

LCFF Budget Overview for Parents

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

CDS Code: 19642460000000

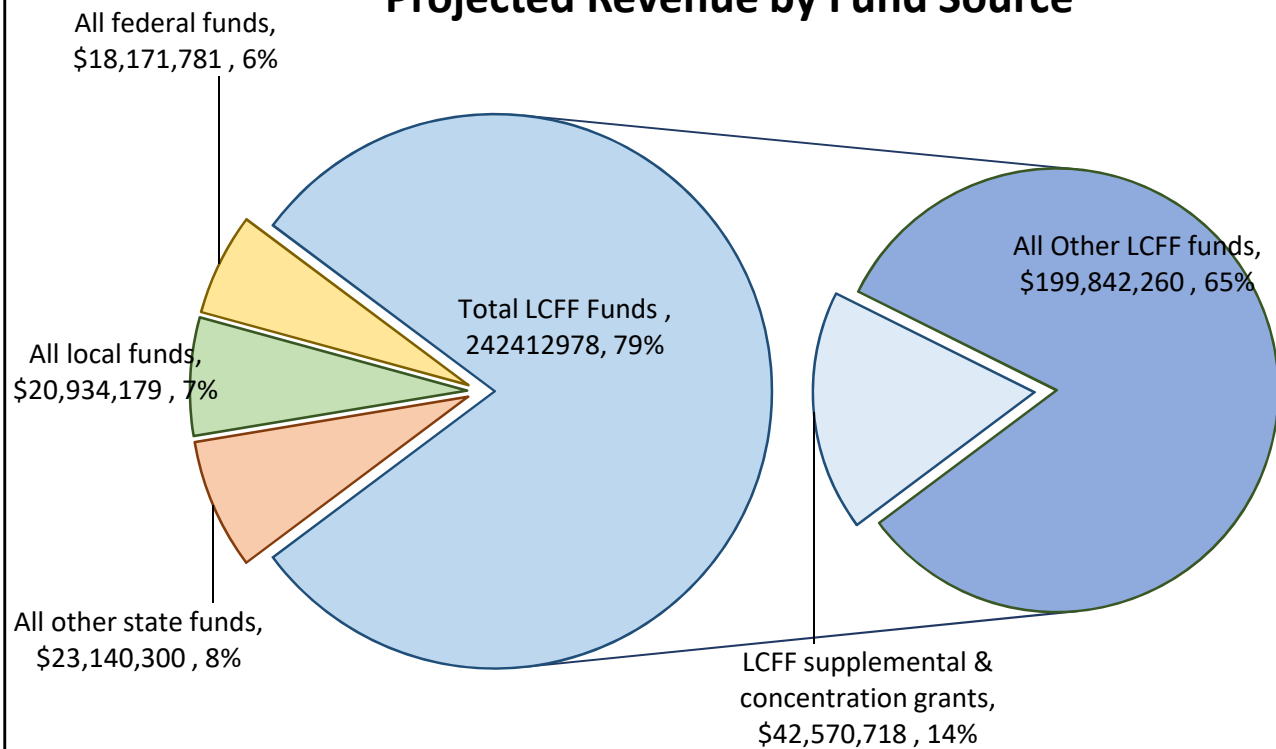
School Year: 2021 – 22

LEA contact information: Joe Kelly, (661) 948-7655 jkelly@avhsd.org

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

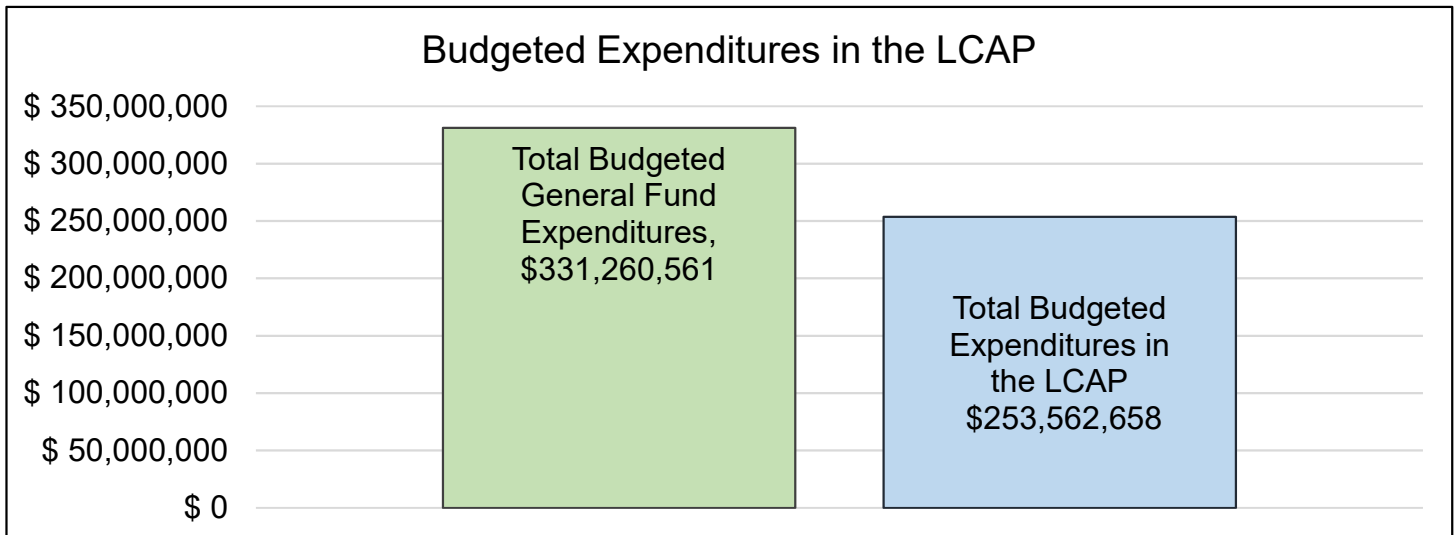


This chart shows the total general purpose revenue Antelope Valley Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Antelope Valley Union High School District is \$304,659,238.00, of which \$242,412,978.00 is Local Control Funding Formula (LCFF), \$23,140,300.00 is other state funds, \$20,934,179.00 is local funds, and \$18,171,781.00 is federal funds. Of the \$242,412,978.00 in LCFF Funds, \$42,570,718.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Antelope Valley Union High School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Antelope Valley Union High School District plans to spend \$331,260,561.00 for the 2021 – 22 school year. Of that amount, \$253,562,658.00 is tied to actions/services in the LCAP and \$77,697,903.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

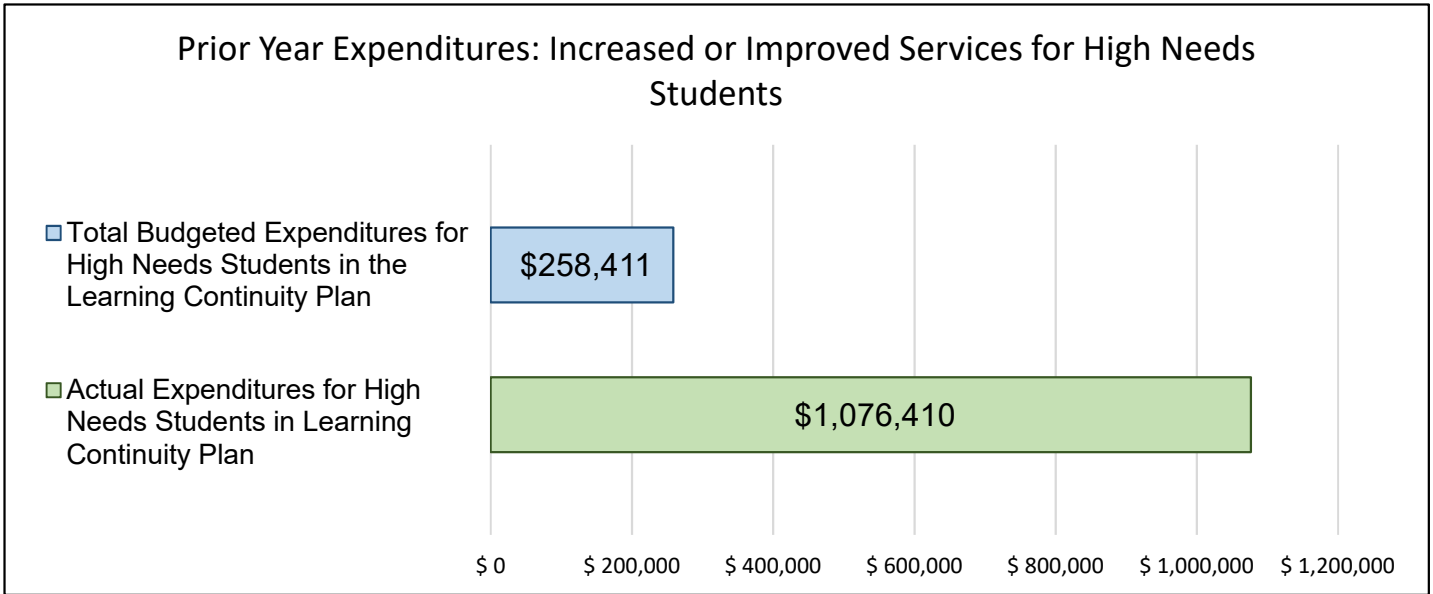
General Fund expenditures not included in the LCAP include those costs of operations and general business expenses of the District, as well as certain federal programs. These expenditures include utilities, insurance, postage, fuel, and site and district support personnel.

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Antelope Valley Union High School District is projecting it will receive \$42,570,718.00 based on the enrollment of foster youth, English learner, and low-income students. Antelope Valley Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Antelope Valley Union High School District plans to spend \$46,089,761.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Antelope Valley Union High School District's Learning Continuity Plan budgeted \$258,411.42 for planned actions to increase or improve services for high needs students. Antelope Valley Union High School District actually spent \$1,076,410.16 for actions to increase or improve services for high needs students in 2020 – 21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Antelope Valley Union High School District	Dr. Joseph Kelly Director of School Improvement	jkelly@avhsd.org (661) 349-5059 ext 286

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Antelope Valley Union High	Joe Kelly Dir of School Improvement	jkelly@avhsd.org (661) 349-5059 286

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

Goal #1: Ensure that students are academically proficient and prepared for college and career ready.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Graduation Indicator	<p>2019-20 YELLOW on Dashboard</p> <p>Status: 82.9% (medium)</p> <p>Change: -.5% (maintained)</p> <p>Goal - grow 1%</p>	<p>Goal Met</p> <p>Dashboard 2019- 83.6%- maintained 0.7%</p> <p>Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20 for a percent change of .7%.</p> <p>Source: dashboard.org/reports/1964246000000/2019#graduation-rate-card</p> <hr/> <p>Use the following for LCAP 21-22 baseline: Source -DataQuest for 2019-20 Total Cohort: 5,133</p>

Graduated: 4,401 @ 85.70%

<https://data1.cde.ca.gov/dataquest/dqcensus/Coh5YrRate.aspx?aggllevel=district&year=2019-20&cds=1964246>

English Learner Indicator

2019-20

Indicator being revised. Status will be released next year. Status and change in 2020-21.

Goal Undetermined

Change not available as per 2019 Dashboard- established a status of 39.3% making progress towards English language proficiency

YELLOW on Dashboard
Status - 39.3% (low)
Change - Not available

Source:

<https://www.caschooldashboard.org/reports/1964246000000/2019#english-learner-progress-card>
Indicator being revised.

Data Source for 21-22 LCAP

<https://dq.cde.ca.gov/dataquest/page2.asp?level=District&subject=LC&submit1=Submit>

RFEP

2019-20

6.2%

Goal: Grow 6%

Goal Met

Reclassification rates increased from 6.2% in 2018-19 to 21.8% in 2019-20 for a percent change of 15.6%

Source:

<https://dq.cde.ca.gov/dataquest/page2.asp?level=District&subject=LC&submit1=Submit>
EL: 2033 (9.0%)
RFEP: 470 (21.8%)

CALPADS 2.12
RFEP in 2019-2020
461 out of 1972 Students Census to Census = 23.3%

<p>EL Progress and Proficiency</p>	<p>2019-20 ELPAC Level 4: Maintain Maintain level 4 at 22.8%</p>	<p>Goal Not Met</p> <p>Percentage of students achieving level 4 on ELPAC decreased from 22.8% in 2018-19 to 10% in 2019-20 for a percent change of 12.8%</p> <p>https://www.cde.ca.gov/ds/sg</p> <p>AVUHSD-PowerSchool SIS 2129 Tests taken 213 (10%) Level 4</p>
<p>College & Career Indicator</p>	<p>2019-20 Goal: grow 2%</p> <p>From 26% prepared on Fall 2018 Dashboard to 28% prepared on Fall 2019 Dashboard</p>	<p>Goal Met</p> <p>2019 Dashboard- 27.6% prepared</p> <p>Percent of Prepared students increased from 26% in 2018 to 27.6% in 2019 for a percent change of 1.6%</p> <p>https://www.cde.ca.gov/ta/ac/cm/datafiles2020.asp</p> <p>CALPADS- 3.10, 3.11, 3.14, 3.15, 15.1, and 15.2</p> <p>3.10-course completion</p> <p>3.14- CTE completion</p> <p>15.1- completion of A-G, State seal of biliteracy, pre-apprenticeship, and state or federal job program</p>
<p>Percentage of students taking an AP exam</p>	<p>2019-20 Increase/Maintain from prior year- 8,137 or more AP exams taken for 2018-19-reported in 2019-20</p> <p>2016-17: 7,366 exams taken</p> <p>2017-18: 8,137 exams taken</p>	<p>Goal Not Met</p> <p>The number of AP exams taken in 2018-19 decreased from 8,137 taken in 2017-18 to 7,781 in 2018-19 for a total decrease of 356 from the year before and a subsequent decrease in 2019-20 as 6,890 AP exams were taken which represent a decrease of 891 from the year before.</p> <p>Source:</p> <p>https://scores.collegeboard.org/ 7,781 Exams Taken</p>

AP / IB Courses offered**2019-20**

Increase/Maintain course offerings in 2019-20 at 355 or higher

2017-18 AP/IB Course Offerings- 339

2018-19 AP/IB Course Offerings- 355

Goal Met

AP/IB Course offerings were increased from 355 in 2018-19 to 484 in 2019-20 for an overall course offering increase of 129

Source:

PowerSchool- Student Information System

A-G Rates**2019-20**

The goal for 2018-19 reported in 2019-20 is to increase 1% from 33.8% to 34.8%

2016-17 A-G rate- 36.5% 2017-18 A-G rate- 33.8%

(DataQuest: Adjusted Four-Year Cohort Graduation Rate data)

Goal Met

Percentage of students meeting A-G increased from from 33.8% in 2018-19 to 34.2% in 2019-20 for a percent change of .4%.

AVUHSD- 4,057 Reg HS Diploma Grads

Grads meeting A-G- 1,387 = 34.2% meeting A-G

Source:

2019-20 Four-Year Adjusted Cohort

<https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2019-20&cds=1964246>

2019-20

ELA - + 3 points from standard.
Decrease distance from standard
from 38.8 below standard in 2017-18
to 35.8 below standard in 2018-19-
Reported in 2019-20-All Students

Math - + 3 points from standard.
Decrease distance from standard
from 132.1 below standard in
2017-18 to 129.1 below standard in
2018-19-Reported in 2019-20-All
students

EAP- ELA- Increase 1% from
38.74% in 2017-18 to 39.74% in
2018-19-reported in 2019-20-All
students

EAP-Math- Increase 1% from
13.57% in 2017-18 to 14.57% in
2018-19-reported in 2019-20-All
students

Goal Not Met

2019 Dashboard results
ELA-37.6 points below standard
ELA points below standard decreased from 38.8 points below standard
on 2018 Dashboard, to 37.6 below standard on the 2019 Dashboard
for a point change of (.8)

Math- 133.4 points below standard
Math points below standard increased from 132.1 points below standard
on 2018 Dashboard, to 133.4 points below standard on the 2019
Dashboard for a point change of (-2.3)

Source:
<https://www.caschooldashboard.org/reports/19642460000000/2019#english-language-arts-card>

Goal Not Met

EAP- ELA- 2019-20 results- 37.65%- Standard exceeded and met

EAP for ELA decreased from 38.74 in 2018-19 to 37.65 in 2019-20 for a
percent change of 1.09

EAP- Math- 2019-20 results 11.19%- Standard exceeded and met
EAP for Math decreased from 13.57 in 2018-19
to 11.19 in 2019-20 for a percent change of
2.38%

Source:
<https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport? ps=true& IstTestYear=2019&IstTestType=B&IstGroup=1&IstSubGroup=1& IstGrade=11&IstSchoolType=A&IstCounty=19&IstDistrict=64246-000& IstSchool=0000000&IstFocus=a>

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.1 Provide students the opportunity to visit colleges and universities</p>	<p>\$2,398 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$3,969 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,784 - LCFF - 3000-3999 Employee Benefits</p> <p>\$18,236 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - College Readiness Block Grant - 5000-5999 Services and Other Operating Expenses - CRBG Expired</p> <p>\$48,371 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$690 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$8,848 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$59,474 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$5,000 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p>	<p>\$5,682 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,220 - LCFF - 3000-3999 Employee Benefits</p> <p>\$21,824 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - College Readiness Block Grant - 5000-5999 Services and Other Operating Expenses</p> <p>\$11,370 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$2,441 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$17,784 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$26,278 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$163 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,945 - LCFF - 3000-3999 Employee Benefits</p> <p>\$450,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$400 - LCFF - 5000-5999 Services and</p>	<p>\$7,812 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,677 - LCFF - 3000-3999 Employee Benefits</p> <p>\$910 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - LCFF - 5000-5999 Services and</p>

1.2 Administer PSAT for all students grades 9,10 and 11 and administer the SAT to all 11th grade students as an indication of college readiness

Other Operating Expenses

Other Operating Expenses

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.3 Provide new Curriculum Coordinator to focus on writing across subject areas</p>	<p>\$95,728 - LCFF - 1000-1999 Certificated Salaries - Curriculum Coordinator \$34,351 - LCFF - 3000-3999 Employee Benefits \$10,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 3000-3999 Employee Benefits \$0 - LCFF - 4000-4999 Books and Supplies</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.4 Send requisite number of teachers to summer AP training to maintain appropriate levels of qualified staffing</p>	<p>\$0 - College Readiness Block Grant - 5000-5999 Services and Other Operating Expenses - End of College Readiness Block Grant \$220,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Take over as College Readiness Block Grant expires</p>	<p>\$0 - College Readiness Block Grant - 5000-5999 Services and Other Operating Expenses \$14,368 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,100 - LCFF - 1000-1999 Certificated Salaries \$237 - LCFF - 3000-3999 Employee Benefits \$48 - LCFF - 4000-4999 Books and Supplies</p>

Action 5

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Location: All Schools

1.5 Expand tutoring and remediation options outside of the regular school day to enhance academic support for all students

\$62,643 - LCFF - 1000-1999 Certificated Salaries
 \$10,140 - LCFF - 2000-2999 Classified Salaries
 \$14,099 - LCFF - 3000-3999 Employee Benefits
 \$675,000 - LCFF - 5000-5999 Services and Other Operating Expenses
 \$10,008 - Federal Revenues - Title I - 1000-1999 Certificated Salaries
 \$690 - Federal Revenues - Title I - 2000-2999 Classified Salaries
 \$2,294 - Federal Revenues - Title I - 3000-3999 Employee Benefits
 \$465,829 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Title I-Alternative Supports-SES Tutoring
 \$10,150 - LPSBG - 1000-1999 Certificated Salaries
 \$10,150 - LPSBG - 2000-2999 Classified Salaries
 \$5,387 - LPSBG - 3000-3999 Employee Benefits
 \$10,000 - LPSBG - 4000-4999 Books and Supplies
 \$6,000 - LPSBG - 5000-5999 Services and Other Operating Expenses

\$16,201 - LCFF - 1000-1999 Certificated Salaries
 \$7,340 - LCFF - 2000-2999 Classified Salaries
 \$5,700 - LCFF - 3000-3999 Employee Benefits
 \$158,940 - LCFF - 5000-5999 Services and Other Operating Expenses
 \$400,242 - Federal Revenues - Title I - 1000-1999 Certificated Salaries
 \$603,778 - Federal Revenues - Title I - 2000-2999 Classified Salaries
 \$149,148 - Federal Revenues - Title I - 3000-3999 Employee Benefits
 \$237,208 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses
 \$0 - LPSBG - 1000-1999 Certificated Salaries
 \$0 - LPSBG - 2000-2999 Classified Salaries
 \$0 - LPSBG - 3000-3999 Employee Benefits
 \$0 - LPSBG - 4000-4999 Books and Supplies
 \$0 - LPSBG - 5000-5999 Services and Other Operating Expenses
 \$379,892 - LCFF - 4000-4999 Books and Supplies

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1.6 Administer Scholastic Reading Indicator to all students 2 times per year</p>	<p>\$0 - LCFF - Included in HMH contract (repeated expenditure)</p>	<p>\$0 - LCFF - Included in HMH Contract (repeated expenditure)</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.7a Reduce class sizes to a 25:1 ratio for intensive ELA and literacy support classes</p>	<p>\$34,500 - LCFF - 1000-1999 Certificated Salaries \$7,407 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 3000-3999 Employee Benefits</p>

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.7b Reduce class sizes to 25:1 ratio for intensive Algebra and support classes</p>	<p>\$34,500 - LCFF - 1000-1999 Certificated Salaries \$7,407 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$14,549 - LCFF - 1000-1999 Certificated Salaries \$3,123 - LCFF - 3000-3999 Employee Benefits</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p>	<p>\$6,823 - LCFF - 1000-1999 Certificated Salaries \$109,347 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$170,620 - LCFF - 2000-2999 Classified Salaries</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.8 Add additional staff to administer and monitor ELPAC outcomes</p>	<p>\$60,234 - LCFF - 3000-3999 Employee Benefits</p> <p>\$10,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$129,177 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Monitor EL Progress</p> <p>\$71,327 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Monitor EL Progress</p>	<p>\$70,270 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$132,476 - Federal Revenues - Title III - 2000-2999 Classified Salaries</p> <p>\$85,887 - Federal Revenues - Title III - 3000-3999 Employee Benefits</p>
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Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1.9 Utilize counseling and goal setting strategies to encourage more students to challenge themselves with higher level courses through a review of PSAT scores (also reflected in Goal #2.1 and 2.2)</p>	<p>\$0 - Cost reflected in 2.1 (repeated expenditure)</p>	<p>\$0 - Cost reflected in 2.1</p>

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1.9a Utilize counseling and goal setting strategies to encourage more students to challenge themselves with higher level courses</p>	<p>\$0 - Cost associated with 2.1 (repeated expenditure)</p>	<p>\$0 - Cost associated with 2.1</p>

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.9b One counselor from each site will be designated as a Foster Youth counselor and will track academic progress and monitor conduct and attendance for all targeted students (also reflected in goal 2.2)</p>	<p>\$0 - Cost reflected in 2.2 (repeated expenditure)</p>	<p>\$0 - Cost reflected in 2.2</p>

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1.10 Increase rates of student participation and demonstration of college preparedness in Early Assessment Program</p>	<p>\$0 - Cost reflected with 2.1 (repeated expenditure)</p>	<p>\$0 - Cost reflected in 2.1</p>

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p>	<p>\$0 - Expenditure reflected in 1.12</p>	<p>\$0 - Expenditure reflected in 1.12</p>

Location: All Schools

1.11 Site EL Coordinator will provide two hour professional development trainings for all teachers on the proper identification and coding of EL and RFEP students in general education classes. Expenditure reflected in 1.12.

Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.12 Designated EL Staff to monitor academic progress of all RFEP students for 4 years after reclassification including the addition of regional staff to ensure equitable practices</p>	<p>\$416,297 - LCFF - 1000-1999 Certificated Salaries \$558,009 - LCFF - 2000-2999 Classified Salaries \$309,304 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$408,819 - LCFF - 1000-1999 Certificated Salaries \$420,211 - LCFF - 2000-2999 Classified Salaries \$517,811 - LCFF - 3000-3999 Employee Benefits</p>

Action 16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.13 Three additional professional development days per teacher focused on best practices for LI, EL and FY student achievement (paid at per diem rate)</p>	<p>\$1,544,974 - LCFF - 1000-1999 Certificated Salaries \$318,711 - LCFF - 3000-3999 Employee Benefits \$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$1,126,625 - LCFF - 1000-1999 Certificated Salaries \$288,159 - LCFF - 3000-3999 Employee Benefits \$9,689 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.14 Provide above and beyond alternatives means for students to recapture credits after unsuccessful attempts above and beyond our core services and what is required</p>	<p>\$1,821,608 - LCFF - 1000-1999 Certificated Salaries \$612,012 - LCFF - 2000-2999 Classified Salaries \$936,365 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$1,698,232 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 2000-2999 Classified Salaries \$555,747 - LCFF - 3000-3999 Employee Benefits</p>

Action 18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.15 Provide "Naviance" software to students to improve College and Career readiness</p>	<p>\$98,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$40,212 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Title I-Alt Supports-College and Career Ready \$39,636 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - ROP</p>	<p>\$107,424 - LCFF - 5000-5999 Services and Other Operating Expenses \$41,361 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$39,636 - Other State Revenues - 5000-5999 Services and Other Operating Expenses \$1,425 - LCFF - 1000-1999 Certificated Salaries \$306 - LCFF - 3000-3999 Employee Benefits</p>

Action 19

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$113,866 - LCFF - 1000-1999 Certificated Salaries \$39,569 - LCFF - 3000-3999 Employee</p>	<p>\$105,754 - LCFF - 1000-1999 Certificated Salaries \$46,266 - LCFF - 3000-3999 Employee</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.16 Coordinator of Performance Metrics and Computer Science to work with sites on using LCAP metrics to improve student outcomes as well as to integrate Computer Science principles into regular courses</p>	<p>Benefits</p>	<p>Benefits</p>
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Action 20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.17 Provide ancillary instructional materials, beyond the core, to increase and improve interactivity at the classroom level.</p>	<p>\$753,102 - LCFF - 4000-4999 Books and Supplies - Ancillary instructional materials</p> <p>\$200,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$50,000 - LCFF - 6000-6999 Capital Outlay</p> <p>\$113,163 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Instr materials to support integrated and designated ELD</p> <p>\$45,875 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - AdditionalInstr Support for LTELs</p> <p>\$19,630 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Instr materials to support integrated and designated ELD</p> <p>\$23,797 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses</p> <p>\$2,417 - Federal Revenues - Title IV - 4000-4999 Books and Supplies</p> <p>\$8,107 - LPSBG - 4000-4999 Books and Supplies</p>	<p>\$375,557 - LCFF - 4000-4999 Books and Supplies</p> <p>\$87,924 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$90,395 - LCFF - 6000-6999 Capital Outlay</p> <p>\$7,442 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title III - 4000-4999 Books and Supplies</p> <p>\$0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title IV - 4000-4999 Books and Supplies</p> <p>\$0 - LPSBG - 4000-4999 Books and Supplies</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The 2019-20 school year presented challenges in staffing and procurement which impacted planned expenditures. Due to the COVID pandemic, several programs and services were truncated, shifted to a virtual environment, or were unable to be delivered in full.

LCAP 1.1- Provide Students the Opportunity to Visit Colleges and Universities- This action was shifted to virtual college visits whenever possible. Most of the pre-scheduled End-of-Year field trips had to be canceled due to school closures. Negative impacts to students were minimized by outreach efforts of teachers and counselors who organized virtual field trips.

LCAP 1.2- Administer the PSAT to all Students grades 9,10 and 11, and SAT to all 11th Grade Students- This action was abbreviated to include only the SAT as the PSAT was canceled. Funds from this truncated action were used to support technology replacement needs with the purchase of additional chromebooks in Goal 2.10, with the balance carried over to increased services for 2020-21.

LCAP 1.3-ELA Curriculum Coordinator- Remained unfilled- Impact to student was minimized through district support staff and cross-training efforts to sites. Funds from this action were carried over to increased actions for the 2020-21 school year.

LCAP 1.4- Send Requisite number of teachers to Summer AP training- The summer AP in-person training was canceled and shifted to AP Virtual trainings, with fewer teachers participating than anticipated due to the pandemic. The impact to students was moderate, as fewer teachers were provided with the necessary PD to implement instructional strategies and optimize new AP resources necessary to increase student AP exam participation and pass rates. Funds from this action were used to expand virtual PD options for teachers as evidenced in Goal 2.

LCAP 1.5- Expand Tutoring and Remediation Options- Extended day tutoring that was previously offered in-person, in small groups at school, including before and after school and on Saturdays, was shifted to virtual settings, and funded with alternative funding sources once schools closed from the COVID pandemic. Existing virtual tutoring options, such as Tutor.com, continued to be utilized during this time, and funded with Supplemental and Concentration funds, however, reductions in certificated and classified salaries with benefits were the result of the reduced need for tutoring staff at sites, once schools closed. Supplemental and Concentration funds from this action were carried over to increased actions for 2020-21.

LCAP 1.8- Add Additional staff to Administer and Monitor ELPAC outcomes- Certificated staff were not utilized to administer the Summative ELPAC, since the assessment was canceled due to the pandemic. Funds were used to support the increase to classified staff who increased their monitoring efforts with ELs, once schools closed from the pandemic.

LCAP 1.13-(Action-16) Provide 3 Additional Professional Development Days per teacher- This action was implemented as planned but shifted to virtual settings after school closures, which was less expensive than in-person PDs, and had an overall positive impact on teachers and their capacity to facilitate distance learning. Funds from this action were carried over to 2020-21 for increased services.

LCAP 1.17-(Action 20) Provide Ancillary Instructional Materials and Supplies- Additional supplies were purchased for students but served a different function after the COVID pandemic, to support distance learning and tutoring, and funded with alternative resources. Priority for spring procurement was given to ensuring students' access to curriculum using Coronavirus Relief Funding. Procurement of supplemental supplies for the classroom, as planned in LCAP 1.17-(Action- 20), continued in 2020-21 as supplies became available, and in preparation for students' return to campus. The impact to high-needs students was minimized in that students were provided the ancillary supplies to engage and participate in distance learning, though it was not ideal compared to in-person, at-school learning with peers and caring educators.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges-Until the COVID pandemic, most of the LCAP Goal 1 actions were implemented as planned. However, due to the abruptness of COVID-related school closures, there were many challenges to ensure that all students continued to learn and make progress at high levels. All actions and services that could be offered virtually were shifted in order to minimize negative impacts on students and staff. Site and district support staff remained in place but had to adjust quickly to learn how to more closely monitor high-need student participation and progress virtually. District and site support staff expanded virtual mentoring and tutoring options and provided teachers, administrators and support staff with professional development strategies so teachers could implement distance learning and provide interventions successfully. Another identified challenge of meeting this goal, was in providing students the necessary ancillary materials and supplies needed to learn from home. Classes could no longer share materials and supplies from class to class, all students would need their own set of ancillary instructional supplies to learn from home. Due to procurement and supply chain difficulties, not all ancillary supplies were able to be purchased and distributed to students until the 2020-21 school year. Parents indicated in advisory meetings and surveys that they appreciated the additional instructional supplies that were able to be distributed from schools to home, but asked for more support in this area.

Challenges- Goal 1-Actions not implemented- LCAP 1.2- PSAT administration was canceled due to the COVID pandemic. The impact to students was moderate, as students use the PSAT process to help prepare for the SAT. LCAP 1.3 Curriculum Coordinator for writing was unfilled. The impact to students was minimized through district collaboration, professional development and cross-training efforts that addressed writing.

Successes-The unanticipated result of making these wide-sweeping virtual shifts was the ability for staff to plan, learn and connect with students in new and unique ways. While in-person, at-school instruction and learning is always optimal, both students and staff shared that they appreciated new-found flexibilities and autonomy associated with distance learning, from more personalized learning experiences to student-centered instructional schedules that offered student voice and choice for additional supports through expanded virtual tutoring options and pm teacher office hours. An additional success during this school year was LCAP 1.16-Coordinator of LCAP Metrics. This person was able to construct local databases, "Data Central," and "Ed Central," as a resource for staff to more efficiently monitor student outcomes, mentor and set goals for students, and plan, schedule and evaluate professional development for teachers, administrators and support staff. Staff has been trained on how to utilize these tools and has become more proactive in their progress monitoring efforts and in scheduling PD. Stakeholder feedback and usage reports were positive and indicated both ease-of-use and optimum usage of the tools, as indicated in usage reports and survey data.

Effectiveness-There was an overall increase in the effectiveness of Goal 1's actions implemented based on the 2019-20 results of available state and local data- Graduation rates increased by .7% from the year before, and while the EL change was unavailable on the 2019 Dashboard, local data for reclassification rates increased from 6.2% in 2018-19 to 21.8% in 2019-20. In 2019-20, ELPAC level 3 and 4 scores were accepted as criteria for reclassification, which boosted reclassification rates from years prior when CELDT was the state assessment for ELs. ELPAC level 4 scores decreased from 22.8% in 2018-19 to 10% in 2019-20 and will begin to have an impact on reclassification rates moving forward as level 3 scores will no longer be acceptable for reclassification criteria. Currently, 39% of ELs are increasing one level or higher on the ELPAC per year. EL progress monitoring and intervention efforts have been increased in 2020-21, with the purchase of Ellevation, a data-base designed specifically to support the identification, instructional differentiation strategies and progress monitoring of ELs. EL proficiency acceleration will continue to be a focus goal priority for LCAP 2021-22.

Effectiveness-College and Career Indicator rates increased from 26% in 2018-19 to 27.6% in 2019-20 with more students participating in CTE Academies and 26% of those students were CTE Pathway completers. There was also an increase of students earning the Seal of Biliteracy. There were 233 students who earned the Seal of Biliteracy, which represented an increase of 12 students from 2018-19. AP/IB offerings also increased significantly in 2019-20 with a total of 355 IB/AP course sections offered which represented an increase of 129 from 2018-19.

Effectiveness-ELA assessment results increased slightly from the year before while math decreased slightly as per 2018 to 2019 Dashboard results.

Goal 2

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities: Increase college and career readiness

Annual Measurable Outcomes

	Expected	Actual
AP Exams Taken	<p>2019-20 Increase or Maintain from prior year</p>	<p>Goal Not Met</p> <p>The number of AP exams reported in 2018-19 decreased from 8,137 taken in 2017-18 to 7,781 in 2018-19 for a total decrease of 356 from the year before, with a subsequent decrease in 2019-20 as 6,890 AP exams were taken which represents a decrease of 891 from the year before.</p> <p>Source:</p> <p>https://scores.collegeboard.org/7,781 Test Taken-2017-18 reported in 2018-19</p> <p>https://scores.collegeboard.org/6890 exams-2018-19 reported in 2019-20</p>
AP Exams with "Qualifying Score" 2019-20	<p>Maintain or Increase from prior year</p> <p>Based upon the increase from last year: 2,177 qualifying scores</p> <p>(+6.4%)</p>	<p>Goal Met</p> <p>The percentage of qualifying scores increased from 2,177 @ 6.4% in 2018-19 to 2405 @ 34.9% in 2019-20</p> <p>Source:</p> <p>https://scores.collegeboard.org/2405 Qualifying Scores out of 6,890 tests taken</p>
Classroom Walk-throughs	<p>2019-20 Increase to 10,000 visits from prior year</p>	<p>Goal Undetermined</p> <p>Due to the COVID pandemic, and school-related closures, DigiCoach</p>

classroom walk-through visits decreased from 8,356 in 2018-19 to 4,845 in 2019-20.

