learners, helping them develop essential language and literacy skills (Saunders & Goldenberg, 2010). By providing targeted support in reading and mathematics, these programs support English learners' academic progress.	
2.9	**Action:** Reading and math intervention programs-intensive tier **Need:** The data for unduplicated student groups lags behind that of all students in ELA scores on the CAASPP with a greater distance from standard (DFS) than the 66.2 for all students. The difference is as follows: English learners- 32 points lower Foster youth- 52 points lower Low-Income- 11 points lower A similar discrepancy exists in Math: English learners- 33 points lower Foster youth- 44 points lower Low-Income- 11 points lower In addition, the educational partners provided feedback during the District Advisory Committee LCAP sessions with strong support for programs that will help bring students	The need for intervention is profound in our low-income, foster youth, and English learners, however, these students are in great numbers across every classroom in the system where intervention is needed. This intervention will provide a space for students in greatest need of intensive support without dividing students by demographic. This action will fund 24 certificated and 30 classified staff (FTEs) across all school sites. Intensive reading and math intervention in a pull-out style can be most impactful for all students for several reasons: 1. Targeted Instruction: Pull-out intervention allows for targeted instruction tailored to students' specific needs (Fuchs & Fuchs, 2006). By focusing on individual or small groups of students, educators can address learning gaps more effectively and provide intensive support to accelerate progress. 2. Customized Learning Environment: Pull-out intervention creates a customized learning environment where students can receive instruction at their own pace and level (Vaughn &	This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	closer to grade level in reading and mathematics. **Scope:** LEA-wide	Fuchs, 2003). This personalized approach allows educators to adapt teaching strategies and materials to meet the unique needs of each student, fostering greater engagement and success. 3. Reduced Stigma: Pull-out intervention can reduce the stigma associated with receiving extra help by providing support in a separate setting away from the general education classroom (Torgesen, 2000). This can help students feel more comfortable and less self-conscious about receiving intervention services, encouraging greater participation and engagement. 4. Flexibility in Grouping: Pull-out intervention allows for flexibility in grouping students based on their specific needs and instructional levels (Vaughn & Fuchs, 2003). Educators can create homogeneous or heterogeneous groups to target specific skills or provide individualized support, ensuring that interventions are tailored to each student's needs.	
2.10	**Action:** Class Size Reduction **Need:** The critical first years of school require intensive attention and focus. Our scores in third-grade ELA and Math on the CAASPP as well as the ELA scores in grades 1-3 on the iReady measure indicate a majority of students are not at standard or grade level. For all students in grade 3 during the winter testing window, the percentage of students at	School-wide class size reduction has a potential impact on student learning outcomes for all students and in particular those students who have the greatest gaps. 1. Enhanced Teacher-Student Interaction: • Smaller class sizes allow for more personalized attention from teachers to individual students. Teachers can better identify learning needs, provide targeted support, and build stronger relationships with each student (Blatchford, 2013).	M2.1, M2.2, M2.3, M2.4, and M2.9.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	or above grade level in reading was 33% in 2024. For our unduplicated students, it was as follows: English learners- 17% Foster youth- 24% Low income- 28% The educational partners affirmed this action and asked for expansion into other grade levels, which was not possible at this time. **Scope:** Schoolwide	• Increased interaction between teachers and students fosters a supportive learning environment, which is particularly beneficial for students who may require additional academic or emotional support. 2. Academic Achievement: • Research consistently demonstrates that smaller class sizes in the early grades are associated with higher academic achievement, particularly in literacy and numeracy skills (Finn & Achilles, 1999). • Low-income students, foster youth, and English Learners often face additional academic challenges. Reducing class size can help address these disparities by providing more opportunities for individualized instruction and support. 3. Early Intervention and Remediation: • With smaller class sizes, teachers can more effectively identify learning difficulties or gaps in understanding early on, allowing for timely intervention and remediation (Mosteller, 1995). • For low-income students, foster youth, and English Learners who may be at a higher risk of falling behind academically, early intervention is crucial for preventing further learning setbacks and promoting academic success. 