Source:

<https://reports.digicoach.com/>

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.1 Provide Guidance/Counseling services to ensure that students have multiple opportunities for academic, collegiate, professional and personal growth.</p>	<p>\$2,028,323 - LCFF - 1000-1999 Certificated Salaries \$827,415 - LCFF - 2000-2999 Classified Salaries \$1,277,098 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$1,892,813 - LCFF - 1000-1999 Certificated Salaries \$858,592 - LCFF - 2000-2999 Classified Salaries \$1,325,903 - LCFF - 3000-3999 Employee Benefits</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.2 Augment Guidance services to ensure that students have multiple opportunities for academic, collegiate, professional and personal growth. (includes Certificated and Classified personnel). The increase in this action will empower each site to carry out a Multi-Tiered, Multi-Dimensional System of Support that is more proactive in meeting the Academic, College and Career and Social/Emotional needs of our unduplicated students. This includes the addition of four full-time Social Workers</p>	<p>\$4,044,258 - LCFF - 1000-1999 Certificated Salaries - Additional 18 Counselors \$1,318,625 - LCFF - 2000-2999 Classified Salaries \$2,265,020 - LCFF - 3000-3999 Employee Benefits - 500,000 added for 18 Counselor benefits</p>	<p>\$4,281,215 - LCFF - 1000-1999 Certificated Salaries \$1,301,992 - LCFF - 2000-2999 Classified Salaries \$2,359,062 - LCFF - 3000-3999 Employee Benefits</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.3 Increase professional development opportunities using both internal and external expertise to further the development of Common Core State Standard curriculum</p>	<p>\$620,061 - LCFF - 1000-1999 Certificated Salaries - Add 310,875 for AVTI growth</p> <p>\$2,000 - LCFF - 2000-2999 Classified Salaries</p> <p>\$171,323 - LCFF - 3000-3999 Employee Benefits - add 103,625 for AVTI growth</p> <p>\$19,564 - LCFF - 4000-4999 Books and Supplies</p> <p>\$500,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$6,295 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$308,193 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$83,760 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses</p> <p>\$8,069 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p> <p>\$2,000 - LPSBG - 5000-5999 Services and Other Operating Expenses</p>	<p>\$1,333,104 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$325 - LCFF - 2000-2999 Classified Salaries</p> <p>\$286,196 - LCFF - 3000-3999 Employee Benefits</p> <p>\$393,763 - LCFF - 4000-4999 Books and Supplies</p> <p>\$72,681 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,102 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$57,819 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses</p> <p>\$543 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - LPSBG - 5000-5999 Services and Other Operating Expenses</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.4 Utilize "DigiCOACH" classroom walk-through tool to gather evidence about Common Core implementation, 21st Century</p>	<p>\$23,970 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$23,970 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - TI-Alt Sup-Evidenced Based Practices</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

teaching practices (3 R's & 4 C's) and best practices for targeted students for coaching purposes

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.5 Utilize external professional development to build the capacity of teachers and school leadership to ensure the effective implementation of Common Core and NGSS</p>	<p>\$20,000 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 2000-2999 Classified Salaries \$4,293 - LCFF - 3000-3999 Employee Benefits \$50,000 - LCFF - 4000-4999 Books and Supplies \$331,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$13,452 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Conferences-DO Title I \$63,242 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - External PD to support CA State Standard Implementation \$0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - DO-Conferences \$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Title III- Immigrant DO Conferences</p>	<p>\$21,060 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 2000-2999 Classified Salaries \$4,520 - LCFF - 3000-3999 Employee Benefits \$0 - LCFF - 4000-4999 Books and Supplies \$290,385 - LCFF - 5000-5999 Services and Other Operating Expenses \$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$65,450 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses \$0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses \$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Title III- Immigrant DO Conferences</p>

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$11,035 - LCFF - 1000-1999 Certificated Salaries \$1,035 - LCFF - 2000-2999 Classified Salaries \$2,618 - LCFF - 3000-3999 Employee Benefits \$650,000 - LCFF - 4000-4999 Books and Supplies - Continue after College</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 2000-2999 Classified Salaries \$0 - LCFF - 3000-3999 Employee Benefits \$553,048 - LCFF - 4000-4999 Books and Supplies</p>

Location: All Schools

2.6 Increase the number of students who pass an AP exam with a score of 3 or better. This will include increasing access for students to take the AP exam

Readiness Block Grant expires
\$0 - College Readiness Block Grant -
4000-4999 Books and Supplies - CRBG
Funding expired 18-19

\$0 - College Readiness Block Grant -
4000-4999 Books and Supplies

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.7 Professional Development for staff to engage in facilitated interdepartmental and cross curricular lesson design to improve student achievement on Next Generation Assessments (PD Hours)</p>	<p>\$2,318 - LCFF - 1000-1999 Certificated Salaries \$659 - LCFF - 2000-2999 Classified Salaries \$631 - LCFF - 3000-3999 Employee Benefits \$5,586 - LCFF - 4000-4999 Books and Supplies \$317,709 - LCFF - 5000-5999 Services and Other Operating Expenses \$93,202 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$18,270 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$25,163 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$524 - Federal Revenues - Title I - 4000-4999 Books and Supplies - TI Alt Supports \$70,181 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Title I-Prof Dev for Alt Supports \$148,122 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - TII Funding for int PD to support effective instruction \$30,553 - Federal Revenues - Title II - 3000-3999 Employee Benefits - TII Funding for Int PD to support effective instruction \$0 - Federal Revenues - Title II - 4000-4999 Books and Supplies - TII Funding to support effective instruction</p>	<p>\$222,862 - LCFF - 1000-1999 Certificated Salaries \$555 - LCFF - 2000-2999 Classified Salaries \$47,828 - LCFF - 3000-3999 Employee Benefits \$12,511 - LCFF - 4000-4999 Books and Supplies \$70,565 - LCFF - 5000-5999 Services and Other Operating Expenses \$5,645 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$0 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$1,211 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$530 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$130,646 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$273,327 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$58,867 - Federal Revenues - Title II - 3000-3999 Employee Benefits \$0 - Federal Revenues - Title II - 4000-4999 Books and Supplies \$308,919 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses \$4,200 - Federal Revenues - Title III - 1000-1999 Certificated Salaries \$901 - Federal Revenues - Title III - 3000-3999 Employee Benefits</p>

	<p>\$125,811 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title III - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title III - 3000-3999 Employee Benefits</p> <p>\$13,102 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Other Federal Funds - 1000-1999 Certificated Salaries - Title III- Immigrant</p> <p>\$0 - Other Federal Funds - 4000-4999 Books and Supplies - Title III-Immigrant</p> <p>\$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Title III- Immigrant</p> <p>\$0 - Title III-Immigrant</p>	<p>\$2,835 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Other Federal Funds - 1000-1999 Certificated Salaries - Title III- Immigrant</p> <p>\$0 - Other Federal Funds - 4000-4999 Books and Supplies - Title III-Immigrant</p> <p>\$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Title III- Immigrant</p> <p>\$0 - Title III-Immigrant</p>
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Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.8 Increase the number of academy and pathway options and offerings available</p>	<p>\$16,017 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$15,530 - LCFF - 3000-3999 Employee Benefits</p> <p>\$6,125 - LCFF - 4000-4999 Books and Supplies</p> <p>\$15,573 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$124,866 - Federal Revenues - Title IV - 4000-4999 Books and Supplies - Arts Pathways</p> <p>\$11,378 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p> <p>\$5,701 - Federal Revenues - Title IV - 6000-6999 Capital Outlay</p>	<p>\$18,030 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$3,869 - LCFF - 3000-3999 Employee Benefits</p> <p>\$1,967 - LCFF - 4000-4999 Books and Supplies</p> <p>\$5,387 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$96,506 - Federal Revenues - Title IV - 4000-4999 Books and Supplies</p> <p>\$5,836 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p> <p>\$5,382 - Federal Revenues - Title IV - 6000-6999 Capital Outlay</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Location: All Schools

2.9 The revised 9th Grade AVID Health Survey / Healthful Living curriculum will be implemented. (New AVID Health Survey class will be implemented focusing on technology and AVID skills)

\$674,070 - LCFF - 1000-1999 Certificated Salaries
 \$250,623 - LCFF - 3000-3999 Employee Benefits

\$697,123 - LCFF - 1000-1999 Certificated Salaries
 \$252,705 - LCFF - 3000-3999 Employee Benefits

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.10 Expand technology infrastructure (including enhanced staffing), wireless capacity and online access and lower student:device ratio</p>	<p>\$836,067 - LCFF - 2000-2999 Classified Salaries \$575,886 - LCFF - 3000-3999 Employee Benefits \$1,270,286 - LCFF - 4000-4999 Books and Supplies - Tech replacement and expansion \$500,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$300,000 - LCFF - 6000-6999 Capital Outlay \$931,944 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Title I-Alt Supports 1:1 Access \$43,374 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$25,912 - Federal Revenues - Title I - 6000-6999 Capital Outlay \$69,972 - Federal Revenues - Title IV - 4000-4999 Books and Supplies \$7,660 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p>	<p>\$877,861 - LCFF - 2000-2999 Classified Salaries \$611,205 - LCFF - 3000-3999 Employee Benefits \$1,540,556 - LCFF - 4000-4999 Books and Supplies \$346,147 - LCFF - 5000-5999 Services and Other Operating Expenses \$382,034 - LCFF - 6000-6999 Capital Outlay \$801,709 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$22,182 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$15,383 - Federal Revenues - Title I - 6000-6999 Capital Outlay \$14,582 - Federal Revenues - Title IV - 4000-4999 Books and Supplies \$32,913 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p>

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.11 Conduct site, regional and district-wide STEM based expositions</p>	<p>\$8,279 - LCFF - 1000-1999 Certificated Salaries \$1,898 - LCFF - 2000-2999 Classified Salaries \$2,327 - LCFF - 3000-3999 Employee Benefits \$17,631 - LCFF - 4000-4999 Books and Supplies \$2,595 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$9,350 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 2000-2999 Classified Salaries \$2,007 - LCFF - 3000-3999 Employee Benefits \$25 - LCFF - 4000-4999 Books and Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Each school who submits an approved mini-grant proposal</p> <p>2.12 Mini-grants will be made available to school sites to support innovative initiatives that are likely to enhance experiences and opportunities principally directed towards unduplicated student groups. Dollars devoted to these grants may include Targeted carry-over from prior years to ensure services go to appropriate student groups. Grants will be awarded based upon justification, need, available resource and innovation</p>	<p>\$0 (repeated expenditure)</p>	<p>\$0</p>

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.13 Provide a Director who will focus on "Linked Learning" initiatives and creating concurrent enrollment opportunities above and beyond what already may exist</p>	<p>\$137,697 - LCFF - 1000-1999 Certificated Salaries \$43,234 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$129,999 - LCFF - 1000-1999 Certificated Salaries \$42,628 - LCFF - 3000-3999 Employee Benefits</p>

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.14 Provide students with opportunities to take enrichment courses above and beyond their 6 period day through a virtual platform</p>	<p>\$964,438 - LCFF - 5000-5999 Services and Other Operating Expenses - District's Virtual Platform Credit Options for AVUHSD students</p>	<p>\$860,236 - LCFF - 5000-5999 Services and Other Operating Expenses \$185,853 - LCFF - 1000-1999 Certificated Salaries \$1,326 - LCFF - 2000-2999 Classified Salaries \$40,288 - LCFF - 3000-3999 Employee Benefits</p>

Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$363,079 - LCFF - 1000-1999 Certificated Salaries \$117,170 - LCFF - 3000-3999 Employee Benefits \$692,134 - Federal Revenues - Title I -</p>	<p>\$1,596,324 - LCFF - 1000-1999 Certificated Salaries \$332,383 - LCFF - 3000-3999 Employee Benefits \$1,049,973 - Federal Revenues - Title I -</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.15 Expand infrastructure to implement and monitor 21st Century learning environments and enhancements</p>	<p>1000-1999 Certificated Salaries \$255,986 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>1000-1999 Certificated Salaries \$328,874 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>
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Action 16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.16 Enhance staffing and infrastructure to improve data systems that provide students, teachers, parents and administrators with timely information to provide proactive resources</p>	<p>\$142,821 - LCFF - 2000-2999 Classified Salaries - Data Service Specialists \$89,553 - LCFF - 3000-3999 Employee Benefits \$33,744 - LCFF - 4000-4999 Books and Supplies \$6,275 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$111,183 - LCFF - 2000-2999 Classified Salaries \$69,778 - LCFF - 3000-3999 Employee Benefits \$0 - LCFF - 4000-4999 Books and Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses \$25,000 - LCFF - 1000-1999 Certificated Salaries</p>

Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.17 Provide a Teacher on Assignment to work with staff on Next Generation Science Standards (NGSS) to assist</p>	<p>\$93,861 - LCFF - 1000-1999 Certificated Salaries \$20,145 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 3000-3999 Employee Benefits</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Multiple external professional development conferences and workshops were canceled due to the COVID pandemic. Many were offered virtually for lower prices. There was minimal impact to students, as external PD cost savings was used to expand internal or in-house district-provided professional development and planning workshops, that aligned to core content areas. The TOSA position to support teachers with Next Generation Science Standards was unfilled. Budget savings was re-allocated to support high-needs students in both the 2019-20 and 2020-21 school years through additional technology, progress monitoring, tutoring, and expanded virtual professional development offerings, that occurred before and after school, and on student-free days, to engage and support students learning from home.

LCAP 2.3-Increase Professional Development Opportunities-Increased extended day PD and planning hours for teachers to engage in professional development virtually.

LCAP 2.4-Utilize DigiCOACH Classroom Walk-through Tool- The DigiCOACH contract was in year 2 of a two-year term that was paid in full the prior year, so no cost was associated with DigiCoach for 2019-20. There was no impact to students as classroom walk-throughs were still conducted prior to the COVID pandemic, and conducted virtually after the pandemic.

LCAP 2.7-Professional Development for Staff to Engage in Interdepartmental and Cross- Implemented as planned but shifted to less expensive virtual options after schools closed from the COVID pandemic. Funds from this action were carried over to 2020-21 school year to support increased need for tutoring services for identified students of low-income, EL and FY.

LCAP 2.10- Expand Technology Infrastructure- This action was expanded to support students learning from home with additional chromebooks. There was a positive impact to high-needs students in that students were provided with technology they could access from home, to engage in distance learning, though distance learning was not ideal compared to in-person, at-school learning with peers and caring educators.

LCAP 2.15- Expand infrastructure to implement and monitor 21st Century Learning Environments- This action was expanded to include AVID elective sections, as the intent of the AVID Elective section is to serve the needs of students from low-income families who are first-generation, college-bound students needing additional support in organization, note-taking, goal-setting, tutoring and social-emotional reinforcement within an elective class during the school day to increase A-G rates and the students' ability to attend, persevere and graduate from college.

LCAP 2.17- Provide a Teachers on Assignment to Work with Staff on Next Generation Science Standards- This district level position was unfilled. The impact to students was felt, but minimized through collaboration and cross-training efforts of district support staff. Funds from this action were carried over to 2020-21 school year to support increased need for tutoring services for identified students of low-income, EL and FY.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes- Although several actions listed under this goal were impacted as a result of the COVID pandemic, through shifts in services and settings from physical to virtual, the intent of the actions largely remained the same and were implemented as planned, with some unanticipated positive results. Augmented counselors and social workers continued to provide tiered supports, virtually and telephonically, to monitor student progress, conduct outreach, and provide social-emotional supports for high-needs students. Social Workers and Community Attendance Workers coordinated services with school and community to ensure that Foster Youth had access to the academic, behavioral, social-emotional and extra-curricular

resources necessary to stay engaged in school. Augmented counselors were assigned to Foster youth to monitor their progress and coordinate services with At-Risk coordinators for academic and social-emotional supports. At-Risk coordinators communicated with teachers and administrators on the progress of Foster youth through our internal Data Central database, where they were able to assign services and interventions, and follow-up to ensure goals were met.

Successes- Professional development and online tools were increased substantially to provide teachers and staff with the capacity to provide high quality instruction virtually, through the inception of Ed Central, an internal district database that allows teachers voice and choice in their selection, participation and evaluation of professional development offerings. Feedback from stakeholders has been positive on these internal tools, as teachers, administrators and support staff shared that Ed Central was easier to use, saved time and allowed district staff to differentiate professional development offerings based on the needs and interests of teachers.

Successes-Instructional Partners, assessment coordinators, and teacher induction mentors continued to support teachers as they processed and implemented professional development strategies based on student assessment results. The unanticipated benefit was the overwhelming response from teachers and staff via surveys and evaluations, that virtual professional development and planning was meaningful and practicable for their day-to-day demands with the virtual delivery of rigorous curriculum content standards and student engagement strategies.

Successes- Chromebook distribution- Chromebooks were distributed to any student who needed one. Administrative teams set up drive-through distribution centers at every school site, where students and families could check out chromebooks and headsets as needed, along with textbooks, virtual textbook options, supplemental books and supplies, and band, art and PE equipment. Stakeholder feedback was positive as parents and students shared their excitement over this new process.

Challenges- The increase of technology and the transition to distance learning presented challenges for some staff, students and parents who were unprepared for the change or who were unequipped with connectivity, devices, and quiet places to work and learn from home. While these needs were ultimately addressed, the initial transition was more difficult for some than others. Many of our students of low-income did not have internet connectivity or quiet places to learn, and our teachers who were not yet Google certified, had larger transitions to make in order to implement distance learning successfully. Our staff who had young children at home also found it difficult to teach, cook, clean, provide childcare and help monitor their own children's learning. There were additional challenges with our Foster youth who often relied more heavily on at-school, in-person instruction and enrichment activities to connect with caring educators and friends. We found that our Foster youth and students experiencing homelessness had lower participation, attendance and grades, in relation to their peers. Some of our identified high-needs students who were offered extra support services failed to show up to the Google Meets, counseling and mentoring services. While outreach and mentoring was conducted by community attendance workers, counselors, At-Risk Coordinators and social workers, there were still some high-needs students who could not be reached and did not show up for their virtual classes. Other students figured out a way to drop in on classes they didn't belong to, which was resolved within a few weeks. Another challenge was AP testing. Since AP testing was offered 100% virtually, many of our AP students did not sign up to take the exams on-line, many shared that they felt they would not pass, so they did not want to try.

Challenges- LCAP Goal 2.17- Provide a Teachers on Assignment to Work with Staff on Next Generation Science Standards-was not implemented. This district level position was unfilled. The impact to students was felt, but minimized through collaboration, professional development and cross-training efforts of district support staff.

Effectiveness- Goal 2's effectiveness demonstrated mixed results for 2019-20 as it pertained to AP Tests taken and AP Tests passed. The number of AP exams taken decreased from 7,781 in 2018-19 to 6890 in 2019-20 for a total decrease of 891, from the year before. This outcome could have been impacted by the COVID pandemic, as students were only able to take AP Tests virtually while schools were closed. The percentage of qualifying scores increased from 2,177 at 6.4% in 2018-19 to 2405 at 34.9% in 2019-20 for a percent change of 28.5%. In summary, we offered more AP/IB courses, but students signed up to take less AP tests. The students who did sign up, passed the AP Tests with qualifying scores at higher rates. LCAP goals 1 and 2 worked together to provide students with the pedagogical supports and financial opportunities to take AP classes, sign-up to take AP Tests at discounted costs, and pass AP Tests at higher rates. From these mixed results, we will focus on investing in AP professional development, and monitor AP progress very carefully in 2020-21 school year. While the pass rate percentage on AP Tests is important, student access to the AP Test is even more important, so that more students have increased opportunities to take and pass the AP Exam, providing them with increased opportunities for College and Career. Post pandemic scenarios related to in-person, at-school instruction and professional

development should support this increase.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
 Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Suspension Indicator	2019-20 Reduce Suspension Rate by at least .3% on Dashboard	Goal Met 8.1% suspended at least once Suspension rates decreased from 9.6% in 2017-18, reporting in 2018-19, to 8.1% in 2018-19, reporting in 2019-20 for a percent change of 1.5% Source: 2019 Dashboard https://www.caschooldashboard.org/reports/1964246000000/2019#suspension-rate-card
Suspension Rate	2019-20 Reduce by .5	Goal Met Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20 for a percent change of 2.6% Source: DataQuest https://data1.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2019-20&aggllevel=District&cde=1964246
Attendance Rate	2019-20 Maintain / Improve	Goal Undetermined Due to the COVID Pandemic-related school closures and Distance

learning in 2019-20

Students Absent <5% = 15,793 students @ (72.20%)

Students Absent >5% and <10% = 3,178 students @ 14.53%

Students Absent >10% and < 20% = 1,606 students @ 7.34%

Students Absent > 20% = 1,298 students @ 5.93%

Source: CALPADS 14.1 -2019-20

Attendance rates have decreased by school from 2018-19 to 2019-20 and from 2019-20 to 2020-21

AVHS- 94.04%- 91.70%

EHS- 93.45%- 92.26%

HHS- 94.50%- 93.36%

LnHS- 93.41%- 89.67%

KHS- 96.26%- 92.66%

LHS- 94.35%- 91.09%

PHS- 93.32%- 89.27%

Source: 2019-20 and 2020-21 P2 Reports

17-18 attendance rate reported in 18-19 - 93.10%-

18-19 attendance rate reported in 19-20- 89.35%

Source DataQuest

<https://data1.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=District&cds=1964246&year=2018-19>

Chronic Absenteeism

2019-20
Decrease 2%

Goal Met

19.30%

Chronic Absenteeism rates decreased from 22.1% in 2017-18 to 19.30% in 2018-19 for a percent change of 2.8 reporting in 2019-20.

	<p>Source:</p> <p>https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=District&cds=1964246&year=2018-19</p>
<p>Truancy</p> <p>2019-20 Decrease by 1% from previous year</p>	<p>Goal Met</p> <p>2017-18 truancy rates reporting in 2018-19 was 35.53% as per PowerSchool</p> <p>2018-19 truancy rates reporting in 2019-20 was 14.7% as per PowerSchool</p> <p>Truancy rates decreased from 35.53% reported in 2018-19 to 14.7% reported in 2019-20 for a percent change of 20.83%</p>
<p>Dropout Rate</p> <p>2019-20 Maintain or decrease from prior year</p>	<p>Goal Met- Maintained</p> <p>Drop-Out # - 470 out of 5114</p> <p>9.2%</p> <p>Drop-out rates maintained from 9% in the 2018-19 reporting year to 9.2% in the 2019-20 reporting year</p> <p>Source:</p> <p>https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcome.aspx?agglevel=district&year=2019-20&cds=1964246</p>
<p>Expulsion Rates</p> <p>2019-20 Maintain or decrease</p>	<p>Goal Met- Decreased</p> <p>Expulsion rates decreased from .33% in 2017-18 reporting in 2018-19 to .13% in 2018-19 reporting in 2019-20 for a percent change of .2</p> <p>Source:</p> <p>Source: https://data1.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?year=2019-20&agglevel=District&cds=1964246</p>

<p>Williams Textbook Sufficiency</p>	<p>2019-20 100%</p> <p>Standard Met on Dashboard</p>	<p>Goal Met</p> <p>100% Sufficient</p> <p>Standard Met on Dashboard</p>
<p>Williams Facilities Reviews</p>	<p>2019-20 Good or Exemplary</p> <p>Standard Met on Dashboard</p>	<p>Goal Met</p> <p>As per FIT reports, all schools were either good or exemplary-Standard Met</p>
<p>Appropriately Assigned Teachers</p>	<p>2019-20 Maintain/Reduce EL Misassignments</p> <p>Maintain/Reduce Total Misassignments</p> <p>Reduce Teacher Vacancies</p>	<p>2019-20- Goal Met- Maintained</p> <p>Misassignments: 13 misassignments of teachers of English Learners; (18) total teacher misassignments; 19 teacher vacancies</p>

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.1 Increase staff and student awareness of our diverse student and community populations</p>	<p>\$18,539 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$2,595 - LCFF - 2000-2999 Classified Salaries</p> <p>\$4,349 - LCFF - 3000-3999 Employee Benefits</p> <p>\$10,576 - LCFF - 4000-4999 Books and Supplies - Independent City Foster Students</p> <p>\$500,000 - LCFF - 5000-5999 Services and Other Operating Expenses - "Capturing Kids Hearts", Independent City</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Independent City Foster Students</p> <p>\$10,186 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Title I-Alt Supports-Homeless Reservation</p> <p>\$52,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$70,000 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses - MTMDSS-Social-Emotional Supports and Awareness</p> <p>\$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - SigDis</p>	<p>\$17,093 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries</p> <p>\$3,669 - LCFF - 3000-3999 Employee Benefits</p> <p>\$22,214 - LCFF - 4000-4999 Books and Supplies</p> <p>\$252,600 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,727 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$8,949 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$47,411 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - SigDis</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$2,552,466 - LCFF - 4000-4999 Books and Supplies - Science Textbook Adoption</p>	<p>\$4,125,059 - LCFF - 4000-4999 Books and Supplies</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.2 Full compliance with instructional materials sufficiency as defined by Williams legislation</p>		
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Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.3 Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments</p>	<p>\$10,561,390 - LCFF - 2000-2999 Classified Salaries \$6,261,975 - LCFF - 3000-3999 Employee Benefits \$1,311,988 - LCFF - 4000-4999 Books and Supplies \$9,458,856 - LCFF - 5000-5999 Services and Other Operating Expenses \$3,579,403 - LCFF - 6000-6999 Capital Outlay</p>	<p>\$9,728,694 - LCFF - 2000-2999 Classified Salaries \$6,059,622 - LCFF - 3000-3999 Employee Benefits \$1,185,103 - LCFF - 4000-4999 Books and Supplies \$9,930,537 - LCFF - 5000-5999 Services and Other Operating Expenses \$148,311 - LCFF - 6000-6999 Capital Outlay - Summer Capital Projects held due to regional stay at home order.</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.4a 100% of teachers will be fully credentialed and appropriately assigned</p>	<p>\$67,233,482 - LCFF - 1000-1999 Certificated Salaries \$27,560,114 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$68,526,638 - LCFF - 1000-1999 Certificated Salaries \$23,083,916 - LCFF - 3000-3999 Employee Benefits</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Location: All Schools

3.4b Enroll in "LinkedIn" account to recruit and retain teachers for programs targeted at our unduplicated students that are difficult to staff

\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - LinkedIn

\$27,850 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Whichever schools demonstrate need</p> <p>3.4c Provide incentives to recruit and retain hard to staff programs directed at targeted student groups</p>	<p>\$84,000 - LCFF - 1000-1999 Certificated Salaries - Recruitment \$18,028 - LCFF - 3000-3999 Employee Benefits \$0 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$3,580 - LCFF - 1000-1999 Certificated Salaries \$768 - LCFF - 3000-3999 Employee Benefits \$0 - LCFF - 4000-4999 Books and Supplies</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>3.5 Provide teachers, staff, supplies, services and other</p>	<p>\$24,143,965 - LCFF - 1000-1999 Certificated Salaries \$14,132,246 - LCFF - 2000-2999 Classified Salaries \$16,706,070 - LCFF - 3000-3999 Employee Benefits \$933,834 - LCFF - 4000-4999 Books and</p>	<p>\$21,592,609 - LCFF - 1000-1999 Certificated Salaries \$14,104,858 - LCFF - 2000-2999 Classified Salaries \$17,716,862 - LCFF - 3000-3999 Employee Benefits \$283,616 - LCFF - 4000-4999 Books and</p>

operating expenditures to fulfill the requirements of our Special Education program

Supplies
\$8,761,473 - LCFF - 5000-5999
Services and Other Operating Expenses

Supplies
\$11,251,903 - LCFF - 5000-5999
Services and Other Operating Expenses

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.6 Provide Teachers and staff for Career Technical Education programs to prepare students for careers</p>	<p>\$1,764,538 - LCFF - 1000-1999 Certificated Salaries \$1,114,371 - LCFF - 2000-2999 Classified Salaries \$837,899 - LCFF - 3000-3999 Employee Benefits \$125,000 - LCFF - 4000-4999 Books and Supplies \$286,603 - LCFF - 5000-5999 Services and Other Operating Expenses \$155,399 - Other Federal Funds - 1000-1999 Certificated Salaries - CTE \$49,493 - Other Federal Funds - 3000-3999 Employee Benefits - CTE \$138,122 - Other Federal Funds - 4000-4999 Books and Supplies - CTE \$99,788 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - CTE</p>	<p>\$1,603,036 - LCFF - 1000-1999 Certificated Salaries \$106,541 - LCFF - 2000-2999 Classified Salaries \$665,369 - LCFF - 3000-3999 Employee Benefits \$22,281 - LCFF - 4000-4999 Books and Supplies \$58,634 - LCFF - 5000-5999 Services and Other Operating Expenses \$42,643 - Other Federal Funds - 1000-1999 Certificated Salaries \$9,122 - Other Federal Funds - 3000-3999 Employee Benefits \$192,834 - Other Federal Funds - 4000-4999 Books and Supplies \$263,144 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses \$7,711 - LCFF - 6000-6999 Capital Outlay</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$155,605 - LCFF - 1000-1999 Certificated Salaries \$47,987 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$156,605 - LCFF - 1000-1999 Certificated Salaries \$48,357 - LCFF - 3000-3999 Employee Benefits</p>

3.7 Hire a Director of Attendance/ Chronic Absenteeism Intervention

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.8 Increase Average daily attendance through increased contact with parents. See Goal #4 Action/Expenditure for "Parent Link"-Mobile app parent notification system</p>	<p>\$135,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$130,900 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.9 Support MTSS framework with At-Risk Coordinators</p>	<p>\$696,000 - LCFF - 1000-1999 Certificated Salaries \$149,370 - LCFF - 3000-3999 Employee Benefits \$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$473,270 - LPSBG - 4000-4999 Books and Supplies \$473,270 - LPSBG - 5000-5999 Services and Other Operating Expenses</p>	<p>\$505,825 - LCFF - 1000-1999 Certificated Salaries \$106,806 - LCFF - 3000-3999 Employee Benefits \$0 - LCFF - 5000-5999 Services and Other Operating Expenses \$0 - LPSBG - 4000-4999 Books and Supplies \$0 - LPSBG - 5000-5999 Services and Other Operating Expenses \$241 - LCFF - 4000-4999 Books and Supplies</p>

Action 12

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location: All Schools

3.10 Reduce expulsion rates by implementing Other Means of Correction (OMC) strategies (expenditure reflected in Goals 3.11, 3.13, 3.14 and 3.15)

\$0 - Costs reflected in Goals 3.11, 3.13, 3.14 and 3.15 (repeated expenditure)

\$0 - Costs reflected in Goals 3.11, 3.13, 3.14 and 3.15

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.11 Reduce suspension rates through implementation and support of Positive Behavior Intervention and Support (PBIS) strategies.Reduce suspension rates through implementation of Positive Behavior Intervention and Support (PBIS) strategies</p>	<p>\$226,444 - LCFF - 1000-1999 Certificated Salaries - PBIS Sections-MTMDSS (repeated expenditure) \$0 - LCFF - 2000-2999 Classified Salaries \$48,600 - LCFF - 3000-3999 Employee Benefits \$69,270 - LCFF - 4000-4999 Books and Supplies \$3,661 - LCFF - 5000-5999 Services and Other Operating Expenses \$6,213 - LCFF - 6000-6999 Capital Outlay \$487 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$457 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>	<p>\$228,022 - LCFF - 1000-1999 Certificated Salaries \$21 - LCFF - 2000-2999 Classified Salaries \$89,568 - LCFF - 3000-3999 Employee Benefits \$3,071 - LCFF - 4000-4999 Books and Supplies \$3,262 - LCFF - 5000-5999 Services and Other Operating Expenses \$0 - LCFF - 6000-6999 Capital Outlay \$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$36,000 - LCFF - 2000-2999 Classified Salaries \$12,616 - LCFF - 3000-3999 Employee</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 2000-2999 Classified Salaries \$0 - LCFF - 3000-3999 Employee</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.12 Expand professional development opportunities for classified staff</p>	<p>Benefits \$3,000 - LCFF - 4000-4999 Books and Supplies \$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>Benefits \$0 - LCFF - 4000-4999 Books and Supplies \$743 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.13 Additional staff to ensure a positive learning environment</p>	<p>\$729,547 - LCFF - 2000-2999 Classified Salaries \$480,583 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$694,065 - LCFF - 2000-2999 Classified Salaries \$482,476 - LCFF - 3000-3999 Employee Benefits</p>

Action 16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: All eight comprehensive campuses</p> <p>3.14 Provide release periods at Comprehensive Sites for Administrative Interns to provide for a safer and more secure environment</p>	<p>\$264,216 - LCFF - 1000-1999 Certificated Salaries - OMC- Alt to Susp-Release Periods \$69,390 - LCFF - 3000-3999 Employee Benefits \$15,450 - LCFF - 4000-4999 Books and Supplies \$15,456 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$339,377 - LCFF - 1000-1999 Certificated Salaries \$99,649 - LCFF - 3000-3999 Employee Benefits \$9,273 - LCFF - 4000-4999 Books and Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.15 Add administrative support to each comprehensive site to monitor additional actions contained within Goal #3 (Certificated and Classified staff)</p>	<p>\$1,106,604 - LCFF - 1000-1999 Certificated Salaries - PBIS-MTMDSS-Admin Support</p> <p>\$387,185 - LCFF - 2000-2999 Classified Salaries</p> <p>\$527,438 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$854,683 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$568,262 - LCFF - 2000-2999 Classified Salaries</p> <p>\$682,914 - LCFF - 3000-3999 Employee Benefits</p>

Action 18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.16 Utilize Community Attendance Workers to improve attendance rates and lower Chronic Absenteeism</p>	<p>\$545,541 - LCFF - 2000-2999 Classified Salaries - Community Attendance Workers</p> <p>\$291,635 - LCFF - 3000-3999 Employee Benefits</p> <p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$536,986 - LCFF - 2000-2999 Classified Salaries</p> <p>\$343,396 - LCFF - 3000-3999 Employee Benefits</p> <p>\$29 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 19

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$0 - 0 Reflected in 3.3 Repeated Expenditure</p>	<p>\$0 - 0 Reflected in 3.3 Repeated Expenditure</p>