4. Classroom Climate and Engagement: • Smaller classes promote a more inclusive and engaging classroom climate, where	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students feel valued, supported, and motivated to participate actively in learning activities (Ehrenberg, Brewer, Gamoran, & Willms, 2001). • Foster youth and English Learners, in particular, may benefit from a nurturing and culturally responsive learning environment, which can help mitigate the challenges they may face outside of school. 5. Long-Term Benefits: • The positive effects of smaller class sizes in the early grades can have long-term benefits, including higher graduation rates, increased college enrollment, and improved employment prospects (Chetty, Friedman, & Rockoff, 2011). • By investing in smaller class sizes for K-3 students, especially those from disadvantaged backgrounds, society can help break the cycle of poverty and inequity, leading to broader economic and social benefits. References: • Blatchford, P. (2013). The class size debate: Is small better? McGraw-Hill Education (UK). • Finn, J. D., & Achilles, C. M. (1999). Tennessee's class size study: Findings, implications, misconceptions. Educational Evaluation and Policy Analysis, 21(2), 97-109. • Mosteller, F. (1995). The Tennessee study of class size in the early school	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		grades. The Future of Children, 5(2), 113-127. • Ehrenberg, R. G., Brewer, D. J., Gamoran, A., & Willms, J. D. (2001). Class size and student achievement. Psychological Science in the Public Interest, 2(1), 1-30. • Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011). The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. National Bureau of Economic Research.	
3.1	**Action:** Family Centers **Need:** Families continue to struggle with basic needs for food, shelter, and transportation. We see this in the visits to our family centers and the food pantry turnout each Friday. We distribute basic food items to 150-200 households per week and we serve 100s of families per year with clothing. We do not require demographic data related the unduplicated pupil categories, however anecdotally and logically, these families are our most needy. The community supports and prioritizes this with many parents providing volunteer support to assist with food distribution.	In order to meet the needs of our unduplicated students we must help all families when needs arise, even if for that moment they do not technically qualify as low-income or foster youth, for example. In order to properly serve our unduplicated students it is most efficient to serve all families in need. Family centers in Apple Valley Unified School District provide the following: 1. Holistic Support: Family centers offer a holistic approach to addressing the needs of families by providing a range of support services in one convenient location (Dryfoos, 1994). By offering assistance with basic needs such as food, clothing, housing, and healthcare, these centers help alleviate immediate stressors that may be impacting families' well-being and ability to focus on their children's education. 2. Enhanced Access to Services: Family centers increase access to essential services by bringing them directly into the school community (Dryfoos, 1994). Families facing economic hardship or	This action will be measured by Metric M3.1 and M1.1 and M1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	transportation barriers may struggle to access support services elsewhere. By locating these services within our schools, families can easily access the assistance they need without facing additional barriers. 3. Promotion of Equity and Inclusion: Family centers promote equity and inclusion by ensuring that all families, regardless of socioeconomic status, have access to essential resources and support services (Taylor et al., 2006). By addressing disparities in access to basic needs, these centers help level the playing field and create a more inclusive learning environment for all students. 4. Strengthened Parent-School Partnerships: Family centers facilitate stronger partnerships between parents and schools by providing opportunities for collaboration and engagement (Dryfoos, 1994). When parents feel supported and valued, they are more likely to actively participate in their children's education and engage with school activities and initiatives. 5. Improved Student Well-Being and Academic Success: Meeting basic needs is essential for promoting student well-being and academic success (Taylor et al., 2006). When students' basic needs are not met, they may struggle to concentrate in school, perform academically, and fully engage in learning. By addressing these needs, family centers help create a supportive environment where students can thrive academically and socially.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		6. Prevention of Crisis Situations: Family centers help prevent crisis situations by providing early intervention and support to families in need (Dryfoos, 1994). By addressing issues such as food insecurity, homelessness, and lack of access to healthcare before they escalate, these centers help families stabilize their situations and avoid more significant crises down the road.	
3.3	**Action:** Parent Engagement **Need:** The survey data for school environment perception on the part of parents hovers around 60% positive which is troubling and has become an area of focus for our educational community in the return from Pandemic closures. In addition, our parent advisory committees report a great need for family supports for English learners, foster youth, and low-income students. **Scope:** LEA-wide	A robust parent and family engagement committee offers numerous benefits for schools and students. Although principally directed to low-income, foster youth, and English learners, robust family connections must be schoolwide at every level to be effective and unifying. In addition, this work will be coordinated with the differentiated assistance team at the San Bernardino County Superintendent of Schools and the technical assistance that is provided to build strong African American parent advisory networks. Although there is a need for parent outreach for our unduplicated pupils, we see that both our African American student outcomes as well as the students with disabilities will benefit from parent advocacy and connection. AVUSD will promote parent participation through direct outreach, offering engaging, informative, and fun activities for families to share their needs and make connections with school staff. Using the Community school framework, schools will continue to build toward shared leadership that includes parent groups that meet to share ideas, offer solutions, and gain expertise toward the shared goal of student success and community empowerment. In addition, this model will help drive connection for parental participation in	This action will be measured by M3.2, M3.3, M1.7, and M1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		programs for individuals with special needs by including particular outreach and connection to our community through the teachers and other staff who support students with exceptional needs. The rationale for this as a system-wide action is as follows: 1. Improved Academic Outcomes: Research shows that strong parent and family engagement correlates with improved academic outcomes for students (Henderson & Mapp, 2002). A committee or several committees dedicated to fostering parent and family involvement can lead to increased student achievement, higher graduation rates, and better overall academic performance. 2. Positive School Climate: Engaging parents and families in school activities and decision-making processes contributes to a positive school climate (Green et al., 2010). A robust engagement committee fosters partnerships between families and schools, creating a supportive environment where students feel valued and motivated to learn. 3. Enhanced Communication and Collaboration: A parent and family engagement committee facilitates effective communication and collaboration between schools and families (Epstein et al., 2009). By providing a forum for dialogue and feedback, the committee helps ensure that parents' voices are heard and that school policies and practices are responsive to family needs and concerns.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		4. Increased Parental Involvement: A dedicated engagement committee encourages greater parental involvement in school activities and events (Baker & Soden, 1997). By organizing workshops, volunteer opportunities, and parent education programs, the committee helps parents feel more connected to the school community and more engaged in their children's education. 5. Support for Student Learning: Engaged parents and families play a critical role in supporting student learning and development (Desimone, 1999). A parent and family engagement committee can provide resources, information, and support to help parents become more effective partners in their children's education, leading to improved learning outcomes. 6. Equity and Inclusion: Research suggests that robust parent and family engagement practices promote equity and inclusion in education (Souto-Manning et al., 2019). A committee focused on enhancing engagement efforts ensures that all families, regardless of background or socioeconomic status, have opportunities to participate in school activities and decision-making processes.