Students to be Served: All
 Location: All Schools
 3.17 Campus improvements

Action 20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.18 The district and sites will be given an allocation to account for expenses/actions that arise from the following themes and which are principally directed to unduplicated students: -College trips -Tutoring / Remediation -Professional Development and Training -EL Services -STEM Expos -Parent Engagement Activities -Additional staffing to meet the needs of targeted students -Curriculum and Assessment directed at improving the achievement of targeted students</p>	<p>\$782,427 - LCFF - 1000-1999 Certificated Salaries - Site allocation \$190,262 - LCFF - 2000-2999 Classified Salaries \$341,518 - LCFF - 3000-3999 Employee Benefits \$500,000 - LCFF - 4000-4999 Books and Supplies \$300,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,723,939 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - TI Estimated School Allocation w c/o \$961,247 - Federal Revenues - Title I - 2000-2999 Classified Salaries - TI Estimated School Allocation w c/o \$747,175 - Federal Revenues - Title I - 3000-3999 Employee Benefits - TI Estimated School Allocation w c/o \$1,238,277 - Federal Revenues - Title I - 4000-4999 Books and Supplies - TI Estimated School Allocation w c/o \$266,559 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - TI Estimated Site Allocation w c/o \$99,101 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$5,269 - Federal Revenues - Title II - 2000-2999 Classified Salaries \$35,912 - Federal Revenues - Title II - 3000-3999 Employee Benefits \$6,152 - Federal Revenues - Title IV - 1000-1999 Certificated Salaries</p>	<p>\$243,700 - LCFF - 1000-1999 Certificated Salaries \$135 - LCFF - 2000-2999 Classified Salaries \$52,343 - LCFF - 3000-3999 Employee Benefits \$464,215 - LCFF - 4000-4999 Books and Supplies \$140,954 - LCFF - 5000-5999 Services and Other Operating Expenses \$494,516 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$6,566 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$122,135 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$411,501 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$338,690 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$24,447 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$0 - Federal Revenues - Title II - 2000-2999 Classified Salaries \$5,247 - Federal Revenues - Title II - 3000-3999 Employee Benefits \$0 - Federal Revenues - Title IV - 1000-1999 Certificated Salaries \$0 - Federal Revenues - Title IV - 3000-3999 Employee Benefits \$26,072 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p>

\$1,863 - Federal Revenues - Title IV -
 3000-3999 Employee Benefits
 \$3,575 - Federal Revenues - Title IV -
 5000-5999 Services and Other Operating
 Expenses
 \$876 - LPSBG - 4000-4999 Books and
 Supplies
 \$124,800 - CSI/ESSA 1003 - 1000-1999
 Certificated Salaries - AVHS- CSI
 \$41,600 - CSI/ESSA 1003 - 3000-3999
 Employee Benefits - AVHS- CSI
 \$158,175 - CSI/ESSA 1003 - 1000-1999
 Certificated Salaries - EHS- CSI
 \$52,725 - CSI/ESSA 1003 - 3000-3999
 Employee Benefits - EHS- CSI
 \$33,000 - CSI/ESSA 1003 - 4000-4999
 Books and Supplies - EHS-CSI
 \$15,000 - CSI/ESSA 1003 - 1000-1999
 Certificated Salaries - DWHS-CSI
 \$5,000 - CSI/ESSA 1003 - 3000-3999
 Employee Benefits - DWHS-CSI
 \$20,000 - CSI/ESSA 1003 - 4000-4999
 Books and Supplies - DWHS-CSI
 \$23,800 - CSI/ESSA 1003 - 5000-5999
 Services and Other Operating Expenses
 - DWHS-CSI
 \$21,225 - CSI/ESSA 1003 - 1000-1999
 Certificated Salaries - RPHS-CSI
 \$7,075 - CSI/ESSA 1003 - 3000-3999
 Employee Benefits - RPHS-CSI
 \$20,000 - CSI/ESSA 1003 - 4000-4999
 Books and Supplies - RPHS-CSI
 \$20,000 - CSI/ESSA 1003 - 5000-5999
 Services and Other Operating Expenses
 - RPHS-CSI
 \$148,300 - CSI/ESSA 1003 - 5000-5999
 Services and Other Operating Expenses
 - LHS-CSI
 \$140,355 - CSI/ESSA 1003 - 5000-5999
 Services and Other Operating Expenses
 - District Supports-CSI

\$0 - LPSBG - 4000-4999 Books and
 Supplies
 \$60,526 - CSI/ESSA 1003 - 1000-1999
 Certificated Salaries - AVHS- CSI
 \$12,749 - CSI/ESSA 1003 - 3000-3999
 Employee Benefits - AVHS- CSI
 \$66,557 - CSI/ESSA 1003 - 1000-1999
 Certificated Salaries - EHS- CSI
 \$14,550 - CSI/ESSA 1003 - 3000-3999
 Employee Benefits - EHS- CSI
 \$24,359 - CSI/ESSA 1003 - 4000-4999
 Books and Supplies - EHS- CSI
 \$8,050 - CSI/ESSA 1003 - 1000-1999
 Certificated Salaries - DWHS-CSI
 \$1,636 - CSI/ESSA 1003 - 3000-3999
 Employee Benefits - DWHS-CSI
 \$0 - CSI/ESSA 1003 - 4000-4999 Books
 and Supplies - DWHS-CSI
 \$7,818 - CSI/ESSA 1003 - 5000-5999
 Services and Other Operating Expenses
 - DWHS-CSI
 \$18,790 - CSI/ESSA 1003 - 1000-1999
 Certificated Salaries - RPHS-CSI
 \$4,034 - CSI/ESSA 1003 - 3000-3999
 Employee Benefits - RPHS-CSI
 \$215 - CSI/ESSA 1003 - 4000-4999
 Books and Supplies - RPHS-CSI
 \$19,133 - CSI/ESSA 1003 - 5000-5999
 Services and Other Operating Expenses
 \$8,866 - CSI/ESSA 1003 - 5000-5999
 Services and Other Operating Expenses
 - LHS-CSI
 \$0 - CSI/ESSA 1003 - 5000-5999
 Services and Other Operating Expenses
 - District Supports-CSI
 \$11,252 - CSI/ESSA 1003 - 4000-4999
 Books and Supplies - AVHS-CSI
 \$8,972 - CSI/ESSA 1003 - 5000-5999
 Services and Other Operating Expenses
 - AVHS-CSI
 \$15,030 - CSI/ESSA 1003 - 5000-5999
 Services and Other Operating Expenses
 - EHS-CSI
 \$10,810 - CSI/ESSA 1003 - 1000-1999
 Certificated Salaries - LHS-CSI
 \$2,321 - CSI/ESSA 1003 - 3000-3999

		Employee Benefits - LHS-CSI \$19,184 - CSI/ESSA 1003 - 4000-4999 Books and Supplies - LHS-CSI \$31,411 - Federal Revenues - Title I - 6000-6999 Capital Outlay
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Action 21

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.19 Transportation will be provided to students, above and beyond what is required, who need assistance getting to school or to school events</p>	<p>\$2,200,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$2,179,757 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 22

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.20 Hire a Director of School of Personnel to ensure safe and supportive learning environments</p>	<p>\$144,630 - LCFF - 1000-1999 Certificated Salaries \$44,665 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$147,287 - LCFF - 1000-1999 Certificated Salaries \$46,180 - LCFF - 3000-3999 Employee Benefits</p>

Action 23

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.21 Add a contract with the Los Angeles County Sheriff Department to increase safety in order to enhance and improve school learning environments</p>	<p>\$1,700,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Sheriff Contract</p>	<p>\$1,422,143 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 24

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.22 Add Coordinator of Student Services to improve PBIS implementation at the school sites (see Goal 3.11)</p>	<p>\$118,344 - LCFF - 1000-1999 Certificated Salaries \$39,239 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 3000-3999 Employee Benefits</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The 2019-20 school year for goal 3 was implemented as planned other than shifting direct services to students to virtual settings. Due to the COVID pandemic, several programs and services were shifted to a virtual environment, however, all actions in goal 3 were implemented as planned with some end-of-year fluctuations in purchases and teacher vacancies.

An increase of teacher vacancies in hard-to-staff programs including the SPED program presented increased challenges, so Title II was used to supplement teacher recruitment and retention. Other than that, all basic service actions represented in LCAP Goal 3 including, teachers, textbooks

and facilities were implemented as planned and indicated standard met on 2019 local indicator measures.

LCAP 3.4c-(Action 6) Provide Incentives to Recruit and Retain hard-to-staff Programs- During the 2019-20 school year, in an effort to decrease vacancies in the SPED program, and in alignment with Title II guidance from California Department of Education, Title II funds were used to supplement state funds, in additional efforts to recruit and retain teachers for hard-to-staff programs.

LCAP 3.9-(Action 11) Support MTSS Framework with At-Risk Coordinators- This action was implemented as planned except for a decrease in certificated salaries and benefits as a result of COVID pandemic school closures, as some teachers were unable to provide the supports virtually. Additionally, the contract associated with this action was canceled. There was no impact to students as internal staff was used to provide increased services to unduplicated students.

LCAP 3.18-(Action 20) The District and Staff will be given an Allocation- Site allocations for Supplemental and Concentration funding, TI, and identified CSI schools are captured in this action in order for sites to further address the increased needs of their identified students in accordance with this action, and in alignment with their SSC and Board approved SPSAs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes- All of the increased and improved services for unduplicated pupils from LCAP Goal 3's actions were implemented as planned throughout the school year and continued virtually after COVID pandemic-related school closures. High-needs students continued to interact with positive and caring adults who were able to reach out virtually and telephonically, even though at-school, in-person learning is always optimal. At-Risk Coordinators, PBIS Coordinators, Community Attendance Workers and various other support staff connected with high-needs students, and continued to listen, motivate and offer positive choices that helped impact our students' academic, behavioral and social-emotional well-being.

Successes- One of the greatest successes of Goal 3, was our ability to be flexible in addressing the needs of students once schools closed from the COVID pandemic. Since we already had an MTSS tiered framework, that included the coordination of various support staff such as At-Risk Coordinators, PBIS Coordinators, Community Attendance Workers, and monitoring tools such as Data Central, used for student identification, outreach, intervention and mentoring efforts, we were able to systematically address student needs either virtually or telephonically. Various site support staff monitored student participation in distance learning, utilized tiered intervention strategies to reengage students and build positive connections with them to address their social-emotional needs and increase their sense of well-being.

Challenges- Not all identified high-needs students were reached, although efforts were made. Data results indicated that there were still too many students who did not respond positively to the outreach and mentoring efforts and simply checked out academically or emotionally from school. Other challenges presented themselves in filling teacher vacancies from hard-to-staff programs and misassigned teachers, which increased after schools closed from the COVID pandemic.

Challenges- Parent and student local indicator surveys indicated several areas where relationships with families were successful, including our District English Learners Advisory Committee (DELAC) and Site-based English Learners Advisory Committees (ELACs). An area for improvement was in the transportation of families to schools and events, as feedback from DELAC indicated they would attend more extra-curricular events if they had transportation. Parents and students shared that there were multiple ways in which they could connect to the schools virtually through Google Meets, Google classroom, Zoom, PowerSchool, School Website, email and phone, however, families and other stakeholders shared that they needed more assistance with transportation to alternative school settings, once schools were able to re-open.

Effectiveness measures for this goal, indicated that suspensions decreased from 9.6% in 2018-19 to 8.1% in 2019-20 for a percent change of 1.5%, as per the 2019 Dashboard. Attendance measures were not valid for 2019-20 school year, as COVID-related school closures resulted in schools closing as of March of 2019. However, P-2 reports from 19-20 to 20-21 indicate a decrease in attendance rates by school, as schools continued to remain closed for most of the 2020-21 school year.

Goal 4

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Parent Outreach	2019-20 1000 Parent responses to each of the Fall and Winter surveys	Goal Met Fall 2019 Survey- 2,075 Parent responses Winter 2020 Survey- 1,674 Parent responses Source: Qualtrics

School Climate Index - CHKS**2019-20**

Maintain or increase the following baseline indicators:

2018-19 Baseline Results from Qualtrics Climate Survey (% of agreement):

- School Pride (Students 83%, Staff 94%, Parents 88%)
- Caring and Positive Relationships (Students 85%, Staff 99%, Parents 91%)
- Safety (Students 72%, Staff 82%, Parents 80%)
- Provide Resources to be Successful (Students 87%, Staff 89%, Parents 89%)
- School Cleanliness (Students 51%, Staff 70%, Parents 79%)
- Experiencing Technology (Students 92%, Staff 92%, Parents 92%)
- Communication (Students 82%, Staff 83%, Parents 84%)
- Extra-Curricular Participation (Students 65%, Staff 95%, Parents 78%)
- High Expectations (Students 83%, Staff 97%, Parents 88%)
- School Connectedness (Students 59%, Staff 81%, Parents 81%)

Goal Met

Baseline results from Qualtrics Climate Survey from 2018-19 represented in parentheses () to 2019-20, indicated an overall increase in all categories.

School Pride- Students- (83)82%, Staff- (94)96%, Parents- (88)92%

Caring and Positive Relationships-Students- (85)87%, Staff- (99) 99%, Parents- (91)93%

Safety- Students-(72)75%, Staff-(82)87%, Parents- (80)88%

Provide Resources to be Successful- Students- (87)86%, Staff- (89)91%, Parents- (89)94%

School Cleanliness- Students- (51)53%, Staff- (70)76%, Parents- (79)83%

Experiencing Technology- Students-(92)94%, Staff- (92)95%, Parents- (92)94%

Communication- Students- (82) 83%, Staff- (83)85%, Parents- (84)90%

Extra-Curricular Participation- Students- (65)67%, Staff- (95)96%, Parents- (78)78%

High Expectations- Students (83)86%, Staff (97)99%, Parents- (88)93%

School Connectedness- Students- (59)61%, Staff- (81)85%, Parents- (81)87%

Digital Visits**2019-20**

App Downloads - 11,500

Regular App users - +25,000

Goal Met

Regular App users increased to 35,414 in 2019-20, with app downloads decreasing as app downloads only need to be done one time per user and carry over from year to year.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.1 Use data/analytics platform "Qualtrix," to better communicate important information to students, parents, teachers and administration</p>	<p>\$135,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Qualtrix</p>	<p>\$120,531 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.2 Use "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media. This should provide more information to families in multiple formats</p>	<p>\$32,450 - LCFF - 5000-5999 Services and Other Operating Expenses \$32,450 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Title I-Alt Sup-Parents</p>	<p>\$32,555 - LCFF - 5000-5999 Services and Other Operating Expenses \$32,555 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 3

Planned

Budgeted

Actual

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.3 Conduct college information, goal setting and financial aid workshops for non English speaking parents of EL students</p>	<p>\$60,648 - LCFF - 1000-1999 Certificated Salaries \$14,759 - LCFF - 2000-2999 Classified Salaries \$26,638 - LCFF - 3000-3999 Employee Benefits \$0 - LCFF - 4000-4999 Books and Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses \$2,169 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$3,503 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses \$0 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Parent Workshops Capacity Building \$0 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Translation Services EL Parent Workshops \$0 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Translation/Childcare Services EL Parent Workshops</p>	<p>\$19,938 - LCFF - 1000-1999 Certificated Salaries \$12,447 - LCFF - 2000-2999 Classified Salaries \$14,253 - LCFF - 3000-3999 Employee Benefits \$19,274 - LCFF - 4000-4999 Books and Supplies \$2,800 - LCFF - 5000-5999 Services and Other Operating Expenses \$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$0 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses \$0 - Federal Revenues - Title III - 1000-1999 Certificated Salaries \$0 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Translation Services EL Parent Workshops \$0 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Translation/Childcare Services EL Parent Workshops</p>
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Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.4 Contract with local Spanish language radio station to host radio program that informs listeners of district programs and</p>	<p>\$14,400 - LCFF - 5000-5999 Services and Other Operating Expenses - Cafe con Leche</p>	<p>\$14,395 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.5 Increase contact and interaction with students parents/guardians of targeted groups through technology, face to face meetings and workshops intended to foster parent involvement</p>	<p>\$9,857 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$11,143 - LCFF - 2000-2999 Classified Salaries</p> <p>\$5,228 - LCFF - 3000-3999 Employee Benefits</p> <p>\$76,683 - LCFF - 4000-4999 Books and Supplies</p> <p>\$188,880 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$47,697 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$4,097 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$11,021 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$24,384 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Title I-Parent Involvement Reservation</p> <p>\$12,884 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$29,200 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses</p> <p>\$2,559 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Title III Parent Outreach</p> <p>\$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Title III-Immigrant Parent Outreach</p>	<p>\$20,175 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$21,782 - LCFF - 2000-2999 Classified Salaries</p> <p>\$10,926 - LCFF - 3000-3999 Employee Benefits</p> <p>\$45,753 - LCFF - 4000-4999 Books and Supplies</p> <p>\$110,482 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$38,021 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$3,419 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$9,195 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$3,128 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$4,128 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Title III Parent Outreach</p> <p>\$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Title III-Immigrant Parent Outreach</p>

Action 6

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Location: All Schools

4.6 Employ a Director of Communications to better engage the families and community partners of the District and individual schools

\$0 - LCFF - 1000-1999 Certificated Salaries
 \$133,069 - LCFF - 2000-2999 Classified Salaries
 \$63,180 - LCFF - 3000-3999 Employee Benefits

\$0 - LCFF - 1000-1999 Certificated Salaries
 \$0 - LCFF - 2000-2999 Classified Salaries
 \$0 - LCFF - 3000-3999 Employee Benefits

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>4.7 Implement Powerschool- Student Information System to provide timely communication and access to student achievement</p>	<p>\$126,702 - LCFF - 5000-5999 Services and Other Operating Expenses \$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$180,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$2,250 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.8 Utilize various agencies to better communicate and</p>	<p>\$5,747 - LCFF - 1000-1999 Certificated Salaries \$1,187 - LCFF - 3000-3999 Employee Benefits \$12,842 - LCFF - 4000-4999 Books and Supplies \$154,675 - LCFF - 5000-5999 Services and Other Operating Expenses - Multiple Agencies</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 3000-3999 Employee Benefits \$0 - LCFF - 4000-4999 Books and Supplies \$30,953 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The 2019-20 school year presented challenges in staffing and end-of-year programs which impacted LCAP Goal 4's planned actions and expenditures. The College Information Workshops were shifted to virtual settings resulting in cost savings that were shifted to other LCAP goal 4 actions. Due to the COVID pandemic, there was an increased need for parents and families to stay informed about schools, meals, chromebook distribution, reopenings, closures and guidelines. Many of our communication systems, student information systems and outside agencies needed to be expanded and upgraded which resulted in the overall enhancement of several actions and services in LCAP Goal 4.7. The Director of Communications position was unable to be filled this year.

LCAP 4.3- Conduct College Information Workshops- This action was shifted to virtual offerings from the time of school closures related to the COVID pandemic. This shift resulted in cost savings that was re-purposed to LCAP 4.5- Increase contact and interaction with students parents/guardians of targeted groups through technology. Overall engagement with parents and families increased during this time as the need for parents and families to stay informed dramatically increased.

LCAP 4.6- Employ a Director of Communications- This position remained unfilled. The impact to students and families was minimized through cross-training, collaboration and outreach efforts of site and district support staff. Funds from this action were carried over to 2020-21 school year to support increased services for communication and progress monitoring efforts of site support staff with EL, FY and students from low-income families.

LCAP 4.7- Implement PowerSchool- This action was increased with LCFF Supplemental and Concentration funds to enhance the student information system with additional parent/family notification features principally directed to the needs of EL, FY and students from low-income families.

LCAP 4.8- Utilize Various Agencies to Better Communicate and Market Programs- This action was not implemented as planned as the contract with the company was canceled earlier than expected. The impact to students was minimized through other communication efforts by district and site support administrative staff. Funds from this action were carried over to 2020-21 school year to support increased services for communication and progress monitoring efforts of site support staff with EL, FY and students from low-income families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As schools closed from the COVID pandemic in March of 2020, communication and stakeholder input became even more important to every aspect of school and district operations. All existing parent/student advisories ELAC, SSC, DELAC, LCAP, Superintendent and Board stakeholder input meetings were transitioned to Google meets and Zoom. Student Information Systems were upgraded with additional parent portal and student grade alert features. Google extensions were purchased districtwide to make grading systems easier for teachers to transfer grades and for students and parents to access assignments, progress reports and grades much more readily. All counseling workshops for college information and Free Application for Student Federal Aide (FASFA) were held virtually.

Successes- The overall success of these efforts resulted in increased access for parents to attend advisory meetings. Attendance at these meetings increased from pre-pandemic numbers across the district. For the 2020-21 school year, parent advisory meetings as well as Board meetings have continued to offer hybrid settings giving parents, students and community members the choice to attend in-person, once schools re-opened, or virtually. Stakeholder feedback has been positive as parents have shared their preference for virtual meetings and increased

opportunities to participate in the educational decisions of their students. According to the 2020-21 Parent and Family Engagement local indicator survey, parents rated the district's progress in developing the capacity of staff and developing multiple opportunities for school sites to engage in 2-way communication at "full implementation."

Challenges- After schools closed from the COVID pandemic, reopening efforts were often stalled, per health and safety guidelines, which had an impact on the ability of schools to provide welcoming environments for students and families. This contributed to survey results and stakeholder feedback that rated the district's progress in creating welcoming environments at their schools at "Initial Implementation." Parents and families did share that although the schools were closed at that time to in-person instruction, school and district staff found unique ways to provide additional supplies and technology supports. School staffs were innovative in their approach to student recognition and celebration efforts to engage students and families through pm teacher office hours, virtual parent workshops, virtual college signing days and drive-through graduations. According to local indicator climate surveys, parents and families rated the district's ability to provide them with information and resources to support student learning as, "Full Implementation."

Effectiveness- Additional 2019-20 results from LCAP Goal 4 climate survey metric, indicated overall growth in every indicator from 2018-19 Qualtrics baseline climate survey results.

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$253,955,438	\$239,408,755
1000-1999 Certificated Salaries	112,120,690	110,566,617
2000-2999 Classified Salaries	33,411,858	30,270,035
3000-3999 Employee Benefits	61,455,758	57,184,280
4000-4999 Books and Supplies	12,135,226	11,024,448
5000-5999 Services and Other Operating Expenses	30,864,677	29,682,748
6000-6999 Capital Outlay	3,967,229	680,627

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$253,955,438	\$239,408,755
College Readiness Block Grant	0	0
LPSBG	999,210	0
CSI/ESSA 1003	831,055	314,852
Federal Revenues - Title I	8,439,083	5,391,789
Federal Revenues - Title II	624,473	736,257
Federal Revenues - Title III	246,490	223,464
Federal Revenues - Title IV	329,755	232,080
Other Federal Funds	442,802	507,743
Other State Revenues	39,636	39,636
LCFF Base/Not Contributing to Increased or Improved Services	201,585,211	194,460,858

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$253,955,438	\$239,408,755
1000-1999 Certificated Salaries	LPSBG	10,150	0
1000-1999 Certificated Salaries	CSI/ESSA 1003	319,200	164,733
1000-1999 Certificated Salaries	Federal Revenues - Title I	2,615,351	1,999,767
1000-1999 Certificated Salaries	Federal Revenues - Title II	247,223	297,774
1000-1999 Certificated Salaries	Federal Revenues - Title III	0	4,200
1000-1999 Certificated Salaries	Federal Revenues - Title IV	6,152	0
1000-1999 Certificated Salaries	Other Federal Funds	155,399	42,643
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	95,170,308	93,615,096
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	13,596,907	14,442,404
2000-2999 Classified Salaries	LPSBG	10,150	0
2000-2999 Classified Salaries	Federal Revenues - Title I	984,994	613,763
2000-2999 Classified Salaries	Federal Revenues - Title II	5,269	0
2000-2999 Classified Salaries	Federal Revenues - Title III	129,177	132,476
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	26,635,422	24,798,685
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	5,646,846	4,725,111
3000-3999 Employee Benefits	LPSBG	5,387	0
3000-3999 Employee Benefits	CSI/ESSA 1003	106,400	35,290
3000-3999 Employee Benefits	Federal Revenues - Title I	1,050,487	613,004
3000-3999 Employee Benefits	Federal Revenues - Title II	66,465	64,114
3000-3999 Employee Benefits	Federal Revenues - Title III	71,327	86,788

3000-3999 Employee Benefits	Federal Revenues - Title IV	1,863	0
3000-3999 Employee Benefits	Other Federal Funds	49,493	9,122
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	52,643,156	48,851,672
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	7,461,180	7,524,290
4000-4999 Books and Supplies	College Readiness Block Grant	0	0
4000-4999 Books and Supplies	LPSBG	492,253	0
4000-4999 Books and Supplies	CSI/ESSA 1003	73,000	55,010
4000-4999 Books and Supplies	Federal Revenues - Title I	2,325,260	1,227,139
4000-4999 Books and Supplies	Federal Revenues - Title II	0	0
4000-4999 Books and Supplies	Federal Revenues - Title III	22,189	0
4000-4999 Books and Supplies	Federal Revenues - Title IV	197,255	111,088
4000-4999 Books and Supplies	Other Federal Funds	138,122	192,834
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	4,923,288	5,616,059
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	3,963,859	3,822,318
5000-5999 Services and Other Operating Expenses	College Readiness Block Grant	0	0
5000-5999 Services and Other Operating Expenses	LPSBG	481,270	0
5000-5999 Services and Other Operating Expenses	CSI/ESSA 1003	332,455	59,819
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	1,437,079	891,322
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	305,516	374,369
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title III	23,797	0
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title IV	118,784	115,610
5000-5999 Services and Other Operating Expenses	Other Federal Funds	99,788	263,144

5000-5999 Services and Other Operating Expenses	Other State Revenues	39,636	39,636
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	18,633,634	21,423,324
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	9,392,718	6,515,524
6000-6999 Capital Outlay	Federal Revenues - Title I	25,912	46,794
6000-6999 Capital Outlay	Federal Revenues - Title IV	5,701	5,382
6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	3,579,403	156,022
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	356,213	472,429

Annual Update Expenditures by Goal and Funding Source

Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
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Goal 1:

Goal #1: Ensure that students are academically proficient and prepared for college and career ready.

All Funding Sources	\$10,815,401	\$8,450,630
College Readiness Block Grant	0	0
LPSBG	49,794	0
Federal Revenues - Title I	795,454	1,470,774
Federal Revenues - Title III	243,931	218,363
Federal Revenues - Title IV	7,417	0
Other State Revenues	39,636	39,636
LCFF S & C/Contributing to Increased or Improved Services	9,679,169	6,721,857

Goal 2:

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

All Funding Sources	\$24,202,301	\$26,757,579
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College Readiness Block Grant	0	0
LPSBG	2,000	0
Federal Revenues - Title I	2,508,600	2,415,074
Federal Revenues - Title II	451,488	706,563
Federal Revenues - Title III	0	5,101
Federal Revenues - Title IV	240,748	158,597
Other Federal Funds	0	0
LCFF Base/Not Contributing to Increased or Improved Services	4,132,836	4,077,308
LCFF S & C/Contributing to Increased or Improved Services	16,866,629	19,394,936

Goal 3:

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

All Funding Sources	\$217,694,684	\$203,451,586
LPSBG	947,416	0
CSI/ESSA 1003	831,055	314,852
Federal Revenues - Title I	5,000,327	1,415,495
Federal Revenues - Title II	140,282	29,694
Federal Revenues - Title IV	81,590	73,483
Other Federal Funds	442,802	507,743
Other State Revenues	0	0
LCFF Base/Not Contributing to Increased or Improved Services	197,325,673	190,201,300
LCFF S & C/Contributing to Increased or Improved Services	12,925,539	10,909,019

Goal 4:

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

All Funding Sources	\$1,243,052	\$748,960
Federal Revenues - Title I	134,702	90,446
Federal Revenues - Title II	32,703	0
Federal Revenues - Title III	2,559	0
Other Federal Funds	0	0

LCFF Base/Not Contributing to Increased or Improved Services	126,702	182,250
LCFF S & C/Contributing to Increased or Improved Services	946,386	476,264

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Antelope Valley Union High	Dr. Joseph Kelly Director of School Improvement	jkelly@avhsd.org 661-948-7655 ext. 286

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

The Antelope Valley Union High School District (AVUHSD) includes eight traditional and three alternative high schools, an early college high school on the Antelope Valley College campus, the charter Academies of the Antelope Valley and an adult education program. The district serves 23,000 students in the cities of Palmdale and Lancaster, and the surrounding area.

Our schools offer a variety of programs to prepare students for college and careers. Our career academies and pathways, which focus students' coursework toward a specific field of interest, include industries such as agriculture, digital design, engineering, environmental science, health care, law and government, the arts and multi-media.

Our mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. We do this by ensuring that our faculty and staff are provided opportunities to further their development in areas such as innovative classroom teaching strategies and the use of technology in the classroom. We envision that every student who graduates will be prepared to pursue college and any career to which he or she aspires.

Reflections: Successes

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

Historically, we have struggled on assessments in ELA and Math as evidenced by our 2019 CAASPP scores (ELA Met or Exceeded: 38.62% / Math Met or Exceeded: 12.37%). However, utilizing the NWEA Map assessments during the pandemic revealed academic growth in these two areas (ELA scoring High or High Avg. 43% / Math scoring High or High Avg. 39%). In addition to this, our AP pass rate grew from 27.3% to 35.3% with 2,350 qualifying AP scores (the most in our district's history). Furthermore, our Suspension rate in 2019 was 8.3% but dropped to 5.7% in the 2020 year. School moving to a virtual platform in mid-March makes it difficult to determine if we would have continued our positive trend, but we attribute our progress to the work we began in the Student Support Centers. Finally, positive outcomes on our Local Climate survey continue to grow for students, parents and teachers.

In order to maintain and ensure continued academic, social-emotional and behavioral success in these areas, we will utilize our internal data-base systems, Data Central

and NWEA Map assessments systematically, to track, monitor, mentor and provide goals and interventions more effectively and efficiently for all students including Student with Disabilities, Homeless Youth and African American students, with an additional emphasis on English learner (EL) Low-Income (LI) and Foster Youth (FY) students.

Reflections: Identified Need

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

Covid has hit us hard in the areas where we typically do very well. This is evidenced in the D and F rate of students growing from 27% in the fall of 2019 to 33% in the fall of 2020. In addition to this, our graduation rate dropped from 82.5% to 79.3% and our A-G rate dropped from 40.6% to 34.2%. Finally, our College and Career Indicator dropped from 27.5% prepared to 23.8% prepared. We know that Covid impacted these scores, but not to what extent. These will be areas that we focus on improving in the coming years.

AVUHSD plans to take the following steps to address D and F rates, Grad Rates, A-G rates and CCI rates:

Invest and Increase Formative Assessment Systems and Practices- NWEA MAP assessments will be utilized to support teachers and administrators in monitoring students and providing them with learning recovery options and interventions that align with their skill gaps.

Data Central will allow teachers and administrators to easily track and monitor the GPA of students to ensure that they are on track for A-G and CTE completion, and if not, to set short-term goals for them to get back on track for Graduation, A-G and CTE completion, and CCI prepared.

Student Support Coordinators will coordinate services with support staff to address academic, social-emotional and behavioral needs of students to increase student engagement and well-being along with graduation rates.

LCAP Highlights

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

This LCAP carries forward, many of the actions and services that have been successful over the years in meeting the needs of our students. Most of these actions, however, were refined, enhanced or modified to address student equity, as it pertains to equitable access, participation and outcomes to accelerate learning, close achievement gaps and increase positive outcomes for all students. The key area that should be emphasized is in how our Tier Two Interventions will be carried out through our Student Support Centers with our Student Support Coordinators and School Counselors using Data-Central to identify students in need of support both academically and social-emotionally.

Some key themes embedded throughout our LCAP 2021-22 are the following:

Equitable Access and Outcomes for Students

Increased equitable access to CTE Pathways, AP Courses, AVID elective sections, Dual Enrollment, Work-based Internships, Elective, and Enrichment options to increase equitable outcomes for our students in A-G completion, AP participation and pass rates, CTE Participation and Completion rates, College Career Readiness rates, Seal of Biliteracy and Golden State Seal Merit Diploma rates

Academic Acceleration for Students through enhanced Data-base tools and Diagnostic Assessments
Increased NWEA Map Assessments to develop Teacher Formative Assessment Processes
Increased Academic Acceleration through enhanced Technology, Formative Assessment, Differentiation, Spiraling of Standards/Skills and Progress Monitoring, using NWEA Map assessments, internal Data-base Systems-Data Central, Ed Central, Ellevation, SWIS-PBIS and PowerSchool

Increased Subject Matter Competency
Increased Support for Teacher Induction Program to increase and retain highly effective teachers
Emphasis on Interdisciplinary writing and calibration districtwide through Writing Revolution PD and curriculum
Increased Support for Next Generation Science Standard (NGSS) implementation
Project-based standards-aligned curriculum for Math
Increased support for EL Program Implementation, differentiation and progress monitoring strategies

Enhanced Tier II and III Supports through Student Support Centers
Expanded Multi-Tiered Systems of Support (MTSS) to include enhanced Tier II and III interventions that address academic, behavioral, social-emotional and physical well-being, including mental health. Additional counselors, social workers, pupil service technicians and student support coordinators will coordinate services. Habitudes-Social-Emotional Learning curriculum will be implemented as a Tier 1 universal support for all students to increase social-emotional well being for students

Increased Parent, Family and Community Engagement, Participation and Equitable Access
Increased Parent Workshops including EL Parent Workshops addressing requirements for College and Career Readiness, including A-G completion requirements, financial aide workshops, FASFA application submissions and educational programs and opportunities

Comprehensive Support and Improvement

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

Schools Identified

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

Desert Winds High School: Alternative School (Year 2) -Grad Rate
R. Rex Parris High School: Alternative School (Year 2) -Grad Rate
Highland High School: Comprehensive School (Year 1) -Low Performing

Support for Identified Schools

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

District support staff met with the leadership teams of DWHS and R. Rex Parris on a quarterly basis throughout the 2019-20 and 2020-21 school years and will continue to meet quarterly in 2021-22, to monitor and evaluate the implementation and effectiveness of their CSI plans. District support staff met with Highland High School after the 2019 Dashboard determined their CSI status, in order to support the development of their CSI plan and assess Highland's needs and barriers in the following areas: capacity, leadership, vision and mission, collaboration, commitment to equity, use of data to drive instruction and alignment of district and site plans. District support staff met again with DWHS and R. Rex on October 8, 2020, as they entered year 2 of CSI status. District support staff also met with Highland High School. At these meetings, the district support staff provided data specific to each school site through our local database called "Data Central" (which houses quantitative and qualitative data). Each site conducted a school-level needs assessment based upon a review of this data (including, but not limited to: Outcome data on California School Dashboard, PSAT scores, AP scores, A-G rates, CTE completion rates, D/F rates; Perception data on capacity, leadership, expectations, culture, and climate through surveys and table conversations; and process data involving systems, routines, instruction, use of data and plan alignment, etc.) Perception and process data

was analyzed by stakeholders and outcome data by whole group and student group, with a focus on equity. Each site reviewed this data with their school site leadership teams as well in determining needs.

Given the initial and subsequent data findings, a need was identified to continue to support schools in deeper data analysis that would get closer to root causes of non-performance. The District continues to partner with Pedro A. Noguera, president of PAN Ltd., and his team to further support the district and the CSI schools in creating a process that will lead to the effective development, implementation and evaluation of CSI plans, through a deeper analysis at both the district and site levels on how to analyze data, find root causes of non-performance and engage stakeholders in the process of evidence-based planning and decision making.

The PAN team worked specifically with the CSI schools and the district equity team to look at their state and local data, and develop priorities to address with stakeholder groups, such as teachers, students, parents, administrators, classified personnel, and community partners in November of 2020. The PAN Team, CSI schools, and the District Equity Team performed a "5 Whys Root Cause Analysis of Inequities," using the schools' initial data findings. This work will continue throughout the 2021-22 school year with stakeholders to help build capacity at both district and site levels, in order to sustain a partnership and process between site, district staff and stakeholders that fosters trust and identifies root causes of inequity and performance gaps, in order to empower schools, stakeholders and the district support staff to build, implement and monitor effective actions in their CSI plans that address equity and link back to identified needs of student groups based on root causes.

The CSI schools and district support staff continue to address the five priorities based on initial findings with stakeholder groups and are in the process of developing actions for their 2021-22 CSI plan which will be submitted to School Site Councils and the Board of Trustees in the Fall of 2021. Identified priorities for the district and CSI Schools are the following: 1) A coherent instructional guidance system, 2) Development of the professional capacity of staff, 3) Strong parent-community-school ties, 4) A student-centered learning climate, 5) Shared leadership to drive change.

Initial Dashboard findings indicate that Highland High School scored a performance level "Red," for 1 indicator in Mathematics, and performance level "orange," for Suspension rate, Graduation rate, College and Career, and English Language Arts. Further review resulted in findings that indicated equity and performance gaps for African American students and for male students in general, relative to female students as it pertains to suspensions, attendance and academic state and local indicators. Foster Youth, Students Experiencing Homelessness and Students with Disabilities, were also identified as low performing in comparison to other student groups in both state and local academic and behavior indicators. These initial results continue to be analyzed with additional local indicators for root causes that focus on instruction and student engagement. The district support staff and Highland High School are in collaboration, and based on these findings, are in the process of making changes to their instructional model in math, by incorporating evidenced-based interventions of Linked Learning in multiple core content areas, and within smaller "Math Literacy support classes," that implement revised math curriculum that is project-based for Hands-on Learning, in their Algebra 1 and Geometry classes. D and F rates in Algebra I and Geometry exceed 50% which is a higher failure rate than in other math courses, which presents a resource inequity as students who fail Algebra I and Geometry are not able to take higher level math courses and do not have access to A-G success, on the state dashboard College Career Indicator.

Desert Winds and R. Rex Parris alternative schools demonstrated low performance in both Graduation rate and College/Career indicators with all students performing "red" as per the 2019 Dashboard. Desert Winds and R. Rex are in their second year of CSI for Graduation rate, with grad rates of 31.5% for Desert Winds and 26.5% for R. Rex Parris. Structural systems were reviewed at each site and found that students who make adequate progress and retrieve credits, return to their comprehensive home schools to graduate. So, the grad rates for Desert Winds and R. Rex Parris can be misleading in that they do not include the number of successful students who leave the alternative school and graduate from their home school. However, in reviewing the College and Career indicator as it relates to resource inequities, at the alternative sites, it was found that master schedules at alternative sites do not include a full CTE pathway that includes capstone courses, so alternative school students do not have the same access when compared to their non-alternative school peers to CTE pathways, which did not allow for them to be rated as a pathway-completer in the College and Career indicator. There has been additional district support and focus on CTE pathways at both alternative sites, continuing this year and will continue in the 2021-22 school year, to give alternative students access to CTE pathways and addressing pathway completion rates as objectives for being college and career ready. There was also a demonstrated need based off of credit retrieval rates, for curriculum restructuring to shorten the curricular cycle in order to improve student engagement and success for credit retrieval. This action will continue in the 2021-22, as credit retrieval rates are improving for students.

The district provided each school site with the CSI SPSA Template and access to "What Works Clearinghouse" (<https://ies.ed.gov/ncee/wwc/>) to look for possible Evidence-Based Interventions to address the needs identified by each school. District support staff from Educational and Student Services have supported each CSI school to review the requirements of the CSI SPSA template sections and to help develop and provide feedback on each section. Business Services has provided additional support with the review of CSI school budget allocations, the purpose of each funding stream and to help CSI schools identify any potential resource inequities pertaining to technology, staff, and funding so that these sites could further address these inequities in their CSI plans.

Monitoring and Evaluating Effectiveness

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

The District CSI Support team and the PAN team will continue to monitor and collaborate with each of the sites on their CSI actions, evidenced-based implementations and interventions, annual measurable objectives, and expenditures on a quarterly basis for 2021-22. In order to narrow the focus, these teams will continue to work with the schools on creating local indicators, that align to focus area state indicators, to monitor growth more frequently, and look for patterns and trends, specifically in the areas of math, ELA and CTE for participation, assignment completion, formative assessment, and weekly grades. The district support staff will conduct monthly classroom observations in math, ELA and CTE classes to support instruction and integration of Linked Learning, and provide feedback to site administration. District support staff will ensure that CTE, Linked Learning and Math Literacy supports through redesigned project-based curriculum is implemented for 2021-22 and integrated into the CSI plans for alignment with district expectations. Instructional partners and district support staff will offer further support to math, ELA and CTE teachers in 2021-22 in the areas of Linked Learning and Math Literacy to support project-based, hands-on learning, with observational feedback based on teacher needs. Teachers and administrators will collaborate on student progress in these identified areas of need, to inform instruction and identify students for intervention. Quarterly progress reports will be shared with all stakeholder groups to receive feedback and input on the implementation and effectiveness of the CSI planned actions.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Throughout the 2020-21 school year, the Antelope Valley Union High School District has engaged in eliciting stakeholder feedback, conducting needs assessments, progress monitoring our LCAP goals and objectives and familiarizing staff with the revisions and requirements set forth in the Local Control Accountability Plan.

Stakeholder Engagement: August 2020 – May 2021 – The following groups were engaged in discussing and developing the 2021-2024 LCAP:

District English Learner Advisory Council (DELAC) – 8/8/20, 9/16/20, 10/24/20, 12/8/20, 2/17/21, 3/17/21, 4/14/21, and 5/19/21: The DELAC met virtually through Zoom and discussed progress on the LCAP. Both quantitative and qualitative data was shared with this group and feedback was elicited. The Superintendent's Designee presented the draft LCAP and Annual Update to the DELAC on 5/19/21 for review and comment. Feedback was very positive and there were no questions or comments stated that required a response from the Superintendent.

District Site and Leadership Team (DSLTL) – 4/26/21 and 5/17/21: The DSLTL met and discussed progress on the LCAP. A great deal of data was analyzed and evaluated in relation to our LCAP goals and objectives at these meetings using the following metrics: the California School Dashboard, A-G rates, AP test scores and participation, NWEA MAP scores in ELA and Math, professional development delivered, parent outreach conducted, etc. Each site brought data as evidence of the progress they made on the LCAP through their Single Plans for Student Achievement at their individual sites. This team developed the methodology for engaging stakeholders and determined that the current LCAP goals were appropriate and progressing. In the May meeting, all administration in the district reviewed feedback data and created actions for inclusion in to the Single Plan for Student Achievement (SPSA) and the LCAP.

District Parent Advisory Committee (DPAC) – May 14, 2021: The DPAC is composed of parents who represent the demographics of students of the AVUHSD, including specified subgroups and representatives of each campuses' School Site Council. At this meeting, both quantitative and qualitative data was shared with this group and feedback was elicited. The Superintendent's Designee presented the draft LCAP and Annual Update to the DPAC on May 14, 2021 for review and comment. Feedback was positive and there were no questions or comments stated that required a response from the Superintendent.

Surveys - Multiple surveys were given to students, parents and staff during the 2020-2021 school year. Due to Covid-19, we received over 49,000 responses to seven different surveys. This survey data was shared with various stakeholders throughout the year and Assistant Principal and Principal meetings, at Virtual Site visitations, at the DSLT, DELAC and DPAC meetings and with Labor and SELPA.

Labor Groups – May 18, 2021: The district met with representation from the Antelope Valley Teachers Association (AVTA) as well as the California School Employee Association (CSEA) to review the LCAP and efforts to involve stakeholders. At this meeting, both quantitative and qualitative data was shared and feedback was elicited.

SELPA - The district met with representatives from the local SELPA on February 23, 2021 and again on May 17, 2021 to review the LCAP and to elicit feedback

The public has been notified of the opportunity to submit written comments regarding the LCAP actions and expenses, using the District App Push-Down Notifications with access to the draft LCAP if requested.

Board Engagement – September 2020 – June 2021: The Board of Trustees received regular updates about the LCAP throughout the year. Review and Approval: The Board of Trustees reviewed the LCAP on June 9, 2021 and again on June 14, 2021 where they voted to approve the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Feedback this year was different from years past due to the impact of the lockdowns that resulted from Covid-19. Students and parent feedback: They preferred Distance Learning to traditional At-School learning. 64% of students felt like they did well in Distance Learning and a majority of teachers felt like they had the technology and professional development needed to deliver effective Distance Teaching. In terms of School Climate, school pride grew to over 90% (+8%) agreement for students; it grew for parents from 88% agreement to 95% (+3% growth in strongly agree); employee pride maintained over 96% agreement (2% growth in strongly agree). Caring relationships grew for students to over 88%; for parents it grew to over 94%; employee maintained a 99% of being intentional about creating positive relationships with students. Students feeling safe at school grew to over 84% (improving by about 10%); parent's perceptions of school safety remained at 86%; employees reported feeling safer at work to over 88% (3% growth in strongly agree). Over 94% (4% growth) of students, parents and employees felt that the school provided enough resources to be successful. 74% of students feel their school is clean and well-maintained (20% improvement from the prior year). Parent's perceptions of school cleanliness was up to 86% (+2%) and employees up to 79% (+4%). For technology as a regular part of the student's educational experience, students, parents and employees report over 97% agreement (with more than half of them strongly agreeing). Open lines of communication are high for all stakeholders (91.4% for students [+8%], 93% for parents [+3%] and 90% for employees [+6%]). Percentage of student participation in school related activities, clubs, programs or sports had 60.4% (-7%) while parents were closer to agreement with the students at 65.4% (-12%) with 96% of employees saying they actively encourage student to be involved. Student's belief that there is a teacher or other adult at school who has high expectations of them was steady with 85.2% while parents and employees guessed this number slightly higher at 92% and 99%. Finally, connectedness to the school for students grew to 69.5% (+8%) while parents and employees agreed with student connectivity at 85.7% and 87%. Student, parents and teachers all reported motivation as the key indicator between success and failure in a Distance Learning environment.

Specific Stakeholder feedback on the development of the 2021-24 LCAP:

District English Learner Advisory Committee (DELAC)- Recommended more parent workshops for non English speaking parents and more support for EL students to participate in programs and attain the Seal of Biliteracy

District Site and Leadership Team (DSLTL)- Specifically indicated that they wish to keep the LCAP goals, as stated in prior LCAPs, but requested data systems to support them as they monitor for student progress and success. DSLTL also wanted additional supports to implement Next Generation Science Standards and writing curriculum supports

District Parent Advisory Committee (DPAC)- Specifically asked for increased supports for their students

Surveys- Indicated the need to continue to break information down at workshops, and share in multiple ways, virtually and in-person, so parents can readily understand how to support their students academic success

Labor Groups- Indicated a need for increased professional development and curricular supports

SELPA- Recommended increased social-emotional supports for students

Board Engagement- local indicator results- A-G completion equity concerns, recommended to systematically increase access to A-G completion so more students graduate meeting A-G requirements.

The public has been notified of the opportunity to submit written comments regarding the LCAP actions and expenses, using the District App Push-Down Notifications with access to the draft LCAP if requested.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

LCAP Goals:

Stakeholder feedback overwhelmingly indicated the need to continue our broad LCAP goals as stated, from prior LCAPs, as students were making progress prior to the pandemic, however they also identified learning and equity gaps in 2019-20 and 2020-21's outcomes. As a result, student group data was added to the metrics with aligned actions in goals 1 and 2, intended to increase access to CTE, AP, AVID and Seal of Biliteracy programs, pathways and electives for our students.

Expanded Learning Opportunities and Variable Credit Retrieval Options:

The aspect that was most influenced by stakeholder input was in their recommendation to increase our levels of support to our students. In response, we developed our MTSS framework and tiered supports for students who have fallen behind or who have been most impacted by the last year of COVID-19 restrictions. For this upcoming year, we will be offering expanded learning opportunities and variable credit retrieval options, in goal 1, to make up credits through supplemental instruction (both before and after school, as well as on weekends).

Increased Participation and Access to A-G, AVID, CTE, AP and Seal of Biliteracy:

Board feedback indicated a need to systematically ensure equity and increase access for EL, LI and FY students in rigorous courses and college and career readiness electives and pathways. In response, actions in goal 2 were refined to ensure equity, access and outcomes for unduplicated students.

PBIS- "Habitudes," Social-Emotional Learning Curriculum:

Stakeholder feedback also identified needs to address the social-emotional well-being of students, given the additional stress to our students due to COVID-19. In response, we selected and will be implementing a Social-Emotional Learning curriculum called, "Habitudes," in goal 3, to increase social-emotional well-being for our students.

Enhanced Data-Bases and Student Support Centers:

Teachers and Administrator Stakeholder feedback, was instrumental in their ideas around needing data at their fingertips, so they could provide additional identification, monitoring and interventions. In response, we modified an action for enhanced data-bases to proactively screen and identify students through "Data-Central" and "Ellevation" databases, to identify students with multiple data points that need the most help within a tiered approach of support. Student Support Coordinators, School Counselors, additional Social Workers, support staff and EL Coordinators will then meet with the students in Student Support Centers and provide them with goals, specific tiered interventions, and follow-up visits, goals 2 and 3.

Increased Supports for Next Generation Science Implementation (NGSS) and Writing Curriculum Supports:

DSLTT shared that they needed more support for the NGSS implementation and in supports for writing. As a result, actions were developed to increase support in these areas with support personnel, new curriculum and materials and supplies, goals 1 and 2.

Formative Assessment:

Teacher stakeholder feedback indicated a need to accelerate and monitor student progress on state standards, especially in the absence of state testing due to the pandemic, from there, and action on formative assessment was created and NWEA MAP assessments will be utilized districtwide, to support teachers in monitoring their students' progress on academic state standards, using the results of the MAP assessments to inform instructional practices, goal 1.

Increased Classified Professional Development:

Classified stakeholder feedback requested additional classified professional development opportunities, so actions were increased in goal 3 to increase professional development for classified personnel to increase awareness and understanding of the needs of students as they relate to educational programs, interventions and services.

Increased Parent Workshops, Orientation and Collaboration Opportunities:

Parent and DELAC feedback indicated the need for additional parent teacher events and orientations. As a result, actions were added in goal 4 to increase parent workshops, collaboration and orientation events for both English speaking parents and for non English speaking parents.

The public has been notified of the opportunity to submit written comments regarding the LCAP actions and expenses, using the District App Push-Down Notifications with access to the draft LCAP if requested.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Stakeholder feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI and EL student group data, supported with actions to ensure equitable outcomes for FY, LI and EL students. The metrics to support this goal measure student achievement on state and local assessments, EL progress and reclassification, student engagement on graduation rates, and College and Career readiness indicators. The actions to support this goal will provide additional support and access to FY, LI and EL students in order to ensure that all students are academically proficient and college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Graduation Rate	85.7% - All Students 61.9% - FY 84.1% - LI 73.8% - EL 2019-2020 DataQuest				90%-All Students 75% - FY 90% - LI 80% - EL 2023-2024 DataQuest

ELPI (English Learner Progress Indicator)	39.3% low 2019 California Dashboard				55% High 2023 California Dashboard
RFEP (Reclassification Rate)	16.9% 2020-2021 DataQuest				30% 2023-2024 DataQuest
CCI (College/Career Indicator)	Orange - All Students Performance: 27.6% prepared Progress: +1.4% (maintained) Yellow - FY Performance: 12.4% prepared Progress: +2.9% (increased) Orange - LI Performance: 24.7% prepared Progress: +1.6% (maintained) Red - EL Performance: 7.1% prepared Progress: -1% (maintained) 2019 California Dashboard				Green - All Students 40% prepared - All Students 35% prepared - FY 40% prepared - LI 35% prepared - EL 2023 California Dashboard
A-G Completion	34.2% - All Students 17.20% - FY 30.60% - LI 17.30% - EL 2019-2020 DataQuest				45% - All Students 40% - FY 45% - LI 40% - EL 2023-2024 DataQuest

CTE Pathway Completion	26%- All Students 16.7% - FY 26.2% - LI 11.1% - EL 2019-2020 CDE - College/Career Measures Reports & Data				35%- All Students 30% - FY 35% - LI 30% - EL 2023-2024 CDE - College/Career Measures Reports & Data
CAASPP ELA	<p>Orange - All Students Performance: 37.6 points below standard Progress: +0.8 points (maintained)</p> <p>Red - FY Performance: 106.7 points below standard Progress: Declined 24 Points</p> <p>Red - LI Performance:49 points below standard 2019 Dashboard Progress: Maintained 0.5 Points</p> <p>No Color - EL 149 points below standard Declined 5.7 Points</p> <p>2019 California Dashboard</p>				<p>Yellow - All Students Performance: 10 points below standard</p> <p>Green - FY Performance: 40 points below standard</p> <p>Yellow - LI Performance:10 points below standard</p> <p>Green - EL 55 points below standard</p> <p>2023 California Dashboard</p>
CAASPP Math	2019 Dashboard Red - All Students Performance: 133.4 points below standard Progress: -2.3 points				<p>Yellow - All Students Performance: 65 points below standard</p> <p>Yellow - FY Performance: 95 points below</p>

	<p>(maintained)</p> <p>Red - FY Performance: 178.8 points below standard Progress: Declined 7.9 Points</p> <p>Red - LI Performance: 148.8 points below standard Progress: Declined 3.8 Points</p> <p>Red - EL Performance: 228.5 points below standard Progress: Declined 11.1 Points</p> <p>2019 California Dashboard</p>				<p>standard</p> <p>Yellow - LI Performance: 75 points below standard</p> <p>Yellow - EL Performance: 100 points below standard</p> <p>2023 California Dashboard</p>
Local Math Assessment: NWEA MAP (11th grade)	<p>High: 21% High Avg: 18% Avg.: 19% Low Avg.: 21% Low: 21% 2020-2021 NWEA Local Assessment</p>				<p>50% high/high avg. 2023-2024 NWEA Local Assessment</p>
Local ELA Assessment: NWEA Map (11th grade)	<p>High: 17% High Avg.: 26% Avg.: 23% Low Avg.: 18% Low: 16% 2020-2021 NWEA Local Assessment</p>				<p>50% high/high avg. 2023-2024 NWEA Local Assessment</p>
EAP % Students Prepared for College ELA	<p>37.65% - All Students 7.25% - FY 33.23% - LI 8.15% - EL</p>				<p>50% - All Students 35% - FY 45% - LI 30% - EL 2023-2024</p>

	2018-2019 https://caaspp-elpac.cde.ca.gov/				https://caaspp-elpac.cde.ca.gov/
EAP % Students Prepared for College Math	11.19% - All Students 14.49% - FY 8.05% - LI 0.83% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/				35% - All Students 35% - FY 30% - LI 25% - EL 2023-2024 https://caaspp-elpac.cde.ca.gov/
Implementation of Academic Standards (Local Indicator)	Standard Met 2020-2021				Standard Met 2023-2024
Seal of Biliteracy	All Students Count = 234 Cohort = 4401 5.3% FY Count = 4 Cohort = 150 2.7% LI Count = 185 Cohort = 3575 5.2% EL Count = 6 Cohort = 442 1.4% 2019-2020 DataQuest				2019-2020 All Students- 12% FY-10% LI-12% EL-10% 2023-2024 DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Field Trips	Teachers, paraprofessionals, and other support personnel will escort English learner (EL), Foster Youth (FY) and Low Income (LI) students, in grades 9-12, on guided tours to College, University, and Career-related destinations, each semester, to increase their access to higher education.	\$53,441.00	Yes
2	College Readiness Exams	Teachers and various classified support personnel will administer the PSAT annually to English learner (EL), Foster Youth (FY) and Low Income (LI) students in grades 10 and 11, and administer the SAT annually to English learner (EL), Foster Youth (FY) and Low Income (LI) students in grade 11, as an indicator of college readiness and to prepare students to excel on the SAT.	\$436,271.00	Yes
3	AP Training and Tutoring	AP Teachers will attend AP training annually to increase their understanding on how to access the latest AP resources, in order to implement and provide AP instructional strategies and tutoring supports to English learner (EL), Foster Youth (FY) and Low Income (LI), students in grades 9-12, so they can succeed in AP classes and increase their access to higher education through increased AP Test participation and pass rates.	\$313,554.00	Yes
4	Expanded Learning Opportunities	Teachers and various classified support personnel including virtual tutors will provide extended day tutoring virtually, 7 days a week and in-person, six days a week, in English and Spanish, to English learner (EL), Foster Youth (FY) and Low Income (LI) students in grades 9-12, to improve their conceptual understanding on ELA, Math and Science standards to close achievement gaps, as identified on NWEA Map assessment growth scores and CAASPP Assessments.	\$347,820.00	Yes
5	Formative Assessment	Teachers and various classified support personnel will administer NWEA Map assessments three times per year to English learner (EL), Foster Youth (FY) and Low Income (LI) students in grades 9-12, in Math, ELA and Science, and use the results formatively to provide students with best, first instruction and targeted interventions that address skill gaps, so English learner (EL), Foster Youth (FY) and Low Income (LI) students can equitably access core content standards in Math, ELA and Science to increase proficiency in Math, ELA and Science.	\$806,894.00	Yes

6	ELA and Math Supports	Counselors will coordinate services with site administrative teams to place English learner (EL), Foster Youth (FY) and Low Income (LI) identified students in grades 9-12 in reduced class sizes in ELA and Math to 25:1. Teachers will provide daily small group instruction to English learner (EL), Foster Youth (FY) and Low Income (LI) students with standards-aligned alternative curriculum- Read 180 for literacy support classes and project-based for Math Literacy support classes to accelerate learning and close achievement gaps in Math and ELA.	\$268,675.00	Yes
7	EL Program Implementation	Additional EL site and district support staff will provide professional development, on differentiated instruction for English learner (EL) students, by ELPAC level, to designated and integrated ELD teachers. EL site and district support staff will systematically collaborate on the administration of ELPAC and provide additional enrollment and monitoring supports, using Ellevation, PowerSchool and Data Central to ensure proper initial placement, testing, monitoring, instruction and intervention strategies are implemented for ELs, to improve their equitable participation in educational programs and accelerate their progress in the attainment of English proficiency, biliteracy, and academic achievement as indicated on increased English language progress and reclassification rates.	\$1,273,073.00	Yes
8	EL Reclassification Support and Monitoring	Designated EL Support staff will provide professional development to teachers on how to use Ellevation, Data Central and PowerSchool Database systems, to systematically monitor, for at least four years, the academic progress of EL students who have exited an EL program to ensure that EL students have not been prematurely exited, any academic deficits they incurred resulting from the EL program have been remedied, and they are meaningfully participating in the district's educational programs comparable to their never-EL peers, as indicated on increased A-G, AP, and Seal of Biliteracy rates.	\$821,104.00	Yes
9	Student-Free Professional Development Days	AVUHSD Staff and external consultants will provide three, student-free professional development days per teacher, grades 9-12, during the school year, focused on differentiated instruction, engagement, formative assessment, monitoring, intervention and SEL strategies for English learner (EL), Foster Youth (FY) and Low Income (LI) students to increase equitable access to rigorous academic content standards and raise student achievement.	\$1,414,242.00	Yes
10	Variable Credit Recovery	Teachers will provide increased credit retrieval options for identified English learner (EL), Foster Youth (FY) and Low Income (LI) students in grades 9-12 who have been unsuccessful in traditional core content classes and need additional attempts in alternative time frames, to master core content and pass their core classes in order to increase A-G and Graduation rates.	\$2,287,647.00	Yes

11	Enhanced Data Systems	<p>The district Coordinator of Data Analysis and Computer Sciences will coordinate services with Data Service Specialists and various other classified and certificated personnel to create, enhance and provide training on internal data-base systems, Ed Central and Data Central, so district and site teams can readily select and evaluate professional development offerings and retrieve student outcome data, to implement monitoring, intervention and goal-setting strategies for English learner (EL), Foster Youth (FY) and Low Income (LI) students to close achievement gaps and increase student achievement.</p> <p>The Coordinator of Data Analysis and Computer Science Principles will also collaborate with site teams on the integration of Computer Science principles into regular courses in order to ensure that English learner (EL), Foster Youth (FY) and Low Income (LI) students have equitable access to rigorous courses and increased access to higher education.</p>	\$334,625.00	Yes
12	Ancillary Instructional Materials	<p>Teachers in core content classes, will provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with ancillary instructional materials and supplies for classroom and home use, to increase equitable access to core curriculum, to ensure meaningful participation and engagement in core content classes, to increase student achievement.</p>	\$1,099,000.00	Yes
13	Focus on Writing	<p>Teachers in grades 9-12, across disciplines will receive additional professional development, coaching and ancillary writing curriculum supports throughout the year to help align their instruction, assignments and grading with the College and Career Readiness Anchor Standards and Rubrics that define general, cross-disciplinary literacy expectations that must be met for English learner (EL), Foster Youth (FY) and Low Income (LI) students to be college and career ready.</p>	\$133,011.00	Yes

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

Stakeholder feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI and EL student group data, supported with actions to ensure equitable outcomes for FY, LI and EL students. The metrics to support this goal measure qualitative classroom observation data, student access and participation in a broad course of study, state and local achievement indicators for AP pass rates, CTE and A-G completion rates, student engagement on graduation rates, and students meeting State Golden Seal Merit requirements. The actions to support this goal will provide core program support with counseling services provided for all students and additional actions to provide increased support and access to FY, LI and EL students to ensure that all students are provided with a 21st Century learning environment and rigorous curriculum that allows them to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
AP exams with qualifying score (+3)	2405 - All Students 3 - FY 1185 - LI 27 - EL 2019-2020 CollegeBoard & PowerSchool				Qualifying scores 3000 - All Students 100 - FY 2000 - LI 350 - EL 2022-2023 CollegeBoard & PowerSchool
Percentage of qualifying AP scores	34% - All Students 15% - FY 32% - LI 42%- EL				45% - All Students 35% - FY 45% - LI 43%- EL 2022-2023

	2019-2020 CollegeBoard & PowerSchool				CollegeBoard & PowerSchool
AP Students in District	3588 2020-2021 PowerSchool				6000 2023-2024 PowerSchool
AP Exams taken	6850 - All Students 20 - FY 3719 - LI 64 - EL 2019-2020 CollegeBoard &PowerSchool				8,000 - All Students 200 - FY 6000 - LI 300 - EL 2012-2023 CollegeBoard &PowerSchool
Access to a Broad Course of Study (Local Indicator)	Standard Met 2020-2021 Local Indicator				Standard Met 2023-2024 Local Indicator
CTE Pathway Completion	26% - All Students 16.7% - FY 26.2% - LI 11.1% - EL 2019-2020 College/Career Measures Reports & Data				35%- All Students 30% - FY 35% - LI 30% - EL 2022-2023 College/Career Measures Reports & Data
A-G Completion	34.2% - All Students 17.2% - FY 30.60% - LI 17.3% EL 2019-2020 DataQuest				45% - All Students 40% - FY 45% - LI 40% - EL 2022-2023 DataQuest
CTE Completion and A-G Completion	381 Students had both CTE Completion and A-G Completion 2019-2021 CALPADS Report 15.2 and 3.15				450 Students had both CTE Completion and A-G Completion 2022-2023 CALPADS Report 15.2 and 3.15

Graduation Rate	85.7% - All Students 61.9% - FY 84.1% - LI 73.8% - EL 2019-2020 DataQuest				90% - All Students 75% - FY 90% - LI 80% - EL 2022-2023 DataQuest
Golden State Seal Merit Diploma	All Students Count = 856 Reg HS Graduates = 4401 19.5% FY Count = 11 Reg HS Graduates = 150 7.3% LI Count = 581 Reg HS Graduates = 3575 16.3% EL Count = 24 Reg HS Graduates = 442 5.4% 2019-2020 DataQuest				All Students-25% FY-14% LI-25% EL-15% 2022-2023 DataQuest
Classroom Walkthroughs	6164 Walkthroughs 2019-2020 DigiCOACH				10,000 Walkthroughs 2023-2024 DigiCOACH

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counselors	Provide Guidance/Counseling services to ensure that students have multiple opportunities for academic, collegiate, professional and personal growth.	\$2,748,058.00	No
2	Enhanced Counseling Services	Additional Counselors, social workers and various other classified personnel will provide tiered supports to English learner (EL), Foster Youth (FY) and Low Income (LI) students to proactively address academic, social-emotional, behavioral and physical physical well-being,	\$8,042,979.00	Yes

		to ensure equitable access to academic, collegiate, professional and personal growth. The increase in this action will empower each site to carry out a Multi-Tiered System of Support that is more proactive in meeting the Academic, College and Career, Social-Emotional and behavioral needs of our unduplicated students to increase achievement, well-being and college/career readiness.		
3	Professional Development	Curriculum and Professional Development Coordinators will collaborate to plan and provide Teachers with increased opportunities to access internal and external expertise to further their development and to develop the Teacher Induction Program, increase depth of knowledge about English learner (EL), Foster Youth (FY) and Low Income (LI) students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with State Standards curriculum and assessments, to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies, that increase academic outcomes for English learner (EL), Foster Youth (FY) and Low Income (LI) students as indicated on NWEA growth and proficiency scores, and AP pass rates.	\$1,817,163.00	Yes
4	Targeted AVTI Mentoring and Supports	The Antelope Valley Teacher Induction (AVTI) Coordinator and Teacher Induction Mentors (TIM)s along with various other support personnel, will provide English learner (EL) Foster Youth (FY) and Low-Income (LI) students with additional differentiated and formative assessment tiered supports and monitoring strategies, by mentoring AVTI teachers and new administrators in order to increase teacher/administrator effectiveness in addressing identified needs and achievement gaps to increase student achievement and social-emotional well-being.	\$837,909.00	Yes
5	Classroom Walkthroughs	Site and District Instructional Teams will Utilize "DigiCOACH" classroom walk-through tools to conduct classroom observations, gather evidence and provide feedback to teachers and administrators on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) in order to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with effective learning environments that close achievement gaps and raise student achievement.	\$47,940.00	Yes
6	AP Placement/Exams/Tutoring	Counselors will coordinate services with site administrative teams to increase equitable access to AP classes for Low Income (LI) students. Teachers will further prepare Low Income (LI) students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring hours, and AP exams at reduced costs, so Low Income (LI) students can take as many AP exams as they qualify for, to increase their AP Participation and Pass rates, and CCI rates.	\$723,151.00	Yes

7	Career Technical Education (CTE) opportunities	Counselors will coordinate services with CTE support staff and site administrative teams each semester, to counsel with students, review student performance, and master schedules, to be intentional about increasing student access to CTE courses and pathways for English learner (EL), Foster Youth (FY) and Low Income (LI) students. CTE course sections on master schedules at all schools will be increased to accommodate the increase of EL, FY and LI students participating in CTE courses and pathways, as evidenced by increased CTE sections on master schedules, and by increased CTE participation and completion rates, including increased CCI rates for English learner (EL), Foster Youth (FY) and Low Income (LI) students.	\$3,827,720.00	Yes
8	AVID Elective	AVID elective sections will be offered at all school sites and counselors will coordinate services with AVID Site Teams and site administrative teams each semester, to review master schedules and academic performance of English learner (EL), Foster Youth (FY) and Low Income (LI) students, to be intentional about increasing equitable access to AVID electives and increasing achievement for for EL, FY and LI students to increase AVID participation, A-G, graduation and CCI rates.	\$2,437,701.00	Yes
9	AVID Health Survey/Transition	Schools will provide sections of AVID Health Survey/Healthful Living curriculum staffed with AVID trained teachers to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students in 9th grade, with an early intervention that focuses primarily on how to successfully transition from middle school to high school using AVID instructional, organizational, social-emotional, and behavioral skills that will better equip them to transition successfully and access rigorous academic content standards in order to increase their access to A-G and college and career readiness.	\$149,292.00	Yes
10	Technology	District and site support personnel will ensure that teachers are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student-to-device ratios from 4 : 1 to 1 : 1 districtwide, and engage English learner (EL), Foster Youth (FY) and Low Income (LI) students in all classrooms, in grades 9-12, with rigorous curriculum by supporting teachers and providing English learner (EL), Foster Youth (FY) and Low Income (LI) students with increased access to academic resources, digital curriculum resources, academic, diagnostic and formative assessments, to increase their engagement on rigorous academic content standards and accelerate their learning as evidenced by increased NWEA growth scores, A-G completion rates, Grad Rates and CCI rates.	\$2,708,675.00	Yes
11	STEM Support	STEM Teachers and STEM DO and Site support staff will increase STEM exposition and	\$51,855.00	Yes

		competition opportunities for English learner (EL), Foster Youth (FY) and Low Income (LI) students, in grades 9-12 districtwide, to give them engaging hands-on, project-based experiences, to build teamwork skills and provide relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes, to increase the number of students who participate in CTE pathways and STEM-related electives, to increase A-G, AP, CCI and CTE participation and completion rates.		
12	Dual Enrollment/Internships	The Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly, with counselors and site administrative teams, who will counsel with students, and review student needs and performance, to increase access to low-cost dual enrollment and no-cost work-based learning internship options for English learner (EL), Foster Youth (FY) and Low Income (LI) students, to increase dual enrollment and work-based learning internships for EL, FY and LI students, to increase their achievement, as evidenced on increased A-G, CCI and Golden State Seal Merit Diploma rates.	\$226,356.00	Yes
13	Enrichment Options	Counselors will coordinate services with site administrative teams to provide and place English learner (EL), Foster Youth (FY) and Low Income (LI) students in academic and enrichment courses, above and beyond the 6 period day, through a virtual platform and onsite, before and after school, in order to increase academic and enrichment options for EL, FY and LI students who have limited access during the 6 period day, to increase their achievement as evidenced by increased A-G, AP, CCI, Grad Rates and Golden State Merit Seal Diploma rates.	\$860,236.00	Yes
14	21st Century Learning Environments	Instructional Partners and various other classified and certificated support personnel, will provide professional development and classroom walkthrough feedback to teachers in order to increase teacher effectiveness, so that English learner (EL), Foster Youth (FY) and Low Income (LI) students can increase their achievement in core content classes as evidenced by increased NWEA growth scores, English learner progress and reclassification rates, A-G completion rates and CAASPP scores.	\$2,064,069.00	Yes
15	NGSS Supports	A district-assigned teacher on special assignment will plan, collaborate and observe science classrooms with district curriculum coordinators to provide additional professional development, feedback and lesson planning support to science teachers in the implementation and assessment of Next Generation Science Standards (NGSS), to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with effective NGSS	\$119,450.00	Yes

differentiated instructional strategies as evidenced by increased CAST scores and A-G rates.