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** English Learner Counseling Supports **Need:** The English learners require unique and careful consideration from a high school counselor. This action has shown that with careful attention English learners can graduate at or near the rate of all students. The graduation rate for English learners for the class of 2023 was 86.1% which was almost no change from the prior year and below the rate for all students which is 89.4% for the class of 2023. The AVUSD educational partners felt strongly that this action has been impactful over time and should continue in this next planning cycle. **Scope:** Limited to Unduplicated Student Group(s)	By providing a counselor who is bilingual (Spanish speaking) and with a focused caseload of only English Learners who are majority Spanish speaking, the district will offer relevant and accessible support for this student group. Targeted support for this student group will be focused on, at a minimum, increasing graduation rates, support with college applications and FAFSA completion, improving attendance, and ensuring equitable access to a broad course of study.	English Learner specific data in M1.1 and M1.2 and M2.5 and M2.6
2.6	**Action:** English Language Development Program **Need:** English learners require increased supports as demonstrated in the test scores from CAASPP math and ELA as well as the discrepancy in outcomes in the CCI. The CAASP data is as follows:	The action is tailored to the needs of each student at the campus and grade level using data such as the ELPAC and iReady scores in reading and math. This action is designed to ensure that English learners have access to the common core state standards as well as the ELD standards for purposes of gaining content knowledge and English language proficiency. Students are provided a range of integrated and designated supports as needed. Services are coordinated by	This action will be measured by M2.7, M2.8, and EL outcomes in other metrics such as M2.5 and M2.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELA- All students: -66.2 English Learners: -98.2 Math- All Students: -103 English Learners: -136 The CCI data is as follows: All students 38.5% prepared English Learners: 24.5% prepared To help close this gap the educational partners request this action to improve services and increase opportunities. **Scope:** Limited to Unduplicated Student Group(s)	the English Language Development team and monitored for impact using a growth model that ultimately leads to the English Language Progress Indicator or ELPI. This action includes two certificated positions and 28.2 Classified FTEs.	
2.11	**Action:** Professional Development for staff to address the needs of English Learners **Need:** The CAASPP scores for English learners lag behind those of the student group at large. English learners are in the Red or lowest indicator in both English Language Arts and Mathematics. The distance from standard (DFS) is 98.2 in ELA much higher than the 66.2 for all students. Likewise in Math the DFS is 153.3 in contrast to 103 for all students in the district. Through interaction with our English Language Advisory Committees and the District English Language Advisory Committee parents expressed the need for this action.	By providing professional growth and learning for all instructional staff, Apple Valley Unified School District can work toward meeting the needs of our English learners in several ways: 1- By bringing awareness of high value instructional practices that should be used at the various levels of proficiency, students will benefit from the development of the academic vocabulary and skills that are required and only present with explicit instruction. 2- Students move through the district from school to school as they matriculate, district wide training allows for seamless transition and reduced stress for all involved. 3- Careful attention to the required data points and benchmarks allows student tracking and support so that student progress toward proficiency has a common district definition and clear targets for all.	This action will be measured by M2.7, M2.8, and EL outcomes in other metrics such as M2.5 and M2.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.2	**Action:** Translation Support **Need:** Students with a home language other than English and their parents need increased services at times to access the educational program. Data such as the CAASPP scores show a need for English Learner engagement with the core content. ELA scores expressed in distance from met standard for all students is 66.2 points below while English learners are 98.2 points below. Similarly in Math, all students score 103 points below while English learners are 136 points below standard. The District Advisory Committee and DELAC groups felt strongly that more personal connection with in-person translation and support will allow parents to be able to better support students as they learn English and build Language skill. **Scope:** Limited to Unduplicated Student Group(s)	Translation offers a direct and equitable manner for families to access content, services, and support for students. Although this need can be met with online services and telephone-based interpreters, this in-person service creates a relationship-based approach with continuity and face-to-face support.	This action will be measured by a subset of M3.2 and M3.3.