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Cultivate a Safe and Secure, Positive School Culture that Supports all Students' Personal and Academic Growth

An explanation of why the LEA has developed this goal.

Stakeholder feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI and EL student group data, supported with actions that offer additional tiered supports to ensure equitable outcomes for FY, LI and EL students. The metrics will measure student engagement through attendance, suspension, and expulsion data and will include local indicators for climate and basic services that include teachers, textbooks and facilities. The core program actions to support this goal for all students include actions to address basic services with credentialed teachers, newly adopted textbooks, and state of the art facilities, specialized core services and actions to improve Sped and CTE programs, and additional actions and tiered supports that address the needs, circumstances and conditions of LI, FY and EL students, so that all students can experience a safe and secure, positive school culture that supports their personal and academic growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Access to Standards-Aligned Instructional Materials	100% Fall 2020 Williams				100% Fall 2023 Williams
Facilities in "Good" Repair	100% 2020-21 Facility Inspection Tool (FIT) per Williams				100% 2023-24 Facility Inspection Tool (FIT) per Williams
Fully Credentialed and Appropriately Assigned Teachers	2% Teacher Misassignments and 1.6 % Teacher Vacancies Fall 2020 Census Day-CALPADS 4.1 and 4.3				1% Teacher Misassignments and .5% Teacher Vacancies Fall 2023 Census Day- CALPADS 4.1 and 4.3
Local Climate Survey (Local Indicator)	Fall Climate Survey Safety: 86% Agreed or Strongly Agree- Parents - "I feel my student is safe at school." 84% Agreed or Strongly Agree - Students - "I feel safe at school." 88% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 86% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school." 69% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." 87% Agreed or Strongly				Fall Climate Survey Safety: 90% Agreed or Strongly Agree- Parents - "I feel my student is safe at school." 90% Agreed or Strongly Agree - Students - "I feel safe at school." 88% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 90% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school." 80% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." 95% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." 2023-2024

	Agree- Teachers - "I feel like our students are connected to this school." 2020-2021			
Suspension Indicator	<p>Yellow - All Students Performance: 8.1% Progress: -1.5% (declined)</p> <p>Orange - FY Performance: 24% suspended at least once Progress: Declined 0.9%</p> <p>Orange -LI Performance: 9.2% suspended at least once Progress: Declined 1.7%</p> <p>Orange - EL Performance: 9.3% suspended at least once Progress: Declined 1.2%</p> <p>2019 California Dashboard</p>			<p>Green - All Students Performance: 6%</p> <p>Yellow - FY Performance: 10% suspended at least once</p> <p>Yellow -LI Performance: 6% suspended at least once</p> <p>Yellow - EL Performance: 6% suspended at least once</p> <p>2022 California Dashboard</p>
Suspension Rate	5.7% 2020 DataQuest			5.7% Maintain 2023 DataQuest
Expulsion Rate	0.13% 2020 DataQuest			0.13% Maintain 2023 DataQuest
Attendance Rate	94.56% 2020 DataQuest			95% 2023 DataQuest
Chronic Absenteeism	19.3% - All Students			12% - All Students

	35.2% - FY 21.2% - LI 21.3% - EL 2020 DataQuest				20% - FY 12% - LI 12% - EL 2023 DataQuest
Truancy Rate	14.8%-All students 2019				10% 2022
Dropout Rate	9% - All Students 2020 DataQuest				5% 2023 DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Standards-Aligned Instructional Materials	Full compliance with instructional materials sufficiency as defined by Williams legislation.	\$3,552,466.00	No
2	Facilities in "Good" Repair	Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments.	\$33,966,560.00	No
3	Fully Credentialed and Appropriately Assigned Teachers	100% of teachers will be fully credentialed and appropriately assigned.	\$101,014,083.00	No
4	Special Education	Provide teachers, staff, supplies, services and other operating expenditures to fulfill the requirements of our Special Education program.	\$61,198,756.00	No
5	CTE Programs	Provide Teachers and staff for Career Technical Education programs to support students in CTE pathways.	\$4,784,515.00	No
6	Recruit and Retain Teachers	The Director of Personnel will coordinate services with Antelope Valley Teacher Induction (AVTI) coordinators and various support staff from colleges, universities and social media networks, to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with more experienced teachers who will differentiate instruction, engage students in formative assessment practices and monitor their progress, in hard-to-staff positions and programs such as ELD, Math and Science to increase student engagement, close achievement gaps, monitor student progress and increase access to core content standards to increase A-G and College/Career Readiness rates.	\$210,826.00	Yes

7	Improve Attendance	The Director of Attendance will coordinate services with site Community Attendance Workers to implement tiered reengagement interventions for English learner (EL), Foster Youth (FY) and Low Income (LI) students to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools, to increase communication with parents, increase attendance and lower chronic absenteeism for English learner (EL), Foster Youth (FY) and Low Income (LI) students.	\$1,153,847.00	Yes
8	Student Support Centers	District Program Coordinators will coordinate services with Student Support Coordinators, counselors, social workers, site administrators and various classified and certificated support personnel, to support the implementation of Multi-Tiered Systems of Support (MTSS), using Data Central and other database tools, to proactively monitor, set goals and provide academic, behavioral and social-emotional tiered interventions to English learner (EL), Foster Youth (FY) and Low Income (LI) students in the Student Support Centers, to increase student engagement, academic achievement, behavioral and social-emotional well-being, as evidenced on increased attendance and achievement, decreased suspensions, and improved local climate survey results.	\$564,174.00	Yes
9	Implement PBIS	The Coordinator of Student Services will coordinate services with site PBIS Coordinators and various other support personnel, to provide Positive Behavior Interventions and Supports (PBIS), to English Learner (EL), Foster Youth (FY) and Low Income (LI) students, through a Multi-Tiered Systems of Support (MTSS) framework, that includes support for social-emotional learning through Habitudes curriculum, to increase student-well-being and decrease suspension rates.	\$50,887.00	Yes
10	Classified Professional Development	District and site administrative staff, including instructional partners and external consultants, will expand professional development opportunities to Classified staff, to support their understanding of the needs, conditions and circumstances of English learner (EL), Foster Youth (FY) and Low Income (LI) students, as they relate to the educational programs, interventions, actions, services and objectives of the LCAP to increase student engagement and well-being, as evidenced on increased attendance and decreased truancy and suspension rates.	\$131,638.00	Yes
11	Safe, Secure and Positive Learning Environments	District coordinators and various support personnel, will coordinate services with Site Administrative Interns, Student Support Coordinators, PBIS Coordinators, and Social Workers, including additional certificated and classified support staff, to engage English	\$3,712,203.00	Yes

		learner (EL), Foster Youth (FY) and Low Income (LI) students and families, with a more positive and connected learning experience by providing additional mentoring opportunities to address social-emotional, behavioral and academic needs and build positive relationships with EL, FY and LI students and families. Support staff will also proactively monitor the school environment to positively intervene as necessary, to increase attendance, reduce suspensions, increase safety, connectedness and well-being for EL, FY and LI students and families.		
12	Supplemental Interventions and Supports	District and site certificated and classified support staff will coordinate services and provide supplemental interventions and supports that align with the following LCAP actions to further address the academic, social-emotional and behavioral needs of English learner (EL), Foster Youth (FY) and Low Income (LI) students to increase equitable outcomes for unduplicated students tied to the following LCAP actions: <ul style="list-style-type: none"> -College trips -LCAP 1.1 -PSAT Prep-LCAP 1.2 -AP Tutoring- LCAP 1.3 -Tutoring / Remediation- LCAP 1.4 -EL Services- LCAP 1.7 and 1.8 -Ancillary Instructional Materials- LCAP 1.12 -Professional Development and Training -LCAP 2.3 -CTE opportunities- LCAP 2.7 -Technology-LCAP 2.10 -STEM Expos- LCAP 2.11 -Additional staffing to meet the needs of targeted students- LCAP 3.8, 3.11 -Parent Engagement Activities- LCAP 4.4 and 4.6 	\$3,484,872.00	Yes
13	Transportation	Transportation will be provided to Low Income (LI) students and Foster Youth (FY) students who are assigned to alternative schools for credit retrieval. Transportation will also be provided to LI and FY students attending before and after school tutoring and extra-curricular events so students can meaningfully participate in educational programs and have equitable access to interventions and enrichment options in order to improve attendance as indicated on attendance and chronic absenteeism rates.	\$2,163,888.00	Yes
14	Independent City	Teachers, Administrators, and various classified support personnel, including community members, will provide Foster Youth (FY) students with a mock simulation of the responsibilities of adult life, as it pertains to career options, salaries, housing, budgets and financial literacy including access to healthcare, DMV and other government agencies, to better prepare them for the transition to adulthood from foster care, as evidenced by increased graduation rates and post-secondary status.	\$18,000.00	Yes

15	Diversity Training	Diversity training will be provided to students and staff throughout the year, to increase student and staff awareness of our diverse student and community populations, to increase understanding and support for Foster Youth (FY) and Low Income (LI) students experiencing homelessness, so they can increase their meaningful participation in educational programs and have equitable access to interventions, rigorous courses and enrichment options, to increase their Graduation rates, attendance rates, AP Participation, CTE pathway completion and A-G completion rates.	\$84,123.00	Yes
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Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

Stakeholder feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI and EL student group data, supported with actions that offer increased and improved services for parents and community partners to ensure equitable outcomes for FY, LI and EL students. The metrics used to measure the effectiveness of this goal include parent participation on climate surveys, district app followers, and local indicators that measure parent and family engagement. The base actions to support this goal for all students include the base services to maintain the PowerSchool student information system and additional increased and improved actions to address the needs of LI, EL and FY students and families through additional and enhanced virtual tools-Parent Link apps, district and school websites, survey tools, parent workshops, school and community events, so that the district can communicate effectively with all stakeholders and continue to build relationships in the community that help provide all of our students with innovative educational opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Parent participation	2,654 responses to Fall Climate survey 95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 93% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 93% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2020-2021 Qualtrics				3,000 responses to Fall Climate survey 100% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 96% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 96% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2023-2024 Qualtrics
District App Followers	35,531 2020-2021 AVUHSD App				35,000 Maintain 2023-2024 AVUHSD App
Parent and Family Engagement (Local Indicator)	Standard Met 2020-2021 Local Indicator				Standard Met 2023-2024 Local Indicator

Actions

Action #	Title	Description	Total Funds	Contributing
1	PowerSchool	Maintain a Student Information System to provide timely communication and access to student achievement, attendance, and behavior.	\$208,459.00	No
			\$108,125.00	Yes

2	Qualtrics	District and site support staff will utilize a survey data/analytics platform to better communicate important information to English learner (EL), Foster Youth (FY) and Low Income (LI) students, and families. Responses can be disaggregated by teacher, subject, grade level and student group, to garner feedback and assess academic, social-emotional, behavioral and physical needs of English learner (EL), Foster Youth (FY) and Low Income (LI) students from various surveys, to increase student achievement, parent communication, parent access and usage of digital apps, district websites, and student information systems.		
3	Parent Link	District and Site staff will utilize the "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media, to provide information, in multiple formats, to increase access to academic, intervention, enrichment and extra-curricular activities, for English learner (EL), Foster Youth (FY) and Low Income (LI) students and families, to increase timely and effective communication practices as evidenced by Parent Link usage reports and Parent/Student surveys.	\$64,900.00	Yes
4	EL Parent Workshops	EL district and site certificated and classified support staff will coordinate services with external consultants, such as "Disciplina Positiva," to provide college information, goal setting, financial aid and parenting workshops, for non English speaking parents of EL students, to increase equitable access to educational opportunities for English learners and to increase positive parent-teacher partnerships for non English speaking parents.	\$147,201.00	Yes
5	Cafe Con Leche	District EL certificated and classified support staff will partner with a local Spanish language radio station to host radio programs that inform listeners of district educational programs, services and highlights, in English and Spanish, to increase communication and increase EL participation in educational programs and services, as evidenced by increased participation, completion and pass rates in rigorous courses and programs such as CTE, AP, and Seal of Biliteracy.	\$46,500.00	Yes
6	Parent/Family Collaboration	District certificated and classified support staff will coordinate services with various site certificated and classified staff, to provide virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences and parent orientation meetings, in order to increase contact and interaction with English learner (EL), Foster Youth (FY) and Low Income (LI) students and their parents/guardians, to strengthen parent involvement and increase EL, FY and LI student participation in rigorous courses, programs, interventions and enrichment options, as evidenced by increased participation, completion and pass rates in AP, CTE and AVID elective sections.	\$355,473.00	Yes
7	Increase Communication	The Director of Communication will coordinate services with various district and site certificated and classified personnel, to better engage families and community partners of the schools and district, by utilizing various agencies to increase communication and outreach efforts of the district's educational programs, services, interventions, enrichment and extra-curricular options, to increase participation of English learner (EL), Foster Youth	\$289,251.00	Yes

(FY) and Low Income (LI) students in rigorous courses and programs, as evidenced on positive local survey results and increased student participation, completion and pass rates in AP, CTE, VAPA, AVID, enrichment, tutoring and extra-curricular activities.

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.51%	\$42,570,718.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Goal 1.1-Student Field Trips

AVUHSD Low Income (LI), and Foster Youth (FY) students are at greater risk of dropping out of school and have less access to college-higher education.

AVUHSD English Learner (EL) students need to be exposed to real-world experiences to strengthen their conceptual understanding and literacy skills.

Exposure to guided tours at Colleges, Universities and Career related destinations will increase the student's ability to learn about and discuss future College and Career options, that will provide meaningful and relevant connections to their daily coursework and how their coursework success applies to their future, as evidenced by increased Graduation and A-G rates.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

Goal 1.2 - College Readiness Exams

AVUHSD Low Income (LI), Foster Youth (FY) and English Learner (EL) students face barriers in mastering essential standards in ELA and Math. Specifically, LI students and FY students have less access to additional academic supports and to a perception of self-success. Els need additional literacy instruction, support and interventions.

Once the PSAT is administered and assessment results are available, teachers will analyze by student group and use formatively, to provide feedback to students, drive decisions for instructional planning, and provide targeted interventions to build skills, address achievement gaps in math and literacy, and build student confidence in their preparation for the SAT.

Teacher planning and intervention efforts based on the results of PSAT tests will build skills, close achievement gaps and give students increased confidence when they take the SAT in eleventh grade, increasing the student's access to College and Career Preparedness, as evidenced by increased NWEA growth scores, CAASPP/EAP and College and Career Readiness rates.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math, in 2020-21

-CAASPP/EAP- unavailable for 2019-20-21

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

1.3- AP Training and Tutoring

AVUHSD Low Income (LI), Foster Youth (FY) and English Learner (EL) students face barriers in equitable access to higher level courses. Specifically, LI, FY and EL students are disproportionately placed in remedial courses relative to their non-identified peers. In order for LI, FY and EL students to attain equitable access to AP Courses and succeed on AP tests, counselors will coordinate services with teachers and administrative site teams each semester to place identified LI, FY and EL students in AP Courses with AP trained teachers, and provide the additional academic and tutoring supports to accelerate their learning, and increase their ability to pass AP Tests with qualifying scores in order to increase their access to higher level education and be prepared for College and Career.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

1.4- Expanded Learning Opportunities

AVUHSD Low Income (LI), Foster Youth (FY) and English Learner (EL) students face barriers from a lack of early learning opportunities and academic supports that increases their skill gaps and decreases their ability to make meaningful connections to rigorous academic content standards. Teachers and various other support personnel including virtual tutors will use the results of NWEA Map assessments to provide standards-aligned tutoring that targets the students' immediate skill gaps, so students can increase their access to the core curriculum, achieve growth targets and demonstrate proficiency on NWEA and CAASPP assessments in Math and ELA.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math

-CAASPP- unavailable for 2019-20-21

1.5- Formative Assessment

AVUHSD Low Income (LI), Foster Youth (FY) face barriers from a lack of early learning opportunities and academic supports that can increase their skill gaps. English learner (EL) students need additional monitoring and literacy support strategies so they have increased access to learning opportunities that support their conceptual understanding of rigorous content standards in ELA, Math and Science. Frequent and formative assessment and monitoring efforts by teachers and leadership teams will increase the teachers' ability to identify skill gaps and plan for best first instruction and interventions that more closely target instructional needs so identified students can master core content standards in Math, ELA and Science to accelerate their progress on NWEA Map and CAASPP assessments.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA
- CAASPP assessment unavailable for 2019-20-21

1.6- ELA and Math Supports

AVUHSD Low Income (LI) students, Foster Youth (FY) students face barriers in their access to early learning opportunities and academic supports that can make it difficult for them to master rigorous ELA and Math standards which can decrease their perception of self-success and put them at greater risk of school failure. English learner (EL) students need additional monitoring and literacy support strategies to decrease feelings of anxiety and increase access to learning, opportunities that support their conceptual understanding of rigorous content standards in ELA, Math so they can meaningfully participate and make adequate progress in ELA and Math.

Identified Students will be placed in smaller Math and Literacy support classes at no more than 25:1 teacher to student ratios. Math and Literacy support teachers will analyze NWEA Map-Math and ELA, and Reading Inventory assessment results, plan and provide daily small group instruction to students with curriculum, literacy and technology intervention supports that increase the students' conceptual understanding of math and literacy standards, and supports their meaningful participation in class while accelerating their learning and closing achievement gaps in Math and ELA.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA. For students in the lowest achievement quintile (<21st percentile) 32% met their fall-to-winter growth projection in math
- Reading Inventory- Over 50% of students in Read 180 met or exceeded their growth targets 2019-20

1.9- Student-Free Professional Development Days-

AVUHSD Low Income (LI) and Foster Youth (FY) students face barriers from a lack of early learning opportunities and academic supports that can increase their skill gaps and lead to increased failure rates.

English learner (EL) students need additional literacy supports to increase their ability to make meaningful connections to, and conceptually understand rigorous academic content standards to reduce barriers of anxiety and isolation from learning a new language and core academic content standards at the same time.

These students will be provided with highly effective teachers who are armed with a variety of strategies to provide differentiated, best first instruction, engagement, formative assessment, monitoring, intervention and SEL strategies to understand more fully where the students' barriers are, how the student is progressing on core content standards, where the skill gaps are and how to close them through formative assessment and intervention strategies to decrease failure rates and increase student achievement on CAASPP, NWEA Map assessments and A-G completion rates.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Increased NWEA proficiency rates from 2019 Dashboard CAASPP rates
- ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%
- Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

1.10- Variable Credit Recovery

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to access rigorous ELA and Math standards, increasing their chances of failure and school drop-outs. English learner (EL) students need additional literacy support and interventions to address skill gaps, decrease anxiety to ensure equitable access to rigorous core content standards.

Teachers will provide increased credit retrieval options for students in grades 9-12 who have been unsuccessful and who have had poor educational outcomes in traditional core content classes. Teachers and site support personnel will examine grades in Ed Central on a quarterly basis and identify students in grades 9-12 with low grades and low credit counts, and place them in alternative credit retrieval options, so they can have additional attempts in alternative timeframes to master core

content and pass their core classes, in order to increase A-G and Graduation rates.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.11- Enhanced Data Systems

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can result in poor educational outcomes and greater risks of failure. English learner (EL) students need additional monitoring of progress and exposure to rigorous courses to ensure access to equitable learning opportunities to make adequate progress in ELA and Math.

The Coordinator of Data Analysis and Computer Science Principles will coordinate services with Data Service Specialists to support the improvement of data systems and provide training to district and site data teams, to provide students, teachers, parents and administrators with timely and accurate information, alerts and connections to other internal data systems that provide early warning systems on student performance so students can increase their proficiency in core content classes and have equitable access to A-G completion, as evidenced by increased A-G completion rates.

The Coordinator of Data Analysis and Computer Science Principles will also collaborate with site teams on the integration of Computer Science principles into regular courses in order to ensure equitable access to rigorous courses and increase access to higher education for identified students, as evidenced by increased NWEA Map growth rates, Grad Rates, and A-G completion rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%

-Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.12 Ancillary Instructional Materials

AVUHSD Low Income (LI) students and Foster Youth (FY) students can experience financial constraints that can lead to barriers in accessing sufficient academic supports such as supplemental instructional materials and supplies, which can impact their equitable access to core curriculum, putting them at a greater risk of school failure and dropping out.

English learner (EL) students can have difficulty making meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences which can negatively impact their ability to access core content standards which can result in feelings of anxiety, confusion and isolation.

Teachers will provide students with ancillary instructional materials and supplies for classroom and home use in all core content classes to increase the students' ability to access the core curriculum and to reduce financial and academic barriers that keep students from learning. Increasing the students' ability to use ancillary instructional materials at school and at home will increase the students' ability to make meaningful connections to core concepts which will support the increase of proficiency in core content classes, as indicated on increased NWEA proficiency and growth scores, A-G completion rates and Grad rates

Increased NWEA proficiency rates from 2019 Dashboard CAASPP rates

-ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%

-Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.13 Focus on Writing

AVUHSD Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers from a lack of early learning opportunities, academic supports, and additional literacy instruction that increases their skill gaps and decreases their ability to make meaningful connections to and conceptually understand rigorous College and Career Readiness Anchor Standards .

DO Curriculum Coordinators and Site Instructional Partners along with external consultants will provide teachers in grades 9-12 with professional development, coaching and ancillary curriculum supports in cross-disciplinary writing throughout the year, to provide students with writing instruction, assignments and assessments that are aligned to College and Career Readiness Anchor Standards and associated rubrics that define general, cross-disciplinary literacy expectations that must be met for students to be college and career ready, as evidenced by increased A-G completion rates and ELA CAASPP, and CCI rates.

2.2 Enhanced Counseling Services

AVUHSD Low Income (LI) students can experience poor educational and health outcomes, unhealthy eating, physical activity, obesity, asthma, high rates of teen

pregnancy, greater risk of dropping out of school, and access to college-higher education.

AVUHSD Foster Youth (FY) students can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), Adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD).

AVUHSD English learner (EL) students can experience feelings of anxiety, confusion, and isolation.

Additional Counselors, Social Workers and various other classified support staff will utilize enhanced database systems to provide proactive counseling services to identified students so they can receive additional tiered supports to address their social-emotional, behavioral and physical well-being, as well as other tiered supports to ensure equitable access to academic, collegiate, professional and personal growth. The increase in this action will empower each site to implement a more responsive Multi-Tiered, Multi-Dimensional System of Support that is proactive in meeting the Academic, College and Career, Social/Emotional, Behavioral and Physical needs of our unduplicated students. This includes the addition of four full-time Social Workers who will better address the Tier 3 levels of support needed by identified students in order for them to have equitable access to meaningfully participate and feel connected to the district's rigorous curriculum, educational programs and services relative to their peers who are not identified as LI, FY or ELs.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

Increased School Connectedness, Graduation and AP pass rates.

-School Connectedness increased from 59% to 61% in 2019-20 to 2020-21

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

-AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

2.3 Professional Development

AVUHSD Low Income (LI) students and Foster Youth (FY) students need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards.

AVUHSD English learner (EL) students need additional literacy supports including differentiated instruction so they can equitably access rigorous academic content standards.

Teachers across disciplines in grades 9-12, will be provided with increased opportunities to access internal expertise through District Induction Support Staff, District Curriculum and Instruction and Professional Development coordinators, and Instructional Partners. Teachers will also have increased opportunities to access external expertise through Conferences and Workshops to further their development and the development of the Teacher Induction Program, to increase depth of knowledge about their students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with State Standards curriculum and assessments to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies that increase academic outcomes for students as indicated on AP Pass Rates, NWEA proficiency scores, and A-G completion rates.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

-ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%

-Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

2.4 Targeted AVTI Mentoring and Supports

AVUHSD Low Income (LI) and Foster Youth (FY) need additional academic and monitoring support from highly effective teachers and administrators so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. English learner (EL) students need differentiated instruction aligned to their ELPAC level and additional monitoring supports from highly effective teachers and administrators so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

The Antelope Valley Teacher Induction (AVTI) coordinator will coordinate services with Teacher Induction Mentors (TIMS) and other district personnel, to provide Low-Income (LI), English learner (EL) and Foster Youth (FY) students with differentiated instruction, formative assessment strategies and academic, social-emotional and monitoring supports, by providing AVTI teachers and new administrators with additional mentoring and one-to-one supports at their school sites, to increase teacher and administrator effectiveness, to increase student engagement and proficiency on core state standards, as evidenced by increased A-G rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

2.5- Classroom Walkthroughs

AVUHSD Low Income (LI) students and Foster Youth (FY) students need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

AVUHSD English learner (EL) students need differentiated instruction, as they can experience teachers with a lack of culturally responsive instruction and a lack of knowledge of EL strategies that can cause barriers to equitable learning opportunities.

Site and District Instructional Teams will Utilize "digiCOACH" classroom walk-through tools to conduct weekly classroom observations, in all classrooms, grades 9-12, to gather evidence and provide weekly feedback to teachers, on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) and differentiated instruction, as evidenced by increased districtwide scores on walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-digiCOACH visits declined from 2019-20 to 2020-21 due to COVID-19 related school closures

-NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA. For students in the lowest achievement quintile (<21st percentile) 32% met their fall-to-winter growth projection in math

2.7 Career Technical Education (CTE) opportunities

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students face barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness.

They need additional academic and literacy support through project-based learning activities in CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

Counselors will coordinate services with CTE support staff and site administrative teams each semester to counsel with students, review student performance, and the master schedule to be intentional about increasing student access to CTE courses and pathways for LI, FY and EL students. CTE course sections on master schedules at all schools will be increased to accommodate the increase of LI, FY and EL students participating in CTE courses and pathways, as evidenced by increased CTE course sections on master schedules and increased CTE participation and completion rates for EL, FY and LI students, including increased CCI rates for EL, FY and LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

-CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

2.8 AVID Elective

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities and academic supports that can affect their perception of success, that can make it difficult for them to Complete A-G requirements and master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness.

English learner (EL) students need additional literacy instruction and interventions to access core curriculum, and advanced classes successfully. LI, FY and EL need additional academic, literacy, behavioral and organizational support through the AVID elective to build confidence in academic achievement and increase conceptual understanding in core and AP classes to increase their access to college and career readiness.

AVID elective sections will be offered at all school sites to identified students, at least 10% of the total student enrollment in grades 9-12. Counselors will coordinate services with AVID Site Teams and site administrative teams each semester to counsel with students, review student profiles and performance data, including master schedules, to be intentional about providing equitable access to AVID electives for LI, FY and EL students. AVID elective students will be provided with direct small group tutoring instruction and grade monitoring by College AVID Tutors. AVID elective teachers meet monthly in AVID Site Teams to collaborate with core content teachers, refine practices, discuss student needs to increase positive outcomes for identified students, as evidenced by increased AVID participation, GPA, graduation, A-G and CCI rates for identified AVID elective students.

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-AVID Participation and completion rates-gather in 2021-22

2.9 AVID Health Survey/Transition

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students experience poor educational and health outcomes and can face barriers in their access to early learning and literacy opportunities that can make it difficult for them to transition successfully from middle school to high school, and master rigorous academic content standards, putting them at a disproportionate disadvantage for College and Career Readiness. These students need additional academic, literacy, behavioral, social-emotional and organizational support to build confidence in academic achievement and increase conceptual understanding in rigorous academic standards to increase access to A-G and college and career readiness.

Schools will provide sections of AVID Health Survey/Healthful Living curriculum staffed with AVID trained teachers to provide entry 9th graders with an early intervention that focuses primarily on how to successfully transition from middle school to high school using AVID instructional, organizational, social-emotional, and behavioral skills, with College readiness systematic strategies, such as note taking, assignment organization and completion, technology tips, and healthy habits, routines and schedules, that will better equip students to transition successfully and access rigorous academic content standards in order to increase their access to A-G and college and career readiness.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

2.10- Technology

AVUHSD Low Income (LI) students and Foster Youth (FY) students experience financial constraints to materials, technology, access to devices, and internet services. AVUHSD English learner (EL) students face barriers in their access to early learning and literacy opportunities which can create barriers to their conceptual understanding from prior experiences in accessing curriculum and rigorous academic content standards.

District and site support staffs will ensure that all teachers teaching core content classes in grades 9-12 are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student-to-device ratios from 4 to 1 to 1 to 1 districtwide, to engage students in 9-12 grades with rigorous curriculum and support teachers and students with increased access to academic resources, digital curriculum resources, academic, diagnostic and formative assessment tools to increase student engagement on rigorous academic content standards and accelerate student learning as evidenced by increased NWEA growth scores, A-G, Grad Rate and CCI rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.11 -STEM Support

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness.

AVUHSD English learner (EL) students need additional academic, literacy and hands-on supports through project-based activities to increase conceptual understanding on rigorous academic standards.

They need additional academic and literacy support through project-based learning activities in STEM and CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

STEM Teachers and STEM DO and Site support staff will provide and increase STEM exposition and competition opportunities each semester to students in grades 9-12 districtwide that will include literacy expectations based on College and Career anchor standards with aligned rubrics that teachers/judges will use to evaluate projects, in order to increase rigor and give students engaging hands-on, project-base experiences that builds teamwork skills and provides relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes that helps to increase the number of students who wish to participate in CTE pathways and STEM-related electives, as evidenced by increased A-G, AP, CCI and CTE participation and completion rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.12 Dual Enrollment/Internships

AVUHSD Low Income (LI) students and Foster Youth (FY) students can experience financial constraints to additional instructional materials and supplies, which can create barriers to accessing AP and dual enrollment opportunities which can help reduce the expense and time in entry level college courses. English learner (EL) students face barriers in their access to early learning, literacy and work-based learning opportunities that can make it difficult for them to access and make meaningful connections among fundamental concepts in the curriculum relative to their prior knowledge and experiences in rigorous AP, dual enrollment courses, putting them at a disproportionate disadvantage for College and Career Readiness.

Dual enrollment provides AVUHSD students with opportunities to earn college credit while still in high school. Research tends to show that students who participate in dual enrollment are more likely to graduate high school, and enter and persist in post-secondary education to completion. Likewise, participating in dual enrollment reduces both the expense and time necessary for post-secondary courses for students and their families, as the courses are offered at little to no expense.

The Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly with counselors and site administrative teams, who will counsel with students, and review student needs and performance to increase access to no-cost dual enrollment and work-based learning internship options for LI, FY and EL students as evidenced by increased dual enrollment, work-based learning internships and CCI rates for LI, FY and EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Increased Dual Enrollment and CCI rates
- Past Dual Enrollment 2019-20-99 to 2020-21-107
- Internships 2019-20- 400
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.13 Enrichment Options

AVUHSD Low Income (LI) students and Foster Youth (FY) students need additional access to academic supports

AVUHSD English learner (EL) students often lack equitable learning opportunities through 6 period only, master schedules.

Counselors will coordinate services with administrative teams each semester to review students schedules and provide students in grades 9-12, districtwide, with a 7th period option through a virtual platform, or onsite before and after school, through early morning 0 period options, or after school 7th period option, so identified students can equitably participate in academic, enrichment and elective classes in order to increase A-G, AP, CCI and Graduation rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

2.14- 21st Century Learning Environments

AVUHSD Low Income (LI), Foster Youth (FY) need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. English learner (EL) students need differentiated instruction aligned to their ELPAC level from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs while accelerating their progress with English Language Proficiency.

Instructional partners, and various other classified and certificated support personnel, will provide professional development to teachers in grades 9-12, districtwide, during minimum days, and conduct weekly classroom observations, to gather evidence and provide feedback to teachers about State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) and for differentiated instruction in order to increase teacher effectiveness as evidenced by increased scores on digiCoach walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores, English learner progress and reclassification rates and A-G completion rates and CAASPP scores.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- digiCoach walk-through counts were not valid for the last two years due to COVID-19 related school closures
- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math
- English Learner Progress was unavailable due to the cancellation of state testing
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- CAASPP scores were unavailable due to the cancellation of state testing

2.15- NGSS Supports

AVUHSD Low Income (LI), Foster Youth (FY) need additional academic support from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. English learner (EL) students need differentiated instruction aligned to their ELPAC level from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

A district-assigned teacher on special assignment will plan, collaborate and observe science classrooms in grades 9-12, districtwide, with district curriculum coordinators to provide additional professional development, feedback and lesson planning support to science teachers at their monthly Science Department Team meetings, and on assigned minimum days, on the implementation and assessment of Next Generation Science Standards. (NGSS) in order to increase student proficiency in science as evidenced on increased CAST scores and A-G rates.

3.6 - Recruit and Retain Teachers

AVUHSD Low Income (LI) and Foster Youth (FY) often experience disparities in the experience level of their teachers and administrators in relation to their unidentified peers. LI and FY need additional academic and monitoring support from highly experienced teachers and administrators so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

English learner (EL) students often experience disparities in the experience level of their teachers and administrators in relation to their English Only peers. ELs need differentiated instruction aligned to their ELPAC level and additional monitoring supports from highly experienced teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

The Director of Personnel will coordinate services monthly with Antelope Valley Teacher Induction (AVTI) coordinators and various staff from nearby colleges, universities and social media networks, to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with more experienced teachers who will differentiate instruction, engage students in formative assessment practices and monitor their progress, in hard-to-staff positions and programs such as ELD, Math and Science to increase student engagement, close achievement gaps, monitor student progress and increase access to core content standards to increase CAASPP, A-G and College/Career Readiness rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

Increased attendance/A-G/ College/Career Readiness rates and CAASPP proficiency rates

3.7 Improve Attendance

AVUHSD Low Income (LI) students need to establish daily routines as many of their parents are working multiple jobs, or are single and need additional support from school personnel to monitor the attendance of their students and provide tiered reengagement strategies.

AVUHSD Foster Youth (FY) students can have missing attendance data due to instability of educational placements and need additional support from school personnel to monitor their attendance and provide tiered reengagement strategies.

AVUHSD English learner (EL) students can experience feelings of anxiety, confusion and isolation that can lead to increased absences that impact academic learning. EL students need additional support from school personnel to monitor their attendance and provide tiered reengagement strategies.

The Director of Attendance will utilize PowerSchool and Data Central to monitor attendance by district, school and student group and coordinate services with site Community Attendance Workers and site administrative teams monthly, to implement tiered reengagement interventions for identified students to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools to increase communication with parents, increase attendance, lower chronic absenteeism, and decrease drop-out rates.

This action is a continuation with modifications, increased social workers, from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Increased Attendance rates- 94.56% (2020)

-Decreased chronic absenteeism rates-Chronic Absenteeism rates decreased from 22.1% in 2017-18 to 19.30% in -2018-19 for a percent change of 2.8 reporting in 2019-20

-Decreased drop-out rates-Drop-out rates maintained from 9% in the 2018-19 reporting year to 9.2% in the 2019-20 reporting year

-2019-20- attendance rates by category

Students Absent <5% = 15,793 students @ (72.20%)

Students Absent >5% and <10% = 3,178 students @ 14.53%

Students Absent >10% and < 20% = 1,606 students @ 7.34%

Students Absent > 20% = 1,298 students @ 5.93%

Source: CALPADS 14.1 -2019-20

3.8 Student Support Centers

AVUHSD Low-Income (LI) students and Foster Youth (FY) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of dropping out of school, which can negatively impact their access to college and careers.