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

N/A

Additional Concentration Grant Funding

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

The increased concentration grant funds were brought to the district advisory committee during the 2022/23 school year for discussion and priorities. All community partners were engaged in determining the best use of the new resource at the school site level for direct-to-student services. All of the schools in the LEA are above 55% of foster youth, English learners, and low-income students. Therefore, all schools were eligible to receive the benefit of these funds and no comparison can be made. The plan that came from the community included the provision of 10 behavioral intervention technicians (one per elementary school) found in goal 1 action 3, the additional nurses in goal 1 action 2, and added school counselors in goal 1 action 1 so that there is one for every site, and high school therapists. These actions were selected specifically to meet the requirement to increase the number of staff providing direct services to students at schools where the enrollment of unduplicated students is greater than 55%. Because all schools exceed the 55% threshold, AVUSD used site-level needs assessments, behavior, health, and attendance data to determine which direct service staff were most needed.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$146,020,535	41,844,291	28.656%	0.000%	28.656%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$46,441,001.00	$21,032,414.00	$0.00	$5,620,534.00	$73,093,949.00	$57,413,003.00	$15,680,946.00

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	1.1	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,912,214.00	$199,024.00	$3,721,580.00	$268,163.00		$121,495.00	$4,111,238.00	
1	1.2	Increased healthcare support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,055,152.00	$157,626.00	$1,212,778.00				$1,212,778.00	
1	1.3	School Climate supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,635,369.00	$54,441.00	$5,581,040.00	$99,559.00		$9,211.00	$5,689,810.00	
1	1.4	Transportation Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy, Phoenix Academy, Sitting Bull Academy, Sandia Academy, Mariana Academy, Rancho Verde, Yucca Loma,	Ongoing	$3,947,603.00	$1,375,163.00	$5,322,766.00				$5,322,766.00	

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
							Desert Knolls, Sycamore Rocks, Rio Vista									
1	1.5	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$531,882.00	$153,296.00	$685,178.00				$685,178.00	
1	1.6	English Learner Counseling Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Apple Valley High School and Granite Hills High School 9-12	Ongoing	$376,102.00	$0.00	$376,102.00				$376,102.00	
2	2.1	Instructional Coaching Supports	All	No			All Schools	Ongoing	$334,488.00	$0.00	$0.00	$0.00		$334,488.00	$334,488.00	
2	2.2	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,347,270.00	$742,282.00	$849,831.00	$1,970.00		$1,237,751.00	$2,089,552.00	
2	2.3	CTE program support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy, 9-12	Ongoing	$3,238,683.00	$2,694,761.00	$4,089,041.00	$1,542,436.00		$301,967.00	$5,933,444.00	
2	2.4	Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,045,846.00	$688,300.00	$1,441,319.00	$2,284,271.00		$8,556.00	$3,734,146.00	
2	2.5	College Entrance Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Phoenix Academy	Ongoing	$229,051.00	$56,505.00	$65,003.00			$220,553.00	$285,556.00	

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
						Low Income	, Sandia Academy , Mariana Academy , Vanguard Preparatory Academy , Sitting Bull Academy , Apple Valley High School, and Granite Hills High School 7-12									
2	**2.6**	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,724,921.00	$0.00	$2,367,508.00	$3,243.00		$354,170.00	$2,724,921.00	
2	**2.7**	Extended Learning Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Academy , Sandia Academy , Mariana Academy , Vanguard Preparatory Academy , Sitting Bull Academy , Apple Valley High School, High Desert Premier Academy , and Granite Hills High School	Ongoing	$5,336,906.00	$8,270,914.00	$0.00	$13,512,551.00		$95,269.00	$13,607,820.00	

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
							7-12									
2	2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,523,847.00	$0.00	$4,135,385.00	$7,561.00		$380,901.00	$4,523,847.00	
2	2.9	Reading and math intervention programs-intensive tier	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,366,187.00	$66,032.00	$9,447,705.00	$492,198.00		$2,492,316.00	$12,432,219.00	
2	2.10	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	K-3	Ongoing	$5,646,297.00	$0.00	$5,646,297.00				$5,646,297.00	
2	2.11	Professional Development for staff to address the needs of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.1	Family Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$543,814.00	$38,013.00	$581,827.00				$581,827.00	
3	3.2	Translation Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$771,170.00	$41,104.00	$808,029.00	$4,245.00			$812,274.00	
3	3.3	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$73,469.00	$9,612.00			$63,857.00	$73,469.00	
4	4.1	Expand Counseling Supports	All	No			Specific Schools: Apple Valley Virtual Academy and High Desert Premier Academy all	2024/25 funding permitting	$257,697.00	$0.00		$257,697.00			$257,697.00	

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
4	**4.2**	Increased intervention	All	No			Specific Schools: Apple Valley Virtual Academy and High Desert Premier Academy	2024/25 Funding Permiting	$271,952.00	$0.00		$271,952.00			$271,952.00	
4	**4.3**	Support expanded alternative learning opportunities	All	No			Specific Schools: Apple Valley Virtual Academy and High Desert Premier Academy	2024/25 Funding Permiting	$0.00	$209,384.00		$209,384.00			$209,384.00	
5	**5.1**	Mental and Emotional Health and wellness	All	No			Specific Schools: Phoenix Academy and Yucca Loma Elementary	Ongoing	$299,799.00	$0.00		$299,799.00			$299,799.00	
5	**5.2**	Student Intensive Interventions	All	No			Specific Schools: Phoenix Academy and Yucca Loma Elementary	On going	$406,865.00	$0.00		$406,865.00			$406,865.00	
5	**5.3**	Academic, Behavioral, and attendance Intervention and training	All	No			Specific Schools: Phoenix Academy and Yucca Loma Elementary	ongoing	$609,888.00	$760,632.00		$1,370,520.00			$1,370,520.00	

2025-26 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
$146,020,535	41,844,291	28.656%	0.000%	28.656%	$46,441,001.00	0.000%	31.804 %	**Total:**	$46,441,001.00
								LEA-wide Total:	$27,666,255.00
								Limited Total:	$3,651,639.00
								Schoolwide Total:	$15,123,107.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,721,580.00	
1	1.2	Increased healthcare support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,212,778.00	
1	1.3	School Climate supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,581,040.00	
1	1.4	Transportation Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy, Phoenix Academy, Sitting Bull Academy, Sandia Academy, Mariana Academy, Rancho	$5,322,766.00	

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 (%)
						Verde, Yucca Loma, Desert Knolls, Sycamore Rocks, Rio Vista		
1	1.5	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$685,178.00	
1	1.6	English Learner Counseling Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Apple Valley High School and Granite Hills High School 9-12	$376,102.00	
2	2.2	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$849,831.00	
2	2.3	CTE program support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy, 9-12	$4,089,041.00	
2	2.4	Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,441,319.00	
2	2.5	College Entrance Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Academy, Sandia Academy, Mariana Academy, Vanguard Preparatory Academy, Sitting Bull Academy, Apple Valley High School, and Granite Hills High School 7-12	$65,003.00	
2	2.6	English Language Development Program	Yes	Limited to Unduplicated	English Learners	All Schools	$2,367,508.00	

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 (%)
				Student Group(s)				
2	2.7	Extended Learning Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Academy, Sandia Academy, Mariana Academy, Vanguard Preparatory Academy, Sitting Bull Academy, Apple Valley High School, High Desert Premier Academy, and Granite Hills High School 7-12	$0.00	
2	2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,135,385.00	
2	2.9	Reading and math intervention programs-intensive tier	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,447,705.00	
2	2.10	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	K-3	$5,646,297.00	
2	2.11	Professional Development for staff to address the needs of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$100,000.00	
3	3.1	Family Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$581,827.00	
3	3.2	Translation Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$808,029.00	
3	3.3	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,612.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$67,834,609.00	$70,008,684.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Counseling Support	Yes	$3,390,943.00	$3,789,985.00
1	**1.2**	Increased healthcare support	Yes	$1,483,065.00	$1,300,889.00
1	**1.3**	School Climate supports	Yes	$4,342,788.00	$6,295,995.00
1	**1.4**	Transportation Supports	Yes	$4,379,050.00	$5,835,930.00
1	**1.5**	Mental Health Supports	Yes	$752,402.00	$846,182.00
1	**1.6**	English Learner Counseling Supports	Yes	$519,172.00	$539,181.00
2	**2.1**	Instructional Coaching Supports	Yes	$4,087,121.00	$3,623,927.00
2	**2.2**	Professional Learning	Yes	$3,413,606.00	$3,452,421.00
2	**2.3**	CTE program support	Yes	$3,864,534.00	$4,280,812.00
2	**2.4**	Music Program	Yes	$3,947,916.00	$3,482,555.00
2	**2.5**	College Entrance Programs	Yes	$94,447.00	$213,403.00