AVUHSD Foster Youth (FY) students need additional academic, emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to graduate and successfully transition to independence.

AVUHSD English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation, further intensified by conditions where their instruction is not differentiated appropriately so they often cannot meaningfully participate and access rigorous academic standards.

District Program Coordinators will coordinate services with Student Support Coordinators and various classified and site support personnel will coordinate services with counselors, social workers and site administration teams to support the implementation of Multi-tiered Systems of Support (MTSS), using the AVUHSD's MTSS framework of tiered interventions, Data Central and various other database tools, to proactively intervene with identified students, to mentor, monitor, set goals and schedule follow-up mentoring, counseling and tutoring sessions as needed so that students can be provided with small group and one-on-one academic, social-emotional and behavioral tiered interventions in the Student Support Centers, which will remain staffed with Student Support Coordinators and support staff, four class periods per day, five days per week, to increase academic achievement, behavioral and social-emotional well-being of identified students as evidenced by increased attendance, decreased chronic absenteeism, decreased suspensions, increased school climate survey results, decreased drop-out rates and increased graduation rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Increased Attendance rates- 94.56% (2020)

- Decreased chronic absenteeism rates-Chronic Absenteeism rates decreased from 22.1% in 2017-18 to 19.30% in 2018-19 for a percent change of 2.8 reporting in 2019-20.

- Decreased drop-out rates-Drop-out rates maintained from 9% in the 2018-19 reporting year to 9.2% in the 2019-20 reporting year

- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20 to 85.7% reporting in 2020-21

- Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20

3.9 Implement PBIS

AVUHSD Low-Income (LI) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers.

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, graduate and successfully transition to independence.

AVUHSD English learner (EL) students experience language barriers and need additional emotional and behavioral supports as they can experience feelings of isolation, anxiety and confusion that can manifest in social and emotional conditions that negatively impact academic learning.

The Coordinator of Student Services will coordinate services with site PBIS Coordinators, providing PBIS workshops and Behavioral Data analysis through the SWIS system to analyze behavioral incidents on campus and find behavioral antecedents, to proactively monitor student behavior patterns and provide positive reinforcers implementing positive behavioral interventions and supports (PBIS) through a Multi-Tiered Systems of Support (MTSS) framework that includes support for social-emotional learning through Habitudes curriculum to increase student-well-being and decrease suspension rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20

3.10 Classified Professional Development

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students have particular needs, circumstances and conditions that require increased awareness and understanding from various classified support staff who interact with them most, in order to build and sustain positive relationships with

students, provide students with stronger connections from caring adults, and support the programs, interventions, actions and services designed to benefit unduplicated students.

District and site administrative staff, including instructional partners and external consultants will expand professional development opportunities for Classified staff to support their understanding of the needs, conditions and circumstances of unduplicated students as they relate to the educational programs, interventions, actions, services and objectives of the LCAP as evidenced by positive growth on local school climate indicators.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- School Climate Survey-2020-21- Goal Met

3.11 Safe, Secure and Positive Learning Environments

AVUHSD Low-Income (LI) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers.

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, graduate and successfully transition to independence.

AVUHSD English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation and need strong connections from caring adults to improve their sense of well-being.

District Coordinators from Student Services will coordinate services with Site Administrative Interns, Student Support Coordinators, PBIS Coordinators, and Social Workers, including additional certificated and classified support staff, to engage English learner (EL), Foster Youth (FY) and Low Income (LI) students and families with a more positive and connected learning experience by providing additional mentoring and monitoring to address social-emotional, academic and behavioral identified needs to increase a sense of well-being, security and connectedness with EL, FY and LI students and families, including proactively monitoring the school environment to positively intervene as necessary, to increase attendance, reduce suspensions and increase safety, connectedness and well-being for EL, FY and LI students and families as evidenced by climate surveys, attendance and suspension rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Climate Survey-Local Indicator-standard met-2020-2021

- Increased Attendance rates- 94.56% (2020)

- Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20 for a percent change of 2.6%

3.12 Supplemental Interventions and Supports

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities and academic supports that can affect their perception of success, that can make it difficult for them to Complete A-G requirements and master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness.

English learner (EL) students need additional literacy instruction and interventions to access core curriculum, and advanced classes successfully. LI, FY and EL students need additional academic, literacy, behavioral and social-emotional supports to equitably access and succeed in College and Career opportunities in relation to their non identified peers.

District and site certificated and classified support staff will coordinate services and provide supplemental interventions and supports that align with the following LCAP actions to further address the academic, literacy, social-emotional and behavioral needs of English learner (EL), Foster Youth (FY) and Low Income (LI) students to increase equitable outcomes for unduplicated students tied to the following LCAP actions:

- College trips -LCAP 1.1

- PSAT Prep-LCAP 1.2

- AP Tutoring- LCAP 1.3

- Tutoring / Remediation- LCAP 1.4

- EL Services- LCAP 1.7 and 1.8

- Ancillary Instructional Materials- LCAP 1.12

- Professional Development and Training -LCAP 2.3

- CTE opportunities- LCAP 2.7

- Technology-LCAP 2.10

-STEM Expos- LCAP 2.11

-Additional staffing to meet the needs of targeted students- LCAP 3.8, 3.11

-Parent Engagement Activities- LCAP 4.4 and 4.6

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the outcomes associated with the above listed LCAP goals/actions.

4.2 Qualtrics

AVUHSD Low-Income (LI) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers. LI students need frequent needs assessments to monitor their progress.

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, FY needs additional monitoring and frequent needs assessment to support their needs so they can graduate and successfully transition to independence.

AVUHSD English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation and need additional monitoring and frequent needs assessment to maintain strong connections from caring adults to improve their sense of well-being.

District and site support staff will utilize a survey data/analytics platform to better communicate important information to students, parents, teachers and administration, responses can be disaggregated by teacher, subject, grade level and student group to garner feedback and conduct qualitative assessments on academic, social-emotional, behavioral and physical needs of unduplicated students from various surveys.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following local outcomes:

-Increased participation on surveys-Fall 2019 Survey- 2,075 Parent responses, Winter 2020 Survey- 1,674 Parent responses (impacted by COVID-19 Pandemic-related school closures)

4.3 Parent Link

AVUHSD Low Income (LI) students need additional parental supports as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

AVUHSD Foster Youth (FY) students need stability in educational programs and placements with enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information to ensure participation in school events.

AVUHSD English learners (EL) parents need communication in multiple formats to increase understanding so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichments.

District and Site staff will utilize the "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media to provide information and increase access to academic, intervention, enrichment and extra-curricular activities for students and families in multiple formats to increase timely and effective communication practices as evidenced by Parent Link usage reports and Parent/student surveys to raise student achievement, attendance and participation educational programs as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-English learner Progress was unavailable due to the cancellation of state testing

-A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

-CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

4.6 Parent/Family Collaboration

AVUHSD Low Income (LI) students need additional parental supports as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

AVUHSD Foster Youth (FY) students need stability in educational programs and placements with enhanced parent communication opportunities that provide information on educational programs and opportunities to ensure participation in school events.

AVUHSD English learner (EL) parents need communication in multiple formats to increase understanding of educational programs and opportunities so that ELs and

their parents can meaningfully participate in educational programs, interventions, and enrichments.

District and Site staff will increase access for parents to attend College Readiness Workshops that include FASFA applications, financial aid and scholarship information. Increased virtual and in-person parent meetings will highlight and review Educational programs and opportunities on AP, CTE AVID and Dual Enrollment options for students in order to increase LI, EL and FY participation in educational programs as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates on LCAP 21-22 outcomes for LI, FY and EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- English learner Progress was unavailable due to the cancellation of state testing
- A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

4.7 Increase communication

AVUHSD Low Income (LI) students need additional parental supports as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

AVUHSD Foster Youth (FY) students need stability in educational programs and placements with enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information to ensure participation in school events.

AVUHSD English learner (EL) parents need communication in multiple formats to increase understanding so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichment programs.

The Director of Communication will coordinate services with various district and site certificated and classified personnel to better engage and inform families and community partners of the schools and district by utilizing various agencies and community partnerships to attend community events such as the Poppy Festival, the AV Fair, the Community Arts Center, and Salute to Youth, to increase communication and better inform parents and students of the district's educational programs, services, interventions, enrichment and extra-curricular options to increase participation of unduplicated students in rigorous courses and programs, as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates.

This action is a continuation from previous AVUHSD LCAPs, but remained unfilled last year. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- English learner Progress was unavailable due to the cancellation of state testing
- A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

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

The following Goal 1 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

Additional fieldtrips, one per semester, AP exams at reduced costs, Increased AP training and Tutoring supports, expanded virtual and in-person tutoring, increased formative assessment practices, smaller class sizes for ELA and Math support classes with revised curriculum and small group instruction provided daily, additional professional development for teachers emphasizing formative assessment practices and differentiated instructional strategies, increased credit retrieval options offered on Saturdays, enhanced data systems that include proactive monitoring and goal setting features, increased ancillary instructional materials for use in school and at home, new writing curriculum and professional development that better aligns with ELA and College Readiness Anchor standards.

The following Goal 1 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the

needs, circumstances and conditions of Foster Youth students:

Additional fieldtrips, one per semester, supports, expanded virtual and in-person tutoring, increased formative assessment practices, smaller class sizes for ELA and Math support classes with revised curriculum and small group instruction provided daily, additional professional development for teachers emphasizing formative assessment practices and differentiated instructional strategies, increased credit retrieval options offered on Saturdays, enhanced data systems that include proactive monitoring and goal setting features, increased ancillary instructional materials for use in school and at home, new writing curriculum and professional development that better aligns with ELA and College Readiness Anchor standards.

The following Goal 1 LCAP actions for Increased and improved Services for English learner (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English learner students:

Additional fieldtrips, one per semester, AP exams at reduced costs, Increased AP training and Tutoring supports, expanded virtual and in-person tutoring, increased formative assessment practices, smaller class sizes for ELA and Math support classes with revised curriculum and small group instruction provided daily, additional professional development for teachers emphasizing formative assessment practices and differentiated instructional strategies, increased credit retrieval options offered on Saturdays, enhanced data systems that include proactive monitoring and goal setting features, increased ancillary instructional materials for use in school and at home, new writing curriculum and professional development that better aligns with ELA and College Readiness Anchor standards.

The following Goal 1 LCAP actions for increased and improved services for English learner (EL) students are being offered on a limited basis to address the needs, circumstances and conditions of English learner students:

EL Program Implementation-Increased support through additional EL site and district support staff to test, place and monitor ELs more effectively and provide targeted professional development for EL program implementation including differentiated instructional strategies by ELPAC level for designated and integrated ELD teachers. EL Reclassification, Support and Monitoring- Additional district teachers on special assignment (TOSA)s, to provide professional development on the utilization of Ellevation, to increase monitoring supports, identify EL students for interventions and provide differentiated instructional strategies to teachers.

The following Goal 2 LCAP action for increased and improved services is being offered on a limited basis to address the needs, circumstances and conditions of Low Income students:

AP Placement/AP Exam and AP Tutoring- LI students will receive AP exams at reduced costs and have increased access to AP tutoring and supplemental AP instructional supplies for use at school and home.

The following Goal 2 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

Enhanced counseling services, including additional counselors and support personnel to increase monitoring and ensure equitable access to educational programs and interventions, enhanced professional development to develop subject matter expertise, Targeted AVTI Mentoring and Supports to provide differentiated instructional strategies, formative assessment techniques and monitoring supports, increased and enhanced classroom walk-throughs, reduced cost AP exams, increased access to CTE programs and pathways, increased access to the AVID elective, improved supports for successful transitions to 9th grade, increased and enhanced technology, increased STEM opportunities, increased access to dual-

enrollment and work-based learning opportunities, increased enrichment options through virtual platforms and 7th period days, enhanced 21st century learning environments, and increased support and professional development for teachers to implement Next Generation Science Standards.

The following Goal 2 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

Enhanced counseling services, including additional counselors and support personnel to increase monitoring and ensure equitable access to educational programs and interventions, enhanced professional development to develop subject matter expertise, Targeted AVTI Mentoring and Supports to provide differentiated instructional strategies, formative assessment techniques and monitoring supports, enhanced classroom walk-throughs, increased access to CTE programs and pathways, increased access to the AVID elective, improved supports for successful transitions to 9th grade, increased and enhanced technology, increased STEM opportunities, Increased access to dual-enrollment and work-based learning opportunities, increased enrichment options through virtual platforms and 7th period days, enhanced 21st century learning environments, and increased support and professional development for teachers to implement Next Generation Science Standards.

The following Goal 2 LCAP actions for Increased and improved Services for English learner (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English learner students:

Enhanced counseling services, including additional counselors and support personnel to increase monitoring and ensure equitable access to educational programs and interventions, enhanced professional development to develop subject matter expertise, Targeted AVTI Mentoring and Supports to provide differentiated instructional strategies, formative assessment techniques and monitoring supports, increased and enhanced classroom walk-throughs, increased access to CTE programs and pathways, increased access to the AVID elective, improved supports for successful transitions to 9th grade, increased and enhanced technology, increased STEM opportunities, Increased access to dual-enrollment and work-based learning opportunities, increased enrichment options through virtual platforms and 7th period days, enhanced 21st century learning environments, and increased support and professional development for teachers to implement Next Generation Science Standards.

The following Goal 3 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

Enhanced district support to Recruit and Retain highly experienced teachers, increased district personnel and systems to increase and monitor attendance more effectively, increased tiered supports in Student Support Centers, enhanced implementation of PBIS, increased professional development for classified personnel to increase understanding of educational programs, improved and increased Safe, Secure and Positive learning environments, and increased Supplemental Interventions and Supports.

The following Goal 3 LCAP actions offered on a limited basis to Low Income Students: Increased transportation and enhanced diversity training.

The following Goal 3 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

Enhanced district support to Recruit and Retain highly experienced teachers, increased district personnel and systems to increase and monitor attendance more effectively, increased tiered supports in Student Support Centers, enhanced implementation of PBIS, increased professional development for classified personnel to increase understanding of educational programs, increased and improved Safe,

Secure and Positive learning environments, and increased Supplemental Interventions and Supports.

The following Goal 3 LCAP actions offered on a limited basis to Foster Youth Students: Increased transportation, enhanced diversity training for staff to understand diverse populations and Independent City annual event to prepare for successful transition to adulthood.

The following Goal 3 LCAP actions for Increased and improved Services for English learner (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English learner students:

Enhanced district support to Recruit and Retain highly experienced teachers, increased district personnel and systems to increase and monitor attendance more effectively, increased tiered supports in Student Support Centers, enhanced implementation of PBIS, increased professional development for classified personnel to increase understanding of educational programs, increased and improved Safe, Secure and Positive learning environments, and increased Supplemental Interventions and Supports.

The following Goal 4 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

Increased district and support staff to utilize enhanced data/analytics platforms-Qualtrics, increased enhancement and usage of district apps-"Parent Link," Increased parent and family collaboration opportunities, and increased communication of educational programs, interventions and opportunities.

The following Goal 4 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

Increased district and support staff to utilize enhanced data/analytics platforms-Qualtrics, increased enhancement and usage of district apps-"Parent Link," Increased parent and family collaboration opportunities, and increased communication of educational programs, interventions and opportunities.

The following Goal 4 LCAP actions for Increased and improved Services for English learners (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English learners students:

Increased district and support staff to utilize enhanced data/analytics platforms-Qualtrics, increased enhancement and usage of district apps-"Parent Link," Increased parent and family collaboration opportunities, and increased communication of educational programs, interventions and opportunities.

The following Goal 4 LCAP actions are being offered on a limited basis to English learners:

Increased and enhanced EL parent workshops, "Disciplina Positiva," and Increased communication for EL parents on instructional programs, interventions and opportunities through a Spanish radio station-Cafe Con Leche-radio

The following Goal 1 actions provide additional detail:

The following Goal 1 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to increase A-G Completion rates, CTE Pathway Completion Rates, CAASPP ELA and Math, NWEA Growth scores, and EAP Prepared rates (CAASPP Meet/Exceed rates), as indicated on LCAP 21-22's outcomes.

1.1 Student Field trips- Increased student field trips to one each semester by grade level to increase exposure to higher education for LI students.

AVUHSD Low Income (LI) students need a perception of self-success and access to additional supports, as they are at greater risk of dropping out of school. Additional

exposure to guided tours at Colleges, Universities and Career related destinations, at least one more per semester than their peers who are not identified as LI students, will increase the student's ability to learn about and discuss future College and Career options, that will provide meaningful and relevant connections to their daily coursework and how their coursework success applies to their future, as evidenced by increased Graduation and A-G rates for LI students, as evidenced in LCAP 2021-22's outcomes.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.2 College Readiness Exams-Increased students access to PSAT and SAT to support college readiness

AVUHSD Low Income (LI) and Foster Youth (FY) have less access to additional academic supports and to a perception of self-success, which puts them at-risk of dropping out of school or school failure.

Once the PSAT is administered and assessment results are available, teachers will analyze by LI and FY student group and use formatively, to provide feedback to students, drive decisions for instructional planning, and provide targeted interventions to build skills, address achievement gaps in math and literacy, and build student confidence in their preparation for the SAT. Teacher planning and intervention efforts based on the results of PSAT tests will build skills, close achievement gaps and give students increased confidence when they take the SAT in eleventh grade, increasing the student's access to College and Career Preparedness, as evidenced by increased NWEA growth scores, CAASPP/EAP and College and Career Readiness rates, as evidenced in LCAP 21-22's outcomes for LI and FY students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math, in 2020-21
- CAASPP/EAP- unavailable for 2019-20-21
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

1.3 AP Training and Tutoring-Improved AP PD to support the utilization of AP resources/Increased AP tutoring Prep Hours

AVUHSD Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers in equitable access to higher level courses with increased academic supports to equitably access the curriculum. Specifically, LI, FY and EL students are disproportionately placed in remedial courses relative to their non-identified peers. In order for LI, FY and EL students to attain equitable access to AP Courses and succeed on AP tests, counselors will increase their coordination services for LI, FY and EL with teachers and administrative site teams each semester, to place identified LI, FY and EL students in AP Courses with AP trained teachers, and provide the additional academic and tutoring supports, relative to their non-identified peers to accelerate their learning, and increase their ability to pass AP Tests with qualifying scores in order to increase their access to higher level education and be prepared for College and Career as indicated on LCAP 21-22's outcomes for LI, FY and EL students.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

1.4 Expanded Learning Opportunities-Increased Tutoring options-virtual and in-person and increased tutoring hours

AVUHSD Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers from a lack of early learning opportunities and academic supports that increases their skill gaps and decreases their ability to make meaningful connections to rigorous academic content standards. Teachers and various other support personnel including virtual tutors will use the results of NWEA Map assessments by LI, FY and EL student group to create individualized monitoring plans (IMP)s with growth targets to provide additional standards-aligned tutoring that targets the students' immediate skill gaps, so LI, FY and EL students can increase their access to the core curriculum, achieve growth targets and demonstrate proficiency on NWEA and CAASPP assessments in Math and ELA as indicated on LCAP 21-22 increased outcomes for LI, FY and EL students.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math.
- CAASPP- unavailable for 2019-20-21

1.5 Formative Assessment-Improved formative assessment processes

AVUHSD Low Income (LI), Foster Youth (FY) face barriers from a lack of early learning opportunities and academic supports that can increase their skill gaps. Frequent and formative assessment and monitoring of LI and FY students by student group, by teachers and leadership teams will increase the teachers' ability to identify skill gaps and plan for best first instruction and interventions that more closely target instructional needs so identified students can master core content standards in Math, ELA and Science to accelerate their progress on NWEA Map and CAASPP assessments as evidenced in increased outcomes for LI and FY

students.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA.
- CAASPP assessment unavailable for 2019-20-21

1.6 ELA and Math Supports-Increased master schedule course sections to lower class sizes for students in reading and math support classes to improve small group differentiated instruction, formative assessment and intervention practices.

AVUHSD Low Income (LI) students, Foster Youth (FY) students face barriers in their access to early learning opportunities and academic supports that can make it difficult for them to master rigorous ELA and Math standards which can decrease their perception of self-success and put them at greater risk of school failure.

English learner (EL) students need additional monitoring and literacy support strategies to decrease feelings of anxiety and increase access to learning, opportunities that support their conceptual understanding of rigorous content standards in ELA, Math so they can meaningfully participate and make adequate progress in ELA and Math.

Identified Students will be placed in smaller Math and Literacy support classes at no more than 25:1 teacher to student ratios. Math and Literacy support teachers will analyze NWEA Map-Math and ELA, and Reading Inventory assessment results, plan and provide daily small group instruction to students with curriculum, literacy and technology intervention supports that increase the students' conceptual understanding of math and literacy standards, and supports their meaningful participation in class while accelerating their learning and closing achievement gaps in Math and ELA for LI and FY students as evidenced by LCAP 21-22 increased outcomes.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA. For students in the lowest achievement quintile (<21st percentile) 32% met their fall-to-winter growth projection in math.
- Reading Inventory- Over 50% of students in Read 180 met or exceeded their growth targets 2019-20

1.9 Student Free Professional Days- improved PD offerings that incorporate differentiation strategies with best first instruction, formative assessment and intervention practices.

AVUHSD Low Income (LI) and Foster Youth (FY) students face barriers from a lack of early learning opportunities and academic supports that can increase their skill gaps and lead to increased failure rates.

These students will be provided with highly effective teachers who are armed with a variety of strategies to provide differentiated, best first instruction, engagement, formative assessment, monitoring, intervention and SEL strategies to understand more fully where the students' barriers are, how the student is progressing on core content standards, where the skill gaps are and how to close them through formative assessment and intervention strategies to decrease failure rates and increase student achievement on CAASPP, NWEA Map assessments and A-G completion rates for LI and FY students as indicated on LCAP21-22 outcomes.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Increased NWEA proficiency rates from 2019 Dashboard CAASPP rates
- ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%
- Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

1.10 Variable Credit Recovery- Increased opportunities and options for students to retrieve credit

Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to access rigorous ELA and Math standards, increasing their chances of failure and school drop-outs.

Teachers will provide increased credit retrieval options for LI students in grades 9-12 who have been unsuccessful and who have had poor educational outcomes in traditional core content classes. Teachers and site support personnel will examine grades in Ed Central on a quarterly basis and identify students in grades 9-12 with low grades and low credit counts, and place them in alternative credit retrieval options, so they can have additional attempts in alternative timeframes to master core content and pass their core classes, in order to increase A-G and Graduation rates as evidenced by LCAP 21-22's increased outcomes for LI students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.11- Enhanced Data Systems- improved Data Systems and processes for formative assessment and monitoring of student progress

AVUHSD Low Income (LI) students face barriers in their access to early learning opportunities that can result in poor educational outcomes and greater risks of failure. The Coordinator of Data Analysis and Computer Science Principles will coordinate services with Data Service Specialists to support the improvement of data systems and provide additional training to district and site data teams, to provide students, teachers, parents and administrators with timely and accurate information, alerts and connections to other internal data systems that provide early warning systems on LI student performance so LI students can increase their proficiency in core content classes and have equitable access to A-G completion, as evidenced by increased A-G completion rates, as indicated on LCAP 21-22's increased outcomes for LI students.

The Coordinator of Data Analysis and Computer Science Principles will also collaborate with site teams on the integration of Computer Science principles into regular courses in order to ensure equitable access to rigorous courses and increase access to higher education for identified students, as evidenced by increased NWEA Map

growth rates, Grad Rates, and A-G completion rates, as indicated on LCAP 21-22's increased outcomes for LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%
- Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.12 Ancillary Instructional Materials- Increased materials and supplies to support student in class and at home

AVUHSD Low Income (LI) students and Foster Youth (FY) students can experience financial constraints that can lead to barriers in accessing sufficient academic supports such as supplemental instructional materials and supplies, which can impact their equitable access to core curriculum, putting them at a greater risk of school failure and dropping out.

Teachers will provide LI and FY students with additional ancillary instructional materials and supplies for classroom and home use in all core content classes to increase the students' ability to access the core curriculum and to reduce financial and academic barriers that keep students from learning. Increasing the students' ability to use ancillary instructional materials at school and at home will increase the students' ability to make meaningful connections to core concepts which will support the increase of proficiency in core content classes, as indicated on increased NWEA proficiency and growth scores, A-G completion rates and Grad rates on 21-22 LCAP outcomes for LI and FY students.

Increased NWEA proficiency rates from 2019 Dashboard CAASPP rates

- ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%
- Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.13 Focus on Writing- Increased certificated personnel and increased Professional Development offerings with increased writing curriculum

AVUHSD Low Income (LI) and Foster Youth (FY) face barriers from a lack of early learning opportunities and academic supports that can increase their skill gaps and decrease their ability to equitably access rigorous ELA and College and Career Readiness Anchor Standards .

DO Curriculum Coordinators and Site Instructional Partners along with external consultants will provide teachers in grades 9-12 with professional development, coaching and ancillary curriculum supports in cross-disciplinary writing throughout the year, to provide LI and FY students with writing instruction, assignments and assessments

that are aligned to College and Career Readiness Anchor Standards and associated rubrics that define general, cross-disciplinary literacy expectations that must be met for students to be college and career ready, as evidenced by increased A-G completion rates and ELA CAASPP, and CCI rates on 21-22 LCAP outcomes for LI and FY students.

The following LCAP goal 2 actions provide additional detail:

The following LCAP Goal 2 actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis with the expectation of increased equitable outcomes for (LI) Students compared to ALL students in AP Participation and Pass Rates, CTE Participation and Completion Rates, A-G completion Rates, Graduation Rates and Golden State Merit Seal Diploma rates:

2.2 Enhanced Counseling Services- Increased counselors, social workers, Pupil Service Technicians and other certificated and classified support personnel, to address needs of low income students.

AVUHSD Low Income (LI) students can experience poor educational and health outcomes, unhealthy eating, physical activity, obesity, asthma, high rates of teen

pregnancy, greater risk of dropping out of school, and decreasing access to college-higher education.

Additional Counselors, Social Workers and various other classified support staff will utilize enhanced database systems to provide proactive counseling services to LI students so they can receive additional tiered supports to address their social-emotional, behavioral and physical well-being, as well as other tiered supports to ensure equitable access to academic, collegiate, professional and personal growth. The increase in this action will empower each site to implement a more responsive Multi-Tiered, Multi-Dimensional System of Support that is proactive in meeting the additional Academic, College and Career, Social/Emotional, Behavioral and Physical needs of our LI students. This includes the addition of four full-time Social Workers who will better address the Tier 3 levels of support needed by LI students, relative to their peers who are not identified as LI, in order for LI students to have equitable access to and meaningfully participate in the district's rigorous curriculum and educational programs, as evidenced on increased School Connectedness, Graduation and AP Pass Rates for LI students in LCAP 21-22 outcomes. This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

Increased School Connectedness, Graduation and AP pass rates.

-School Connectedness increased from 59% to 61% in 2019-20 to 2020-21

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

-AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

2.3 Professional Development- Increased professional development offerings to support Antelope Valley Teacher Induction (AVTI) program and AVHSD teachers to develop subject matter competence, differentiation and formative assessment strategies.

AVUHSD Low Income students (LI) and Foster Youth (FY) students need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards.

Teachers across disciplines in grades 9-12, will be provided with increased opportunities to access internal expertise through District Induction Support Staff, District Curriculum and Instruction and Professional Development coordinators, and Instructional Partners. Teachers will also have increased opportunities to access external expertise through Conferences and Workshops to further their development and the development of the Teacher Induction Program, to increase depth of knowledge about their LI and FY students, and build extensive subject matter competence to thoughtfully select pedagogical practices that are differentiated and align with State Standards curriculum and assessments to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies that increase academic outcomes for LI and FY students as indicated on AP Pass Rates, NWEA proficiency scores, and A-G completion rates on LCAP21-22 outcomes for LI and FY students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%

Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%

A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20.

2.4 Targeted AVTI Mentoring and Supports- Increased certificated personnel, Antelope Valley Teacher Induction (AVTI) mentors to support teachers in the AVTI program with increased mentoring hours, and partnerships-Kern Country Contract to support new teachers and administrators in increasing their effectiveness.

AVUHSD Low Income (LI) and Foster Youth (FY) need additional academic and social-emotional and monitoring support from highly skilled and effective teachers and administrators so these students can increase their engagement in school and equitably access rigorous academic content standards to meaningfully participate in educational programs.

The Antelope Valley Teacher Induction (AVTI) coordinator will coordinate services with Teacher Induction Mentors (TIMS) and other district personnel to provide professional development and mentoring to teachers in the Antelope Valley Teacher Induction Program and mentoring to future Administrators in the Administrator Mentor program to provide additional differentiated one-to-one support to teachers and administrators to increase their effectiveness in differentiated instruction and school administrator efficacy and monitoring efforts as evidenced by increased A-G rates on LCAP21-22 outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

2.5 Classroom Walkthroughs- Improved walkthrough tools, digiCoach

AVUHSD Low Income (LI) students and Foster Youth (FY) students need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

Site and District Instructional Teams will Utilize "digiCOACH" classroom walk-through tools to conduct weekly classroom observations, in all classrooms, grades 9-12,

to gather evidence and provide additional weekly feedback to teachers, on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) and differentiated instruction, as evidenced by increased districtwide scores on walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores on LCAP 21-22 outcomes for LI and FY students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-digiCOACH visits declined from 2019-20 to 2020-21 due to COVID-19 related school closures

-NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA. For students in the lowest achievement quintile (<21st percentile) 32% met their fall-to-winter growth projection in math

2.6 AP Placement/Exams- Increased number of exams offered to LI students at reduced costs

AVUHSD Low Income (LI) students face financial barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP Courses, putting them at a disproportionate disadvantage for College and Career Readiness. They need additional academic support and interventions to address skill gaps and increase their proficiency in AP classes. AVUHSD LI students also experience financial constraints to additional instructional materials and supplies, which can create barriers to accessing costly AP tests. Counselors will coordinate services with site administration teams each semester to counsel with students, review student performance, grades and the master schedule, to be intentional about increasing access to AP classes for LI students. Teachers will further prepare students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring and Saturday sessions each semester for LI students in grades 9-12, and providing students with increased access to AP exams at reduced costs, \$5.00 each AP exam, so students can afford to take as many AP exams as they qualify for, as evidenced by increased AP Participation, Pass rates and CCI rates on LCAP 21-22's outcomes for LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.7 Career Technical Education (CTE) opportunities- Increased CTE course sections and program offerings for students

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students face barriers in their access to early learning and literacy opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness. They need additional academic and literacy support through project-based learning activities in CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

Counselors will coordinate services with CTE support staff and site administrative teams each semester to counsel with LI, FY and EL students, review their performance, and the master schedule to be intentional about increasing student access to CTE courses and pathways for LI, FY and EL students. CTE course sections on master

schedules at all schools will be increased to accommodate the increase of LI, FY and EL students participating in CTE courses and pathways, as evidenced by increased CTE course sections on master schedules and increased CTE participation and completion rates for EL, FY and LI students, including increased CCI rates for for EL, FY and LI students on LCAP 21-22's outcomes for EL, FY and LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

-CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

2.8 AVID Elective- Increased AVID Elective course sections offered to LI students

AVUHSD Low Income (LI) students face barriers in their access to early learning opportunities and academic supports that can affect their perception of success, that can make it difficult for them to Complete A-G requirements and master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness and equitable access to college and a higher education.

AVID elective sections will be offered at all school sites to identified students, at least 10% of the total student enrollment in grades 9-12. Counselors will coordinate services with AVID Site Teams and site administrative teams each semester to counsel with students, review student profiles and performance data, including master schedules, to be intentional about providing equitable access to AVID electives for LI, FY and EL students. AVID elective students will be provided with direct small group tutoring instruction and grade monitoring by College AVID Tutors. AVID elective teachers meet monthly in AVID Site Teams to collaborate with core content teachers, refine practices, discuss student needs to increase positive outcomes for identified students, as evidenced by increased AVID participation, GPA, graduation, A-G and CCI rates for LI students on 21-22 LCAP outcomes for LI students.

- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- AVID Participation and completion rates-gather in 2021-22

2.9 AVID Health Survey/Transition- Increased course sections of AVID Health Survey to improve 8th to 9th grade transitions

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students experience poor educational and health outcomes and can face barriers in their access to early learning and literacy opportunities that can make it difficult for them to transition successfully from middle school to high school, and master rigorous academic content standards, putting them at a disproportionate disadvantage for College and Career Readiness.

These students need additional academic, literacy, behavioral, social-emotional and organizational support to build confidence in academic achievement and increase conceptual understanding in rigorous academic standards to increase access to A-G and college and career readiness.

Schools will provide sections of AVID Health Survey/Healthful Living curriculum staffed with AVID trained teachers to provide entry 9th graders with an early intervention that focuses primarily on how to successfully transition from middle school to high school using AVID instructional, organizational, social-emotional, and behavioral skills, with College readiness systematic strategies, such as note taking, assignment organization and completion, technology tips, and healthy habits, routines and schedules, that will better equip students to transition successfully and access rigorous academic content standards in order to increase their access to A-G completion and college and career readiness as indicated on LCAP 21-22's outcomes for LI, FY and EL students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20.

2.10 Technology- increased student devices and improved interactive capabilities for formative assessment practices

AVUHSD Low Income (LI) students and Foster Youth (FY) students can experience financial constraints to materials, technology, access to devices, and internet services.

District and site support staffs will ensure that all teachers teaching core content classes in grades 9-12 are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student-to-device ratios from 4 to 1 to 1 to 1 districtwide, to engage LI and FY students in 9-12 grades with rigorous curriculum, and support teachers and students with increased access to academic resources, digital curriculum resources, academic, diagnostic and formative assessment tools to increase student engagement on rigorous academic content standards and accelerate student learning as evidenced by increased NWEA growth scores, A-G, Grad Rate and CCI rates on LCAP 21-22's outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.11 STEM Support- increased STEM workshops, competitions and STEM Project displays

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for equitable access to College and Career Readiness.

They need additional academic and literacy support through project-based learning activities in STEM and CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

STEM Teachers and STEM DO and Site support staff will provide and increase STEM exposition and competition opportunities each semester to students in grades 9-12 districtwide that will include literacy expectations based on College and Career anchor standards with aligned rubrics that teachers/judges will use to evaluate projects, in order to increase rigor and give students engaging hands-on, project-base experiences that builds teamwork skills and provides relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes that helps to increase the number of students who wish to

participate in CTE pathways and STEM-related electives, as evidenced by increased A-G, AP, CCI and CTE participation and completion rates on LCAP 21-22 outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.12 Dual Enrollment- increased dual enrollment options- increased dual enrollments and internships

AVUHSD Low Income (LI) can experience financial constraints to additional instructional materials, supplies, and educational opportunities, which can create barriers to accessing AP and dual enrollment opportunities that helps reduce the expense and time in entry level college courses.

Dual enrollment provides AVUHSD students with opportunities to earn college credit while still in high school. Research tends to show that students who participate in dual enrollment are more likely to graduate high school, and enter and persist in post-secondary education to completion. Likewise, participating in dual enrollment reduces both the expense and time necessary for post-secondary courses for LI students and their families, as the courses are offered at little to no expense.

The Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly with counselors and site administrative teams, who will counsel with LI students, and review student needs and performance to increase access to no-cost dual enrollment and work-based learning internship options for LI students as evidenced by increased dual enrollment, work-based learning internships and CCI rates on LCAP 21-22's outcomes for LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Increased Dual Enrollment and CCI rates

- Past Dual Enrollment 2019-20-99 to 2020-21-107

- Internships 2019-20- 400

- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.13 Enrichment Options- increased academic, support and enrichment options through increased course sections to support 7th period days

AVUHSD Low Income (LI) students and Foster Youth (FY) students need additional access to academic supports as they demonstrate achievement gaps in relation to their peers who are not identified as LI and FY. Providing LI and FY students with expanded daily schedules that include 7th period options can provide them with additional access to rigorous courses and enrichment options that will increase their equitable access to College and Career Readiness.

Counselors will coordinate services with administrative teams each semester to review students schedules and provide students in grades 9-12, districtwide, with a 7th period option through a virtual platform, or onsite before and after school, through early morning 0 period options, or after school 7th period option, so LI and FY students can equitably participate in academic, enrichment and elective classes in order to increase A-G, AP, CCI and Graduation rates on LCAP21-22 outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

- A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

2.14 21 Century Learning Environment- Increased classified and certificated personnel to improve professional development and instructional coaching for teachers

AVUHSD Low Income (LI), Foster Youth (FY) need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

Instructional partners, and various other classified and certificated support personnel, will provide professional development to teachers in grades 9-12, districtwide, during minimum days, and conduct weekly classroom observations, to gather evidence and provide feedback to teachers about State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) and for differentiated instruction in order to increase teacher effectiveness as evidenced by increased scores on digiCOACH walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores, A-G completion rates and CAASPP scores on LCAP21-22's outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- digiCOACH walk-through counts were not valid for the last two years due to COVID-19 related school closures

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

- CAASPP scores were unavailable due to the cancellation of state testing

2.15 NGSS Supports- Increased certificated personnel to support implementation of science standards

AVUHSD Low Income (LI), Foster Youth (FY) need additional academic support from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

A district-assigned teacher on special assignment will plan, collaborate and observe science classrooms in grades 9-12, districtwide, with district curriculum coordinators to provide additional professional development, feedback and lesson planning support to science teachers to address the instructional needs of LI and FY, at their monthly Science Department Team meetings, and on assigned minimum days, on the implementation and assessment of Next Generation Science Standards. (NGSS) in order to increase LI and FY student proficiency in science as evidenced on increased CAST scores and A-G rates on LCAP 21-22's outcomes for LI and FY students.

The following LCAP goal 3 actions provide additional detail:

The following LCAP Goal 3 actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis with the expectation of increased equitable outcomes for LI students compared to ALL students in suspension and chronic absenteeism rates, and local climate survey results.

3.6 Recruit and Retain Teachers-AVUHSD Low Income (LI) and Foster Youth (FY) need additional academic and monitoring support from highly effective teachers and administrators so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

The Director of Personnel will coordinate services monthly with Antelope Valley Teacher Induction (AVTI) coordinators and various staff from nearby colleges and universities, including social media networks to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with experienced teachers who will differentiate instruction, engage students in formative assessment practices to fill hard-to-staff programs, such as ELD, Math and Science to increase student engagement, monitor student progress and increase access to core content standards to increase CAASPP, A-G and College/Career Readiness rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

3.7 Improve Attendance- Increase certificated Director of Attendance, classified personnel-Community Attendance workers, and various classified support personnel, to increase tiered reengagement strategies using A2A tools

AVUHSD Low Income (LI) students need to establish daily routines as many of their parents are working multiple jobs, or are single and need additional support from school personnel to monitor the attendance of their students and provide tiered reengagement strategies.

The Director of Attendance will utilize PowerSchool and Data Central to monitor attendance by district, school and student group and coordinate services with site Community Attendance Workers and site administrative teams monthly, to proactively monitor and implement tiered reengagement interventions for LI students to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools to increase communication with parents, increase attendance, lower chronic absenteeism, and decrease drop-out rates on LCAP 21-22's outcomes for LI students.

This action is a continuation with modifications, increased social workers, from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Increased Attendance rates- 94.56% (2020)

-Decreased chronic absenteeism rates-Chronic Absenteeism rates decreased from 22.1% in 2017-18 to 19.30% in 2018-19 for a percent change of 2.8 reporting in 2019-20

-Decreased drop-out rates-Drop-out rates maintained from 9% in the 2018-19 reporting year to 9.2% in the 2019--20 reporting year 2019-20- attendance rates by category

Students Absent <5% = 15,793 students @ (72.20%)

Students Absent >5% and <10% = 3,178 students @ 14.53%

Students Absent >10% and < 20% = 1,606 students @ 7.34%

Students Absent > 20% = 1,298 students @ 5.93%

Source: CALPADS 14.1 -2019-20

3.8 Student Support Centers- Increased certificated and classified personnel to staff Student Support Centers and provide increased Tier 2 and 3 supports addressing social-emotional, academic and behavioral needs.

AVUHSD Low-Income (LI) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of dropping out of school, which can negatively impact their access to college and careers.

District Program Coordinators will coordinate services with Student Support Coordinators and various classified and site support personnel will coordinate services with

counselors, social workers and site administration teams to support the implementation of Multi-tiered Systems of Support (MTSS), using the AVUHSD's MTSS framework of tiered interventions, Data Central and various other database tools, to proactively intervene with LI students, to mentor, monitor, set goals and schedule follow-up mentoring, counseling and tutoring sessions as needed so that students can be provided with small group and one-on-one academic, social-emotional and behavioral tiered interventions in the Student Support Centers, which will remain staffed with Student Support Coordinators and support staff, four class periods per day, five days per week, to increase academic achievement, behavioral and social-emotional well-being of LI students as evidenced by increased attendance, decreased chronic absenteeism, decreased suspensions, increased school climate survey results, decreased drop-out rates and increased graduation rates on LCAP 21-22 outcomes for LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Increased Attendance rates- 94.56% (2020)

-Decreased chronic absenteeism rates-Chronic Absenteeism rates decreased from 22.1% in 2017-18 to 19.30% in 2018-19 for a percent change of 2.8 reporting in 2019-20

-Decreased drop-out rates-Drop-out rates maintained from 9% in the 2018-19 reporting year to 9.2% in the 2019-20 reporting year

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20 to 85.7% reporting in 2020-21

-Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20

3.9 Implement PBIS- Increase certificated and classified personnel, Coordinator of Student Services, Site PBIS Coordinators and various classified support personnel with improved PBIS SWIS monitoring tools

AVUHSD Low-Income (LI) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers.

The Coordinator of Student Services will coordinate services with site PBIS Coordinators, providing additional PBIS workshops and Behavioral Data analysis through the SWIS system to analyze behavioral incidents on campus and find behavioral antecedents, to proactively monitor LI student behavior patterns and provide additional positive reinforcers implementing positive behavioral interventions and supports (PBIS) through a Multi-Tiered Systems of Support (MTSS) framework that includes support for social-emotional learning through Habitudes curriculum to increase student-well-being and decrease suspension rates on LCAP 21-22's outcomes for LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20

3.10 Classified Professional Development- Increase PD offerings for classified personnel to develop understanding of educational programs, opportunities and interventions as they relate to the needs of student groups

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students have particular needs, circumstances and conditions that require increased awareness and understanding from various classified support staff who interact with them most, in order to build and sustain positive relationships with students,

provide students with stronger connections from caring adults, and support the programs, interventions, actions and services designed to benefit unduplicated students.

District and site administrative staff, including instructional partners and external consultants will expand professional development opportunities for Classified staff to support their understanding of the needs, conditions and circumstances of unduplicated students as they relate to the educational programs, interventions, actions, services and objectives of the LCAP as evidenced by positive growth on LCAP 21-22's local school climate indicators for LI, FY and EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-School Climate Survey-2020-21- Goal Met

3.11 Safe, Secure and Positive Learning Environments- Increased certificated and classified personnel to support positive learning environments

AVUHSD Low-Income (LI) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers.

District Coordinators from Student Services will coordinate services with Site Administrative Interns, Student Support Coordinators, PBIS Coordinators, and Social Workers, including additional certificated and classified support staff, to engage Low Income (LI) students and families with a more positive and connected learning

experience by providing additional mentoring and monitoring to systematically address social-emotional, academic and behavioral identified needs using various student information systems, to increase a sense of well-being, security and connectedness with LI students and families, including proactively monitoring the school environment to positively intervene as necessary, to increase attendance, reduce suspensions and increase safety, connectedness and well-being for LI students and families as evidenced by climate surveys, attendance and suspension rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Climate Survey-Local Indicator-standard met-2020-2021
- Increased Attendance rates- 94.56% (2020)
- Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20 for a percent change of 2.6%

3.12 Supplemental Interventions and Supports

AVUHSD Low-Income (LI) students need exposure and access to rigorous coursework, additional academic interventions, activities and supports that can increase their confidence and perception of self-success.

District and site certificated and classified support staff will coordinate services and provide additional supplemental interventions and supports that align with the following LCAP actions to further address the academic, social-emotional and behavioral needs of Low Income (LI) students to increase equitable outcomes for unduplicated students tied to the following LCAP actions:

- College trips -LCAP 1.1
- PSAT Prep-LCAP 1.2
- AP Tutoring- LCAP 1.3
- Tutoring / Remediation- LCAP 1.4
- EL Services- LCAP 1.7 and 1.8
- Ancillary Instructional Materials- LCAP 1.12
- Professional Development and Training -LCAP 2.3
- CTE opportunities- LCAP 2.7
- Technology-LCAP 2.10
- STEM Expos- LCAP 2.11
- Additional staffing to meet the needs of targeted students- LCAP 3.8, 3.11
- Parent Engagement Activities- LCAP 4.4 and 4.6

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the outcomes associated with the above listed LCAP goals/actions.

3.15 Diversity Training- Increased professional development offerings that inform staff and students of the needs of Homeless Youth (HY) and Foster Youth.

AVUHSD Low-Income (LI) students who are homeless need access to additional supports that can increase their perception of self-success. LI students who are homeless can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers.

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, graduate and successfully transition to independence to increase attendance, chronic absenteeism and a sense of Connectedness on Local Climate Survey results on LCAP 21-22 outcomes for FY and Homeless Youth.

District and Site support staff will provide Classified staff and students with additional professional development in diversity training to increase awareness of special student populations and better understand the needs of Homeless and Foster Youth to increase their sense of belonging and connectedness to school as evidenced by LCAP 21-22 Climate Survey responses.

The following LCAP goal 4 actions provide additional detail:

The following LCAP Goal 4 actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis with the expectation of increased equitable outcomes for LI students compared to ALL students in local climate survey results and increased LI students participation in AVID electives, AP classes, CTE pathways and Dual Enrollment options.

4.2 Qualtrics- Improved communication and feedback tools to increase stakeholder input

AVUHSD Low-Income (LI) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers. LI students need to be assessed frequently to monitor their progress.

District and site support staff will utilize a survey data/analytics platform to better communicate important information to LI students, LI parents, teachers and administration, responses can be disaggregated by teacher, subject, grade level and LI student group to garner feedback and conduct qualitative assessments on academic, social-emotional, behavioral and physical needs of unduplicated students from various surveys in order to increase positive learning environments and equitable outcomes for LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following local outcomes:

-Increased participation on surveys-Fall 2019 Survey- 2,075 Parent responses, Winter 2020 Survey- 1,674 Parent responses (impacted by COVID-19 Pandemic-related school closures)

4.3 Parent Link- Improved communication tools to increase student and parent engagement and support in school events

AVUHSD Low Income (LI) students need additional parental supports as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

District and Site staff will utilize the "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media to provide information and increase LI student access to academic, intervention, enrichment and extra-curricular activities for LI students and families in multiple formats to increase timely and effective communication practices as evidenced by Parent Link usage reports and Parent/student surveys to raise LI student achievement, attendance and participation educational programs as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates on LCAP 21-22's outcomes for LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-English learner Progress was unavailable due to the cancellation of state testing

-A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

-CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

4.6 Parent/Family Collaboration- Increased parent workshop and conference offerings to better engage families and community partners

AVUHSD Low Income (LI) students need additional parental supports as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

District and Site staff will increase access for parents to attend College Readiness Workshops that include FASFA applications, financial aid and scholarship information. Increased virtual and in-person parent meetings will highlight and review Educational programs and opportunities on AP, CTE AVID and Dual Enrollment options for students in order to increase LI participation in educational programs as evidenced by increased AP participation, CTE participation, Attendance, CCI and A-G completions rates on LCAP 21-22 outcomes for LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-English learner Progress was unavailable due to the cancellation of state testing

-A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

-CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

4.7 Increase Communication- Increased certificated personnel to provide increased mechanisms and platforms to inform families and community partners of our educational programs, services, interventions and enrichment options.

AVUHSD Low Income (LI) students need additional parental supports as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

The Director of Communication will coordinate services with various district and site certificated and classified personnel to better engage and inform families and

community partners of the schools and district by utilizing various agencies and community partnerships to attend community events such as the Poppy Festival, the AV Fair, the Community Arts Center, and Salute to Youth, to increase communication and better inform LI parents and LI students of the district's educational programs services, interventions, enrichment and extra-curricular options to increase participation of unduplicated students in rigorous courses and programs, as evidenced by increased AP participation, CTE participation, Attendance, CCI and A-G completions rates on LCAP21-22's outcomes for LI students.

This action is a continuation from previous AVUHSD LCAPs, but remained unfilled last year. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- English learner Progress was unavailable due to the cancellation of state testing
- A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

The following Goal 1 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis with the expectation of increased equitable outcomes for FY Students compared to ALL students in A-G Completion rates, CTE Pathway Completion Rates, CAASPP ELA and Math, NWEA Growth scores, and EAP Prepared rates (CAASPP Meet/Exceed rates), as indicated on LCAP 21-22's outcomes.

Increased and Improved Services for Foster Youth students

1.1 Student Field Trips- Increased student field trips to one each semester by grade level to increase exposure to higher education for FY students.

AVUHSD Foster Youth students are at greater risk of school failure and need a sense of empowerment and successful transition to independence through increased access to higher education. Additional exposure to guided tours at Colleges, Universities and Career related destinations, at least one more per semester than their peers who are not identified as FY students, will increase the student's ability to learn about and discuss future College and Career options, that will provide meaningful and relevant connections to their daily coursework and how their coursework success applies to their future, as evidenced by increased Graduation and A-G rates for FY students, as evidenced in 2021-22's outcomes.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.2 College Readiness Exams-Increased students access to PSAT and SAT to support college readiness

AVUHSD Foster Youth (FY) have less access to additional academic supports and to a perception of self-success, which puts them at-risk of dropping out of school or school failure.

Once the PSAT is administered and assessment results are available, teachers will analyze by FY student group and use formatively, to provide feedback to students, drive decisions for instructional planning, and provide targeted interventions to build skills, address achievement gaps in math and literacy, and build student confidence in their preparation for the SAT. Teacher planning and intervention efforts based on the results of PSAT tests will build skills, close achievement gaps and give students increased confidence when they take the SAT in eleventh grade, increasing the student's access to College and Career Preparedness, as evidenced by increased NWEA growth scores, CAASPP/EAP and College and Career Readiness rates, as evidenced in LCAP 21-22's outcomes for LI and FY students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math, in 2020-21
- CAASPP/EAP- unavailable for 2019-20-21
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

1.3 AP Training and Tutoring-Improved AP PD to support the utilization of AP resources/Increased AP tutoring Prep Hours

AVUHSD Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers in equitable access to higher level courses with increased academic supports to equitably access the curriculum. Specifically, LI, FY and EL students are disproportionately placed in remedial courses relative to their non-identified peers. In order for LI, FY and EL students to attain equitable access to AP Courses and succeed on AP tests, counselors will increase their coordination services for LI, FY and EL with teachers and administrative site teams each semester, to place identified LI, FY and EL students in AP Courses with AP trained teachers, and provide the additional academic and tutoring supports, relative to their non-identified peers to accelerate their learning, and increase their ability to pass AP Tests with qualifying scores in order to increase their access to higher level education and be prepared for College and Career as indicated on LCAP 21-22's outcomes for LI, FY and EL students.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

1.4 Expanded Learning Opportunities-Increased Tutoring options-virtual and in-person and increased tutoring hours

AVUHSD Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers from a lack of early learning opportunities and academic supports that increases their skill gaps and decreases their ability to make meaningful connections to rigorous academic content standards. Teachers and various other support personnel including virtual tutors will use the results of NWEA Map assessments by LI, FY and EL student group to create individualized monitoring plans (IMP)s with growth targets to provide additional standards-aligned tutoring that targets the students' immediate skill gaps, so LI, FY and EL students can increase their access to the core curriculum, achieve growth targets and demonstrate proficiency on NWEA and CAASPP assessments in Math and ELA, as indicated on LCAP 21-22's outcomes.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math

-CAASPP- unavailable for 2019-20-21

1.5 Formative Assessment-Improved formative assessment processes

Frequent and formative assessment and monitoring of Low Income (LI) students and Foster Youth (FY) students by student group, by teachers and leadership teams will increase the teachers' ability to identify skill gaps and plan for best first instruction and interventions that more closely target instructional needs so identified students can master core content standards in Math, ELA and Science to accelerate their progress on NWEA Map and CAASPP assessments as evidenced in increased outcomes for LI and FY students.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA

-CAASPP assessment unavailable for 2019-20-21

1.6 ELA and Math Supports-Increased master schedule course sections to lower class sizes for students in reading and math support classes to improve small group differentiated instruction, formative assessment and intervention practices.

AVUHSD Low Income (LI) students, Foster Youth (FY) students face barriers in their access to early learning opportunities and academic supports that can make it difficult for them to master rigorous ELA and Math standards which can decrease their perception of self-success and put them at greater risk of school failure. Identified Students will be placed in smaller Math and Literacy support classes at no more than 25:1 teacher to student ratios. Math and Literacy support teachers will analyze NWEA Map-Math and ELA, and Reading Inventory assessment results, plan and provide daily small group instruction to students with curriculum, literacy and technology intervention supports that increase the students' conceptual understanding of math and literacy standards, and supports their meaningful participation in class while accelerating their learning and closing achievement gaps in Math and ELA for LI and FY students as evidenced by LCAP 21-22 increased outcomes.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA, for students in the lowest achievement quintile (<21st percentile) 32% met their fall-to-winter growth projection in math

-Reading Inventory- Over 50% of students in Read 180 met or exceeded their growth targets 2019-20

1.9 Student Free Professional Days- improved PD offerings that incorporate differentiation strategies with best first instruction, formative assessment and intervention practices.

AVUHSD Low Income (LI) and Foster Youth (FY) students face barriers from a lack of early learning opportunities and academic supports that can increase their skill gaps and lead to increased failure rates.

These students will be provided with highly effective teachers who are armed with a variety of strategies to provide differentiated, best first instruction, engagement, formative assessment, monitoring, intervention and SEL strategies to understand more fully where the students' barriers are, how the student is progressing on core content standards, where the skill gaps are and how to close them through formative assessment and intervention strategies to decrease failure rates and increase student achievement on CAASPP, NWEA Map assessments and A-G completion rates for LI and FY students as indicated on LCAP21-22 outcomes.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Increased NWEA proficiency rates from 2019 Dashboard CAASPP rates

-ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%

-Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%
-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

1.10 Variable Credit Recovery- Increased opportunities and options for students to retrieve credit

Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to access rigorous ELA and Math standards, increasing their chances of failure and school drop-outs.

Teachers will provide increased credit retrieval options for FY students in grades 9-12 who have been unsuccessful and who have had poor educational outcomes in traditional core content classes. Teachers and site support personnel will examine grades in Ed Central on a quarterly basis and identify students in grades 9-12 with low grades and low credit counts, and place them in alternative credit retrieval options, so they can have additional attempts in alternative timeframes to master core content and pass their core classes, in order to increase A-G and Graduation rates as evidenced by LCAP 21-22's increased outcomes for FY students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

1.11 Enhanced Data Systems- improved Data Systems and processes for formative assessment and monitoring of student progress

AVUHSD Foster Youth (FY) students face barriers in their access to early learning opportunities that can result in poor educational outcomes and greater risks of failure.

The Coordinator of Data Analysis and Computer Science Principles will coordinate services with Data Service Specialists to support the improvement of data systems and provide additional training to district and site data teams, to provide students, teachers, parents and administrators with timely and accurate information, alerts and connections to other internal data systems that provide early warning systems on FY student performance so FY students can increase their proficiency in core content classes and have equitable access to A-G completion, as evidenced by increased A-G completion rates, as indicated by increased outcomes on LCAP 21-22 for FY students.

The Coordinator of Data Analysis and Computer Science Principles will also collaborate with site teams on the integration of Computer Science principles into regular courses in order to ensure equitable access to rigorous courses and increase access to higher education for identified students, as evidenced by increased NWEA Map

growth rates, Grad Rates, and A-G completion rates as indicated by increased outcomes on LCAP 21-22 for FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%

-Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.12 Ancillary Instructional Materials- Increased materials and supplies to support student in class and at home

AVUHSD Low Income (LI) students and Foster Youth (FY) students can experience financial constraints that can lead to barriers in accessing sufficient academic supports such as supplemental instructional materials and supplies, which can impact their equitable access to core curriculum, putting them at a greater risk of school failure and dropping out.

Teachers will provide LI and FY students with additional ancillary instructional materials and supplies for classroom and home use in all core content classes to increase the students' ability to access the core curriculum and to reduce financial and academic barriers that keep students from learning. Increasing the students' ability to use ancillary instructional materials at school and at home will increase the students' ability to make meaningful connections to core concepts which will support the increase of proficiency in core content classes, as indicated on increased NWEA proficiency and growth scores, A-G completion rates and Grad rates on 21-22 LCAP outcomes for LI and FY students.

Increased NWEA proficiency rates from 2019 Dashboard CAASPP rates

-ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%

-Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.13 Focus on Writing- Increased certificated personnel and increased Professional Development offerings with increased writing curriculum

AVUHSD Low Income (LI) and Foster Youth (FY) face barriers from a lack of early learning opportunities and academic supports that can increase their skill gaps and decrease their ability to equitably access rigorous ELA and College and Career Readiness Anchor Standards .

DO Curriculum Coordinators and Site Instructional Partners along with external consultants will provide teachers in grades 9-12 with professional development, coaching and ancillary curriculum supports in cross-disciplinary writing throughout the year, to provide LI and FY students with writing instruction, assignments and assessments

that are aligned to College and Career Readiness Anchor Standards and associated rubrics that define general, cross-disciplinary literacy expectations that must be met for students to be college and career ready, as evidenced by increased A-G completion rates and ELA CAASPP, and CCI rates on 21-22 LCAP outcomes for LI and FY students.

The following LCAP Goal 2 actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis with the expectation of increased equitable outcomes for (FY) Students compared to ALL students in AP Participation and Pass Rates, CTE Participation and Completion Rates, A-G completion Rates, Graduation Rates and Golden State Merit Seal Diploma rates:

2.2 Enhanced Counseling Services- Increased counselors, social workers, Pupil Service Technicians and other certificated and classified support personnel, to address needs of Foster Youth (FY) students.

AVUHSD Foster Youth (FY) students are at greater risk of school failure and retention from high mobility and can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), Adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) putting them at greater risk of dropping out of school, and decreasing equitable access to college-higher education. Additional Counselors, Social Workers and various other classified support staff will utilize enhanced database systems to provide proactive counseling services to FY students so they can receive additional tiered supports to address their social-emotional, behavioral and physical well-being, as well as other tiered supports to ensure equitable access to academic, collegiate, professional and personal growth. The increase in this action will empower each site to implement a more responsive Multi-Tiered, Multi-Dimensional System of Support that is proactive in meeting the additional Academic, College and Career, Social/Emotional, Behavioral and Physical needs of our FY students. This includes the addition of four full-time Social Workers who will better address the Tier 3 levels of support needed by FY students, relative to their peers who are not identified as FY, in order for FY students to have equitable access to and meaningfully participate in the district's rigorous curriculum and educational programs, as evidenced on increased School Connectedness, Graduation and AP Pass Rates for FY students in LCAP 21-22 outcomes. This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

Increased School Connectedness, Graduation and AP pass rates.

-School Connectedness increased from 59% to 61% in 2019-20 to 2020-21

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

-AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

2.3 Professional Development- Increased professional development offerings to support Antelope Valley Teacher Induction (AVTI) program and AVHSD teachers to develop subject matter competence, differentiation and formative assessment strategies.

AVUHSD Low Income students (LI) and Foster Youth (FY) students need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards.

Teachers across disciplines in grades 9-12, will be provided with increased opportunities to access internal expertise through District Induction Support Staff, District Curriculum and Instruction and Professional Development coordinators, and Instructional Partners. Teachers will also have increased opportunities to access external expertise through Conferences and Workshops to further their development and the development of the Teacher Induction Program, to increase depth of knowledge about their LI and FY students, and build extensive subject matter competence to thoughtfully select pedagogical practices that are differentiated and align with State Standards curriculum and assessments to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies that increase academic outcomes for LI and FY students as indicated on AP Pass Rates, NWEA proficiency scores, and A-G completion rates on LCAP 21-22 outcomes for LI and FY students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

-ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%

-Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

2.4 Targeted AVTI Mentoring and Supports- Increased certificated personnel, Antelope Valley Teacher Induction (AVTI) mentors to support teachers in the AVTI program and increased mentoring hours, and partnerships-Kern Country Contract. to support new administrators in credential attainment.

AVUHSD Low Income (LI) and Foster Youth (FY) need additional academic and social-emotional and monitoring support from highly effective teachers and

administrators so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

The Antelope Valley Teacher Induction (AVTI) coordinator will coordinate services with Teacher Induction Mentors (TIMS) and other district personnel to provide professional development and mentoring to teachers in the Antelope Valley Teacher Induction Program and mentoring to future Administrators in the Administrator Mentor program to provide differentiated one-to-one support to teachers and administrators to increase the effectiveness of differentiated instruction and school administrator efficacy and monitoring efforts as evidenced by increased A-G rates on LCAP 21-22 outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

2.5 Classroom Walkthroughs- Improved walkthrough tools, digiCOACH

AVUHSD Low Income (LI) students and Foster Youth (FY) students need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. Site and District Instructional Teams will Utilize "digiCOACH" classroom walk-through tools to conduct weekly classroom observations, in all classrooms, grades 9-12, to gather evidence and provide additional weekly feedback to teachers, on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) and differentiated instruction, as evidenced by increased districtwide scores on walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores on LCAP 21-22 outcomes for LI and FY students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- digiCOACH visits declined from 2019-20 to 2020-21 due to COVID-19 related school closures

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA. For students in the lowest achievement quintile (<21st percentile) 32% met their fall-to-winter growth projection in math

2.6 AP Placement/Exam-AVUHSD Low Income (LI) students and Foster Youth (FY) students

students face barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP Courses, putting them at a disproportionate disadvantage for College and Career Readiness. They need additional academic support and interventions to address skill gaps and increase their proficiency in AP classes. AVUHSD LI, and FY students also experience financial constraints to additional instructional materials and supplies, which can create barriers to accessing costly AP tests. Counselors will coordinate services with site administration teams each semester to counsel with students, review student performance, grades and the master schedule, to be intentional about increasing access to AP classes for LI and FY students. Teachers will further prepare students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring and Saturday sessions each semester for LI and FY students in grades 9-12, and providing students with increased access to AP exams at reduced costs, \$5.00 each AP exam, so students can afford to take as many AP exams as they qualify for, as evidenced by increased AP Participation, Pass rates and CCI rates on LCAP 21-22's outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.7 Career Technical Education (CTE) opportunities- Increased CTE course sections and program offerings for students

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students face barriers in their access to early learning and literacy opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness. They need additional academic and literacy support through project-based learning activities in CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

Counselors will coordinate services with CTE support staff and site administrative teams each semester to counsel with LI, FY and EL students, review their performance, and the master schedule to be intentional about increasing student access to CTE courses and pathways for LI, FY and EL students. CTE course sections on master

schedules at all schools will be increased to accommodate the increase of LI, FY and EL students participating in CTE courses and pathways, as evidenced by increased CTE course sections on master schedules and increased CTE participation and completion rates for EL, FY and LI students, including increased CCI rates for for EL, FY and LI students on LCAP 21-22's outcomes for EL, FY and LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

2.9 AVID Health Survey/Transition- Increased course sections of AVID Health Survey to improve 8th to 9th grade transitions

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students experience poor educational and health outcomes and can face barriers in their access to early learning and literacy opportunities that can make it difficult for them to transition successfully from middle school to high school, and master rigorous academic content standards, putting them at a disproportionate disadvantage for College and Career Readiness.

These students need additional academic, literacy, behavioral, social-emotional and organizational support to build confidence in academic achievement and increase conceptual understanding in rigorous academic standards to increase access to A-G and college and career readiness.

Schools will provide sections of AVID Health Survey/Healthful Living curriculum staffed with AVID trained teachers to provide entry 9th graders with an early intervention that focuses primarily on how to successfully transition from middle school to high school using AVID instructional, organizational, social-emotional, and behavioral skills, with College readiness systematic strategies, such as note taking, assignment organization and completion, technology tips, and healthy habits, routines and schedules, that will better equip students to transition successfully and access rigorous academic content standards in order to increase their access to A-G completion and college and career readiness as indicated on LCAP 21-22's outcomes for LI, FY and EL students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

2.10 Technology- increased student devices and improved interactive capabilities for formative assessment practices

AVUHSD Low Income (LI) students and Foster Youth (FY) students can experience financial constraints to materials, technology, access to devices, and internet services.

District and site support staffs will ensure that all teachers teaching core content classes in grades 9-12 are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student-to-device ratios from 4 to 1 to 1 to 1 districtwide, to engage LI and FY students in 9-12 grades with rigorous curriculum, support teachers and students with increased access to academic resources, digital curriculum resources, academic, diagnostic and formative assessment tools to increase student engagement on rigorous academic content standards and accelerate student learning as evidenced by increased NWEA growth scores, A-G, Grad Rate and CCI rates on LCAP 21-22's outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.11 STEM Support- increased STEM workshops, competitions and STEM Project displays

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for equitable access to College and Career Readiness.

They need additional academic and literacy support through project-based learning activities in STEM and CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

STEM Teachers and STEM DO and Site support staff will provide and increase STEM exposition and competition opportunities each semester to students in grades 9-12 districtwide that will include literacy expectations based on College and Career anchor standards with aligned rubrics that teachers/judges will use to evaluate projects, in order to increase rigor and give students engaging hands-on, project-base experiences that builds teamwork skills and provides relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes that helps to increase the number of students who wish to

participate in CTE pathways and STEM-related electives, as evidenced by increased A-G, AP, CCI and CTE participation and completion rates on LCAP 21-22 outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.12 Dual Enrollment-increased dual enrollments and internships

AVUHSD Foster Youth (FY) experience additional transiency and financial barriers which can limit access to AP and dual enrollment opportunities that help reduce the expense and time in entry level college courses.

Dual enrollment provides AVUHSD FY students with opportunities to earn college credit while still in high school. Research tends to show that students who participate in dual enrollment are more likely to graduate high school, and enter and persist in post-secondary education to completion. Likewise, participating in dual enrollment reduces both the expense and time necessary for post-secondary courses for FY students and their families, as the courses are offered at little to no expense.

The Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly with counselors and site administrative teams, who will counsel with FY students, and review student needs and performance to increase access to no-cost dual enrollment and work-based learning internship options for FY students as evidenced by increased dual enrollment, work-based learning internships and CCI rates on LCAP 21-22's outcomes for FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Increased Dual Enrollment and CCI rates
- Past Dual Enrollment 2019-20-99 to 2020-21-107
- Internships 2019-20- 400
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.13 Enrichment Options- increased academic, support and enrichment options through increased course sections to support 7th period days

AVUHSD Foster Youth (FY) students need additional access to academic supports as they demonstrate achievement gaps in relation to their peers who are not identified as LI and FY. Providing LI and FY students with expanded daily schedules that include 7th period options can provide them with additional access to rigorous courses and enrichment options that will increase their equitable access to College and Career Readiness.

Counselors will coordinate services with administrative teams each semester to review students schedules and provide students in grades 9-12, districtwide, with a 7th period option through a virtual platform, or onsite before and after school, through early morning 0 period options, or after school 7th period option, so LI and FY students can equitably participate in academic, enrichment and elective classes in order to increase A-G, AP, CCI and Graduation rates on LCAP21-22 outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

2.14 21 Century Learning Environment- Increased classified and certificated personnel to improve professional development and instructional coaching for teachers

AVUHSD Low Income (LI), Foster Youth (FY) need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

Instructional partners, and various other classified and certificated support personnel, will provide professional development to teachers in grades 9-12, districtwide, during minimum days, and conduct weekly classroom observations, to gather evidence and provide feedback to teachers about State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) and for differentiated instruction in order to increase teacher effectiveness as evidenced by increased scores on digiCOACH walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores, A-G completion rates and CAASPP scores on LCAP21-22's outcomes for LI and FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- digiCOACH walk-through counts were not valid for the last two years due to COVID-19 related school closures
- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- CAASPP scores were unavailable due to the cancellation of state testing

2.15 NGSS Supports- Increased certificated personnel to support implementation of science standards

AVUHSD Low Income (LI), Foster Youth (FY) need additional academic support from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

A district-assigned teacher on special assignment will plan, collaborate and observe science classrooms in grades 9-12, districtwide, with district curriculum coordinators to provide additional professional development, feedback and lesson planning support to science teachers to address the instructional needs of LI and FY, at their monthly Science Department Team meetings, and on assigned minimum days, on the implementation and assessment of Next Generation Science Standards. (NGSS) in order to increase LI and FY student proficiency in science as evidenced on increased CAST scores and A-G rates on LCAP 21-22's outcomes for LI and FY students.

The following LCAP Goal 3 actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis with the expectation of increased equitable outcomes for FY students compared to ALL students in suspension and chronic absenteeism rates, and local climate survey results.

3.6 Recruit and Retain Teachers-

AVUHSD Foster Youth (FY) need additional academic and monitoring support from experienced teachers and administrators so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. AVUHSD FY experience disparities in being placed with teachers who are not as experienced as their peers who are not identified as FY.

The Director of Personnel will coordinate services with Colleges and University support staff along with social media networks, to provide FY students with experienced teachers who will differentiate instruction, engage students in formative assessment practices in hard-to-staff programs, such as ELD, Math and Science to increase student engagement, monitor student progress and increase access to core content standards to increase CAASPP, A-G and College/Career Readiness rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

3.7 Improve Attendance- Increase certificated Director of Attendance, classified personnel-Community Attendance workers, and various classified support personnel, to increase tiered reengagement strategies using A2A tools

AVUHSD Foster Youth (FY) students can have missing attendance data due to instability of educational placements and need additional support from school personnel to monitor their attendance and provide tiered reengagement strategies.