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)
2	2.6	English Language Development Program	Yes	$2,906,720.00	$2,884,794.00
2	2.7	Extended Learning Program	Yes	$15,164,543.00	$13,090,787.00
2	2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	Yes	$4,757,765.00	$5,515,451.00
2	2.9	Reading and math intervention programs- intensive tier	Yes	$5,979,945.00	$6,464,801.00
2	2.10	Class Size Reduction	Yes	$5,409,574.00	$5,694,155.00
2	2.11	Professional Development for staff to address the needs of English Learners	Yes	$100,000.00	$95,000.00
3	3.1	Family Centers	Yes	$510,774.00	$605,374.00
3	3.2	Translation Support	Yes	$724,878.00	$756,006.00
3	3.3	Parent Engagement	Yes	$65,366.00	$90,245.00
4	4.1	Expand Counseling Supports	No	$320,000.00	$250,000.00
4	4.2	Increased intervention	No	$360,000.00	$264, 431.00
4	4.3	Support expanded alternative learning opportunities	No	$150,000.00	$184,125.00
5	5.1	Mental and Emotional Health and wellness	No	$300,000.00	$210,000.00

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)
5	**5.2**	Student Intensive Interventions	No	$135,000.00	$125,000.00
5	**5.3**	Academic Intervention and training	No	$675,000.00	$381,402.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$40,495,127	$43,689,239.00	$46,310,772.00	($2,621,533.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counseling Support	Yes	$3,205,702.00	$3,289,759.00		
1	1.2	Increased healthcare support	Yes	$1,483,065.00	$1,300,889.00		
1	1.3	School Climate supports	Yes	$4,189,574.00	$6,166,892.00		
1	1.4	Transportation Supports	Yes	$4,379,050.00	$5,835,930.00		
1	1.5	Mental Health Supports	Yes	$752,402.00	$664,772.00		
1	1.6	English Learner Counseling Supports	Yes	$519,172.00	$539,181.00		
2	2.1	Instructional Coaching Supports	Yes	$2,906,923.00	$2,380,924.00		
2	2.2	Professional Learning	Yes	$2,589,402.00	$2,172,664.00		
2	2.3	CTE program support	Yes	$3,392,166.00	$3,737,796.00		
2	2.4	Music Program	Yes	$1,550,755.00	$1,582,998.00		
2	2.5	College Entrance Programs	Yes	$75,217.00	$66,506.00		
2	2.6	English Language Development Program	Yes	$2,648,093.00	$2,645,408.00		
2	2.7	Extended Learning Program	Yes	$1,040,683.00	$9,376.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	Yes	$4,757,765.00	$5,474,770.00		
2	2.9	Reading and math intervention programs- intensive tier	Yes	$3,491,742.00	$3,426,862.00		
2	2.10	Class Size Reduction	Yes	$5,366,876.00	$5,555,594.00		
2	2.11	Professional Development for staff to address the needs of English Learners	Yes	$100,000.00	$95,000.00		
3	3.1	Family Centers	Yes	$510,774.00	$606,281.00		
3	3.2	Translation Support	Yes	$724,878.00	$750,510.00		
3	3.3	Parent Engagement	Yes	$5,000.00	$8,660.00		

2024-25 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)
$142,215,492	$40,495,127	0.00%	28.474%	$46,310,772.00	0.000%	32.564%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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