The Director of Attendance will utilize PowerSchool and Data Central to monitor attendance by district, school and student group and coordinate services with site Community Attendance Workers and site administrative teams monthly, to proactively monitor FY students and implement tiered reengagement interventions for FY students to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools to increase communication with parents, increase attendance, lower chronic absenteeism, and decrease drop-out rates on LCAP 21-22's outcomes for FY students.

This action is a continuation with modifications, increased social workers, from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Increased Attendance rates- 94.56% (2020)

-Decreased chronic absenteeism rates-Chronic Absenteeism rates decreased from 22.1% in 2017-18 to 19.30% in -2018-19 for a percent change of 2.8 reporting in 2019-20

-Decreased drop-out rates-Drop-out rates maintained from 9% in the 2018-19 reporting year to 9.2% in the 2019-20 reporting year

-2019-20- attendance rates by category

Students Absent <5% = 15,793 students @ (72.20%)

Students Absent >5% and <10% = 3,178 students @ 14.53%

Students Absent >10% and < 20% = 1,606 students @ 7.34%

Students Absent > 20% = 1,298 students @ 5.93%

Source: CALPADS 14.1 -2019-20

3.8 Student Support Centers- Increased certificated and classified personnel to staff Student Support Centers and provide increased Tier 2 and 3 supports addressing social-emotional, academic and behavioral needs.

AVUHSD Foster Youth (FY) students need additional academic, emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to graduate and

successfully transition to independence.

District Program Coordinators will coordinate services with Student Support Coordinators and various classified and site support personnel will coordinate services with counselors, social workers and site administration teams to support the implementation of Multi-tiered Systems of Support (MTSS), using the AVUHSD's MTSS framework of tiered interventions, Data Central and various other database tools, to proactively intervene with FY students, to mentor, monitor, set goals and schedule follow-up mentoring, counseling and tutoring sessions as needed so that students can be provided with small group and one-on-one academic, social-emotional and behavioral tiered interventions in the Student Support Centers, which will remain staffed with Student Support Coordinators and support staff, four class periods per day, five days per week, to increase academic achievement, behavioral and social-emotional well-being of identified students as evidenced by increased attendance, decreased chronic absenteeism, decreased suspensions, increased school climate survey results, decreased drop-out rates and increased graduation rates on LCAP 21-22's outcomes for FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Increased Attendance rates- 94.56% (2020)

-Decreased chronic absenteeism rates-Chronic Absenteeism rates decreased from 22.1% in 2017-18 to 19.30% in 2018-19 for a percent change of 2.8 reporting in 2019-20

-Decreased drop-out rates-Drop-out rates maintained from 9% in the 2018-19 reporting year to 9.2% in the 2019-20 reporting year

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20 to 85.7% reporting in 2020-21

-Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20

3.9 Implement PBIS- Increase certificated and classified personnel, Coordinator of Student Services, Site PBIS Coordinators and various classified support personnel with improved PBIS SWIS monitoring tools

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, graduate and successfully transition to independence.

The Coordinator of Student Services will coordinate services with site PBIS Coordinators, providing additional PBIS workshops and Behavioral Data analysis through the SWIS system to analyze behavioral incidents on campus and find behavioral antecedents, to proactively monitor FY student behavior patterns and provide additional positive reinforcers implementing positive behavioral interventions and supports (PBIS) through a Multi-Tiered Systems of Support (MTSS) framework that includes support for social-emotional learning through Habitudes curriculum to increase student-well-being and decrease suspension rates on LCAP 21-22 outcomes for FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20

3.10 Classified Professional Development- Increase PD offerings for classified personnel to develop understanding of educational programs, opportunities and interventions as they relate to the needs of student groups

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students have particular needs, circumstances and conditions that require increased awareness and understanding from various classified support staff who interact with them most, in order to build and sustain positive relationships with students,

provide students with stronger connections from caring adults, and support the programs, interventions, actions and services designed to benefit unduplicated students.

District and site administrative staff, including instructional partners and external consultants will expand professional development opportunities for Classified staff to support their understanding of the needs, conditions and circumstances of unduplicated students as they relate to the educational programs, interventions, actions, services and objectives of the LCAP as evidenced by positive growth on LCAP 21-22's local school climate indicators for LI, FY and EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-School Climate Survey-2020-21- Goal Met

3.11 Safe, Secure and Positive Learning Environments- Increased certificated and classified personnel to support positive learning environments

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity

Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, graduate and successfully transition to independence.

District Coordinators from Student Services will coordinate services with Site Administrative Interns, Student Support Coordinators, PBIS Coordinators, and Social Workers, including additional certificated and classified support staff, to engage Foster Youth (FY) students and families with a more positive and connected learning experience by providing additional mentoring and monitoring to systematically address social-emotional, academic and behavioral identified needs using various student information systems, to increase a sense of well-being, security and connectedness with FY students and families, including proactively monitoring the school environment to positively intervene as necessary, to increase attendance, reduce suspensions and increase safety, connectedness and well-being for FY students and families as evidenced by climate surveys, attendance and suspension rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Climate Survey-Local Indicator-standard met-2020-2021
- Increased Attendance rates- 94.56% (2020)
- Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20 for a percent change of 2.6%

3.12 Supplemental Interventions and Supports

AVUHSD Foster Youth (FY) students need exposure and access to rigorous coursework, additional academic interventions, activities and supports that can increase their confidence and perception of self-success.

District and site certificated and classified support staff will coordinate services and provide additional supplemental interventions and supports that align with the following LCAP actions to further address the academic, social-emotional and behavioral needs of Foster Youth (FY) students to increase equitable outcomes for unduplicated students tied to the following LCAP actions:

- College trips -LCAP 1.1
- PSAT Prep-LCAP 1.2
- AP Tutoring- LCAP 1.3
- Tutoring / Remediation- LCAP 1.4
- EL Services- LCAP 1.7 and 1.8
- Ancillary Instructional Materials- LCAP 1.12
- Professional Development and Training -LCAP 2.3
- CTE opportunities- LCAP 2.7
- Technology-LCAP 2.10
- STEM Expos- LCAP 2.11
- Additional staffing to meet the needs of targeted students- LCAP 3.8, 3.11
- Parent Engagement Activities- LCAP 4.4 and 4.6

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the outcomes associated with the above listed LCAP goals/actions.

3.15 Diversity Training- Increased professional development offerings that inform staff and students of the needs of Foster Youth and Homeless Youth

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, graduate and successfully transition to independence to increase attendance, chronic absenteeism and a sense of Connectedness on Local Climate Survey results on LCAP 21-22 outcomes for FY students.

District and Site support staff will provide Classified staff and students with additional professional development in diversity training to increase awareness of special student populations and better understand the needs of Homeless and Foster Youth to increase their sense of belonging and connectedness to school as evidenced by LCAP 21-22 Climate Survey responses.

The following LCAP 4 actions will provide additional detail:

The following LCAP Goal 4 actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis with the expectation of increased equitable outcomes for FY students compared to ALL students in local climate survey results and increased LI students participation in AVID electives, AP classes, CTE pathways and Dual Enrollment options.

4.2 Qualtrics- Improved communication and feedback tools to increase stakeholder input

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, FY needs additional monitoring and frequent needs assessment to support their needs so they can graduate and successfully transition to independence.

District and site support staff will utilize a survey data/analytics platform to better communicate important information to FY students, parents, teachers and administration, responses can be disaggregated by teacher, subject, grade level and FY student group to garner feedback and conduct qualitative assessments on academic, social-emotional, behavioral and physical needs of FY students from various surveys to increase parent input as indicated on Local Indicator survey responses and to increase equitable access of FY to educational programs, Graduation and A-G completion rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following local outcomes:

-Increased participation on surveys-Fall 2019 Survey- 2,075 Parent responses, Winter 2020 Survey- 1,674 Parent responses (impacted by COVID-19 Pandemic-related school closures)

4.3 Parent Link- Improved communication tools to increase student and parent engagement and support in school events

AVUHSD Foster Youth (FY) students need stability in educational programs and placements with enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information to ensure participation in school events.

District and Site staff will utilize the "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media to provide information and increase access to academic, intervention, enrichment and extra-curricular activities for students and families in multiple formats to increase timely and

effective communication practices as evidenced by Parent Link usage reports and Parent/student surveys to raise student achievement, attendance and participation educational programs as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates on LCAP21-22's outcomes for FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-English learner Progress was unavailable due to the cancellation of state testing

-A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

-CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

4.6 Parent/Family Collaboration- Increased parent workshop and conference offerings to better engage families and community partners

AVUHSD Foster Youth (FY) students need stability in educational programs and placements with enhanced parent communication opportunities that provide information on educational programs and opportunities to ensure participation in school events.

District and Site staff will increase access for parents to to attend College Readiness Workshops that include FASFA applications, financial aid and scholarship information. Increased virtual and in-person parent meetings will highlight and review Educational programs and opportunities on AP, CTE AVID and Dual Enrollment options for students in order to increase FY participation in educational programs as evidenced by increased AP participation, CTE participation, Attendance, CCI and A-G completions rates on LCAP 21-22 outcomes for FY students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-English learner Progress was unavailable due to the cancellation of state testing

-A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

-CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

4.7 Increase Communication- Increased certificated personnel to provide increased mechanisms and platforms to inform families and community partners of our educational programs, services, interventions and enrichment options.

AVUHSD Foster Youth (FY) students need stability in educational programs and placements with enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information to ensure participation in school events.

The Director of Communication will coordinate services with various district and site certificated and classified personnel to better engage and inform families and

community partners of the schools and district by utilizing various agencies and community partnerships to attend community events such as the Poppy Festival, the AV Fair, the Community Arts Center, and Salute to Youth, to increase communication and better inform parents and students of the district's educational programs, services, interventions, enrichment and extra-curricular options to increase participation of FY students in rigorous courses and programs, as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates.

This action is a continuation from previous AVUHSD LCAPs, but remained unfilled last year. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

The following Goal 1 LCAP actions for Increased and improved Services for English learner (EL) students are being provided on an LEA-wide basis with the exception of LCAP 1.7 EL Implementation and LCAP 1.8 EL Reclassification and Monitoring, offered on a limited basis only to ELs. There is an expectation of increased equitable outcomes for (EL) Students compared to ALL students in A-G Completion rates, CTE Pathway Completion Rates, CAASPP ELA and Math, NWEA Growth scores, and EAP Prepared rates (CAASPP Meet/Exceed rates) as indicated on LCAP 21-22's outcomes.

Increased and Improved Services for English learners:

1.1 Student Field Trips- Increased student field trips to one each semester by grade level to increase exposure to higher education

English learner (EL) students need to be exposed to real-world experiences to strengthen their conceptual understanding and literacy skills. Additional exposure to guided tours at Colleges, Universities and Career related destinations, at least one more field trip per semester than students not identified as EL, will increase the student's ability to learn about and discuss future College and Career options, that will provide meaningful and relevant connections to their daily coursework and how their coursework success applies to their future, as evidenced by increased Graduation and A-G rates for EL students as evidenced in 2021-22's outcomes as evidenced in LCAP 2021-22's outcomes.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.2 College Readiness Exams-Increased students access to PSAT and SAT to support college readiness

AVUHSD English learner (EL) students face barriers in mastering essential standards in ELA and Math which can cause additional difficulty for them in making meaningful connections to the curriculum. ELs need additional literacy instruction, support and interventions to have equitable access to rigorous academic content standards.

Once the PSAT is administered and assessment results are available, teachers will analyze by EL student group and use formatively, to provide feedback to students, drive decisions for instructional planning, and provide targeted interventions to build skills, address achievement gaps in math and literacy, and build student confidence in their preparation for the SAT. Teacher planning and intervention efforts based on the results of PSAT tests will build skills, close achievement gaps and give students increased confidence when they take the SAT in eleventh grade, increasing the student's access to College and Career Preparedness, as evidenced by increased NWEA growth scores, CAASPP/EAP and College and Career Readiness rates, as evidenced in LCAP 21-22's outcomes for EL students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math, in 2020-21
- CAASPP/EAP- unavailable for 2019-20-21
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

1.3 AP Training and Tutoring-Improved AP PD to support the utilization of AP resources/Increased AP tutoring Prep Hours

AVUHSD Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers in equitable access to higher level courses with increased academic supports to equitably access the curriculum. Specifically, LI, FY and EL students are disproportionately placed in remedial courses relative to their non-identified peers. In order for LI, FY and EL students to attain equitable access to AP Courses and succeed on AP tests, counselors will increase their coordination services for LI, FY and EL with teachers and administrative site teams each semester, to place identified LI, FY and EL students in AP Courses with AP trained teachers, and provide the additional academic and tutoring supports, relative to their non-identified peers to accelerate their learning, and increase their ability to pass AP Tests with qualifying scores in order to increase their access to higher level education and be prepared for College and Career as indicated on LCAP 21-22's outcomes for LI, FY and EL students.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following

outcomes:

-AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

1.4 Expanded Learning Opportunities-Increased Tutoring options-virtual and in-person and increased tutoring hours

AVUHSD Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers from a lack of early learning opportunities and academic supports that increases their skill gaps and decreases their ability to make meaningful connections to rigorous academic content standards. Teachers and various other support personnel including virtual tutors will use the results of NWEA Map assessments by LI, FY and EL student group to create individualized monitoring plans (IMP)s with growth targets to provide additional standards-aligned tutoring that targets the students' immediate skill gaps, so LI, FY and EL students can increase their access to the core curriculum, achieve growth targets and demonstrate proficiency on NWEA and CAASPP assessments in Math and ELA, as indicated on LCAP 21-22's outcomes for LI, FY and EL students.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math.

-CAASPP- unavailable for 2019-20-21

1.5 Formative Assessment-Improved formative assessment processes

English learner (EL) students need additional monitoring and literacy support strategies so they have increased access to learning opportunities that support their conceptual understanding, relative to their prior knowledge and experiences of rigorous content standards in ELA, Math and Science.

Frequent and formative assessment and monitoring of EL students by student group, by teachers and leadership teams will increase the teachers' ability to identify skill gaps and plan for best first instruction and interventions that more closely target instructional needs so identified students can master core content standards in Math, ELA and Science to accelerate their progress on NWEA Map and CAASPP assessments as evidenced in increased outcomes for EL students, as evidenced on LCAP 21-22 outcomes.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA

-CAASPP assessment unavailable for 2019-20-21

1.6 ELA and Math Supports-Increased master schedule course sections to lower class sizes for students in reading and math support classes to improve small group differentiated instruction, formative assessment and intervention practices.

English learner (EL) students need additional monitoring and literacy support strategies to decrease feelings of anxiety and increase access to learning, opportunities that support their conceptual understanding of rigorous content standards in ELA, Math so they can meaningfully participate and make adequate progress in ELA and Math.

Identified Students will be placed in smaller Math and Literacy support classes at no more than 25:1 teacher to student ratios. Math and Literacy support teachers will analyze NWEA Map-Math and ELA, and Reading Inventory assessment results, plan and provide daily small group instruction to students with curriculum, literacy and technology intervention supports that increase the students' conceptual understanding of math and literacy standards, and supports their meaningful participation in class while accelerating their learning and closing achievement gaps in Math and ELA for EL as evidenced by LCAP 21-22 increased outcomes.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA. For students in the lowest achievement quintile (<21st percentile) 32% met their fall-to-winter growth projection in math.

-Reading Inventory- Over 50% of students in Read 180 met or exceeded their growth targets 2019-20

1.7 EL Program Implementation-Increased certificated and classified personnel and coordination efforts to support improved monitoring of progress of EL Program implementation to accelerate English Acquisition and equitable access to educational programs and rigorous courses

1.8 EL Reclassification, Support and Monitoring- Increased certificated personnel and increased monitoring tools, Ellevation, to support and monitor reclassified students

1.9 Student Free Professional Days- improved PD offerings that incorporate differentiation strategies with best first instruction, formative assessment and intervention practices.

English learner (EL) students need additional literacy supports to increase their ability to make meaningful connections to, and conceptually understand rigorous academic content standards to reduce barriers of anxiety and isolation from learning a new language and core academic content standards at the same time. These students will be provided with highly effective teachers who are armed with a variety of strategies to provide differentiated, best first instruction, engagement, formative assessment, monitoring, intervention and SEL strategies to understand more fully where the students' barriers are, how the student is progressing on core content standards, where the skill gaps are and how to close them through formative assessment and intervention strategies to decrease failure rates and increase student achievement on CAASPP, NWEA Map assessments and A-G completion rates.

This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Increased NWEA proficiency rates from 2019 Dashboard CAASPP rates
- ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%
- Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

1.10 Variable Credit Recovery- Increased opportunities and options for students to retrieve credit

English learner (EL) students need additional literacy support and interventions to address skill gaps, decrease anxiety to ensure equitable access to rigorous core content standards.

Teachers will provide increased credit retrieval options for EL students in grades 9-12 who have been unsuccessful and who have had poor educational outcomes in traditional core content classes. Teachers and site support personnel will examine grades in Ed Central on a quarterly basis and identify students in grades 9-12 with low grades and low credit counts, and place them in alternative credit retrieval options, so they can have additional attempts in alternative timeframes to master core content and pass their core classes, in order to increase A-G and Graduation rates as evidenced by LCAP 21-22's increased outcomes for EL students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.11 Enhanced Data Systems- improved Data Systems and processes for formative assessment and monitoring of student progress

English learner (EL) students need additional monitoring of progress and exposure to rigorous courses to ensure access to equitable learning opportunities to make adequate progress in ELA and Math.

The Coordinator of Data Analysis and Computer Science Principles will coordinate services with Data Service Specialists to support the improvement of data systems and provide training to district and site data teams, to provide students, teachers, parents and administrators with increased timely and accurate information, alerts and

connections to other internal data systems that provide early warning systems on EL student performance so EL students can increase their proficiency in core content classes and have equitable access to A-G completion, as evidenced by increased A-G completion rates, as indicated on LCAP 21-22's increased outcomes for EL students.

The Coordinator of Data Analysis and Computer Science Principles will also collaborate with site teams on the integration of Computer Science principles into regular courses in order to ensure equitable access to rigorous courses and increase access to higher education for EL students, as evidenced by increased NWEA Map growth rates, Grad Rates, and A-G completion rates on LCAP 21-22's increased outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%
- Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.12 Ancillary Instructional Materials- Increased materials and supplies to support student in class and at home

English learner (EL) students can have difficulty making meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences which can negatively impact their ability to access core content standards which can result in feelings of anxiety, confusion and isolation.

Teachers will provide EL students with additional ancillary instructional materials and supplies for classroom and home use in all core content classes to increase the EL students' ability to access the core curriculum and to reduce academic barriers that keep EL students from learning. Increasing the students' ability to use ancillary instructional materials at school and at home will increase the EL students' ability to make meaningful connections to core concepts which will support the increase of proficiency in core content classes, as indicated on increased NWEA proficiency and growth scores, A-G completion rates and Grad rates on 21-22's LCAP outcomes

for EL students.

- Increased NWEA proficiency rates from 2019 Dashboard CAASPP rates
- ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%
- Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

1.13 Focus on Writing- Increased certificated personnel and increased Professional Development offerings with increased writing curriculum
AVUHSD English learner (EL) students need additional literacy instruction to decrease their skill gaps and increase their ability to make meaningful connections to, and conceptually understand rigorous ELA and College and Career Readiness Anchor Standards .
DO Curriculum Coordinators and Site Instructional Partners along with external consultants will provide Designated ELD teachers and Integrated ELD teachers in grades 9-12 with professional development, coaching and ancillary curriculum supports in differentiated cross-disciplinary writing throughout the year, to provide students with writing instruction, assignments and assessments that are aligned to College and Career Readiness Anchor Standards and associated rubrics that define general, cross-disciplinary literacy expectations that must be met for students to be college and career ready, as evidenced by increased A-G completion rates and ELA CAASPP, and CCI rates on 21-22 LCAP outcomes for EL students.

The following LCAP Goal 2 actions for Increased and improved Services for English learner (EL) students are being provided on an LEA-wide basis with the expectation of increased equitable outcomes for (EL) Students compared to ALL students in AP Participation and Pass Rates, CTE Participation and Completion Rates, A-G completion Rates, Graduation Rates and Golden State Merit Seal Diploma rates:

2.2 Enhanced Counseling Services- Increased counselors, social workers, Pupil Service Technicians and other certificated and classified support personnel, to address needs of English learner (EL) students.

AVUHSD English learner (EL) students can experience language barriers at school that can increase their feelings of anxiety, confusion, and isolation leading to social and emotional conditions that negatively influence academic learning.

Additional Counselors, Social Workers and various other classified support staff will utilize enhanced database systems to provide proactive counseling services to EL students so they can receive additional tiered supports to address their social-emotional, behavioral and physical well-being, as well as other tiered supports to ensure equitable access to academic, collegiate, professional and personal growth. The increase in this action will empower each site to implement a more responsive Multi-Tiered, Multi-Dimensional System of Support that is proactive in meeting the additional Academic, College and Career, Social/Emotional, Behavioral and Physical needs of our EL students. This includes the addition of four full-time Social Workers who will better address the Tier 3 levels of support needed by EL students, relative to their peers who are not identified as EL, in order for EL students to have equitable access to and meaningfully participate in the district's rigorous curriculum and educational programs, as evidenced on increased School Connectedness, Graduation and AP Pass Rates for EL students in LCAP 21-22 outcomes. This action is a continuation with enhancements from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Increased School Connectedness, Graduation and AP pass rates
- School Connectedness increased from 59% to 61% in 2019-20 to 2020-21
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20
- AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

2.3 Professional Development- Increased professional development offerings to support the Antelope Valley Teacher Induction (AVTI) program and AVHSD teachers to develop subject matter competence, differentiation and formative assessment strategies.

AVUHSD English learner (EL) students need additional literacy supports including differentiated instruction so they can equitably access rigorous academic content standards.

Teachers across disciplines in grades 9-12, will be provided with increased opportunities to access internal expertise through District Induction Support Staff, District Curriculum and Instruction and Professional Development coordinators, and Instructional Partners. Teachers will also have increased opportunities to access external expertise through Conferences and Workshops to further their development and the development of the Teacher Induction Program, to increase depth of knowledge about their EL students, and build extensive subject matter competence to thoughtfully select differentiated pedagogical practices that align with State Standards curriculum and assessments to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies that increase academic outcomes for EL students as indicated on AP Pass Rates, NWEA proficiency scores, and A-G completion rates on 21-22 LCAP outcomes for EL students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- ELA- 2018-19 CAASPP- (met or exceeded):38.62% ----->ELA NWEA 2020-21(High or High Avg):43%
- Math- 2018-19 CAASPP- (met or exceeded):12.37% ----->Math NWEA 2020-21 (High or High Avg):39%
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

2.4 Targeted AVTI Mentoring and Supports- Increased certificated personnel, Antelope Valley Teacher Induction (AVTI) mentors to support teachers in the AVTI program and increased mentoring hours, and partnerships-Kern County Contract. to support new administrators in credential attainment.

English learner (EL) students need differentiated instruction aligned to their ELPAC level and additional monitoring supports from highly effective teachers and administrators so they can equitably access rigorous

academic content standards and meaningfully participate in educational programs.

The Antelope Valley Teacher Induction (AVTI) coordinator will coordinate services with Teacher Induction Mentors (TIMS) and other district personnel to provide professional development and mentoring to teachers in the Antelope Valley Teacher Induction Program and mentoring to future Administrators in the Administrator Mentor program to provide differentiated one-to-one support to teachers and administrators in their efforts to increase the effectiveness of differentiated instruction by ELPAC level and school administrator efficacy and monitoring efforts as evidenced by increased A-G rates on LCAP 21-22's outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

2.5 Classroom Walkthroughs- Improved walkthrough tools, digiCOACH

AVUHSD English learner (EL) students need differentiated instruction, as they can experience teachers with a lack of culturally responsive instruction and a lack of knowledge of EL strategies that can cause barriers to equitable learning opportunities.

Site and District Instructional Teams will Utilize "digiCOACH" classroom walk-through tools to conduct weekly classroom observations, in all classrooms, grades 9-12, to gather evidence and provide additional weekly feedback to teachers, on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) and differentiated instruction, as evidenced by increased districtwide scores on walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores on LCAP 21-22's outcomes for EL students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- digiCOACH visits declined from 2019-20 to 2020-21 due to COVID-19 related school closures.
- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in Math and ELA. For students in the lowest achievement quintile (<21st percentile) 32% met their fall-to-winter growth projection in math.

2.6 AP Placement/Exams

English learner (EL) students can experience barriers with school- master schedules and differentiated instruction that limit their access to rigorous courses.

Counselors will coordinate services with site administration teams each semester to counsel with EL students, review EL student performance, grades and the master schedule, to be intentional about increasing access to AP classes for EL students. Teachers will further prepare students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring and Saturday sessions each semester for EL students in grades 9-12, and providing students with increased access to AP exams at reduced costs, \$5.00 each AP exam, so students can afford to take as many AP exams as they qualify for, as evidenced by increased AP Participation, Pass rates and CCI rates as evidenced on LCAP 21-22's increased outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.7 Career Technical Education (CTE) opportunities- Increased CTE course sections and program offerings for students

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students face barriers in their access to early learning and literacy opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness. They need additional academic and literacy support through project-based learning activities in CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

Counselors will coordinate services with CTE support staff and site administrative teams each semester to counsel with LI, FY and EL students, review their performance, and the master schedule to be intentional about increasing student access to CTE courses and pathways for LI, FY and EL students. CTE course sections on master

schedules at all schools will be increased to accommodate the increase of LI, FY and EL students participating in CTE courses and pathways, as evidenced by increased CTE course sections on master schedules and increased CTE participation and completion rates for EL, FY and LI students, including increased CCI rates for for EL, FY and LI students on LCAP 21-22's outcomes for EL, FY and LI students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

2.9 AVID Health Survey/Transition- Increased course sections of AVID Health Survey to improve 8th to 9th grade transitions

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students experience poor educational and health outcomes and can face barriers in their access to early learning and literacy opportunities that can make it difficult for them to transition successfully from middle school to high school, and master rigorous academic content standards, putting them at a disproportionate disadvantage for College and Career Readiness.

These students need additional academic, literacy, behavioral, social-emotional and organizational support to build confidence in academic achievement and increase conceptual understanding in rigorous academic standards to increase access to A-G and college and career readiness.

Schools will provide sections of AVID Health Survey/Healthful Living curriculum staffed with AVID trained teachers to provide entry 9th graders with an early intervention that focuses primarily on how to successfully transition from middle school to high school using AVID instructional, organizational, social-emotional, and behavioral skills, with College readiness systematic strategies, such as note taking, assignment organization and completion, technology tips, and healthy habits, routines and schedules, that will better equip students to transition successfully and access rigorous academic content standards in order to increase their access to A-G completion and college and career readiness as indicated on LCAP 21-22's outcomes for LI, FY and EL students.

This action is a continuation from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

2.10 Technology- increased student devices and improved interactive capabilities for formative assessment practices

AVUHSD English learner (EL) students face barriers in their access to early learning and literacy opportunities which can create barriers to their conceptual understanding from prior experiences in accessing curriculum and rigorous academic content standards.

District and site support staff will ensure that all teachers teaching core content classes in grades 9-12 are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student:device ratios from 4 to 1 to 1 to 1 districtwide, to engage EL students in 9-12 grades with rigorous curriculum and differentiated instructional strategies, that support teachers and EL students with increased access to academic resources, digital curriculum resources, academic, diagnostic and formative assessment tools including Ellevation, to increase EL student engagement on rigorous academic content standards and accelerate student learning as evidenced by increased NWEA growth scores, A-G, Grad Rate and CCI rates on LCAP 21-22's outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.11 STEM Support- increased STEM workshops, competitions and STEM Project displays

AVUHSD English learner (EL) students need additional academic, literacy and hands-on supports through project-based activities to increase conceptual understanding on rigorous academic standards.

They need additional academic and literacy support through project-based learning activities in STEM and CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

STEM Teachers and STEM DO and Site support staff will provide and increase STEM exposition and competition opportunities each semester to EL students in grades 9-12 districtwide that will include literacy expectations based on College and Career anchor standards with aligned rubrics that teachers/judges will use to evaluate projects, in order to increase rigor and give students engaging hands-on, project-base experiences that builds teamwork skills and provides relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes that helps to increase the number of students who wish to

participate in CTE pathways and STEM-related electives, as evidenced by increased A-G, AP, CCI and CTE participation and completion rates on LCAP21-22 outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

AP Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.12 Dual Enrollment- increased dual enrollment options- increased dual enrollments and internships

AVUHSD English learners (EL) students experience language barriers and need additional exposure to post secondary options such as dual enrollment and internship opportunities that helps increase hands-on experiences and verbal interactions within a college and workplace context.

Dual enrollment provides AVUHSD students with opportunities to earn college credit while still in high school. Research tends to show that students who participate in dual enrollment are more likely to graduate high school, and enter and persist in post-secondary education to completion. Likewise, participating in dual enrollment will increase confidence and reduce the time necessary for post-secondary courses for EL students to graduate from college.

The Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly with counselors and site administrative teams, who will counsel with EL students, and review student needs and performance to increase access to no-cost dual enrollment and work-based learning internship options for EL students as evidenced by increased dual enrollment, work-based learning internships and CCI rates on LCAP 21-22's outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Increased Dual Enrollment and CCI rates

-Past Dual Enrollment 2019-20-99 to 2020-21-107

-Internships 2019-20- 400

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

2.13 Enrichment Options- increased academic, support and enrichment options through increased course sections to support 7th period days

AVUHSD English learner (EL) students often lack equitable learning opportunities through 6 period only, master schedules. Providing EL students with expanded daily schedules that include 7th period options can provide them with additional access to rigorous courses and enrichment options that will increase their equitable access to College and Career Readiness.

Counselors will coordinate services with administrative teams each semester to review students schedules and provide students in grades 9-12, districtwide, with a 7th period option through a virtual platform, or onsite before and after school, through early morning 0 period options, or after school 7th period option, so EL students can equitably participate in academic, enrichment and elective classes in order to increase A-G, AP, CCI and Graduation rates on LCAP21-22 outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20

2.14 21 Century Learning Environment- Increased classified and certificated personnel to improve professional development and instructional coaching for teachers

English learner (EL) students need differentiated instruction aligned to their ELPAC level from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate

in educational programs while accelerating their progress with English Language Proficiency.

Instructional partners, and various other classified and certificated support personnel, will provide professional development to teachers in grades 9-12, districtwide, during minimum days, and conduct weekly classroom observations, to gather evidence and provide feedback to teachers about State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) and for differentiated instruction in order to increase teacher effectiveness as evidenced by increased scores on digiCOACH walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores, English learner progress and reclassification rates and A-G

completion rates and CAASPP scores on LCAP 21-22's outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- digiCOACH walk-through counts were not valid for the last two years due to COVID-19 related school closures
- NWEA Map Assessment Growth scores indicate that over 50% of students in grades 9-12 met or accelerated their growth in math
- English learner Progress was unavailable due to the cancellation of state testing
- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- CAASPP scores were unavailable due to the cancellation of state testing

2.15 NGSS Supports- Increased certificated personnel to support implementation of science standards

English learner (EL) students need differentiated instruction aligned to their ELPAC level from highly

effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

A district-assigned teacher on special assignment will plan, collaborate and observe science classrooms in grades 9-12, districtwide, with district curriculum coordinators to provide additional professional development, differentiated feedback and lesson planning support to science teachers, in integrated ELD classes, at their monthly Science Department Team meetings, and on assigned minimum days, on the implementation and assessment of Next Generation Science Standards (NGSS) in order to increase EL access to proficiency in science as evidenced on increased CAST scores and A-G rates on LCAP 21-22's outcomes for ELs.

The following LCAP Goal 3 actions for Increased and improved Services for English learner (EL) students are being provided on an LEA-wide basis with the expectation of increased equitable outcomes for EL students compared to ALL students in suspension and chronic absenteeism rates, and local climate survey results.

3.6 Recruit and Retain Teachers

English learner (EL) students need differentiated instruction aligned to their ELPAC level and additional monitoring supports from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. AVUHSD ELs experience disparities in being placed with teachers who are not as experienced as their peers who are not identified as ELs.

The Director of Personnel will coordinate services with Colleges and University support staff along with social media networks, to provide EL students with experienced teachers who will differentiate instruction, engage students in formative assessment practices in hard-to-staff programs, such as ELD, Math and Science to increase student engagement, monitor student progress and increase access to core content standards to increase CAASPP, A-G and College/Career Readiness rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

3.7 Improve Attendance- Increase certificated Director of Attendance, classified personnel-Community Attendance workers, and various classified support personnel, to increase tiered reengagement strategies using A2A tools

AVUHSD English learner (EL) students can experience feelings of anxiety, confusion and isolation that can lead to increased absences that impact academic learning. EL students need additional support from school personnel to monitor their attendance and provide tiered reengagement strategies.

The Director of Attendance will utilize PowerSchool and Data Central to monitor attendance by district, school and student group and coordinate services with site Community Attendance Workers and site administrative teams monthly, to proactively monitor and implement tiered reengagement interventions for EL students to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools to increase communication with EL parents, increase attendance, lower chronic absenteeism, and decrease drop-out rates as indicated on LCAP 21-22 outcomes for EL students.

This action is a continuation with modifications, increased social workers, from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- Increased Attendance rates- 94.56% (2020)
- Decreased chronic absenteeism rates-Chronic Absenteeism rates decreased from 22.1% in 2017-18 to 19.30% in 2018-19 for a percent change of 2.8 reporting in 2019-20
- Decreased drop-out rates-Drop-out rates maintained from 9% in the 2018-19 reporting year to 9.2% in the 2019-20 reporting year
- 2019-20- attendance rates by category

Students Absent <5% = 15,793 students @ (72.20%)

Students Absent >5% and <10% = 3,178 students @ 14.53%

Students Absent >10% and < 20% = 1,606 students @ 7.34%

Students Absent > 20% = 1,298 students @ 5.93%
Source: CALPADS 14.1 -2019-20

3.8 Student Support Centers- Increased certificated and classified personnel to staff Student Support Centers and provide increased Tier 2 and 3 supports addressing social-emotional, academic and behavioral needs.

AVUHSD English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation, further intensified by conditions where their instruction is not differentiated appropriately so they often cannot meaningfully participate and equitably access rigorous academic standards.

District Program Coordinators will coordinate services with Student Support Coordinators and various classified and site support personnel will coordinate services with counselors, social workers and site administration teams to support the implementation of Multi-tiered Systems of Support (MTSS), using the AVUHSD's MTSS framework of tiered interventions, Data Central and various other database tools, to proactively intervene with EL students, to mentor, monitor, set goals and schedule follow-up mentoring, counseling and tutoring sessions as needed so that students can be provided with small group and one-on-one academic, social-emotional and behavioral tiered interventions in the Student Support Centers, which will remain staffed with Student Support Coordinators and support staff, four class periods per day, five days per week, to increase academic achievement, behavioral and social-emotional well-being of identified students as evidenced by increased attendance, decreased chronic absenteeism, decreased suspensions, increased school climate survey results, decreased drop-out rates and increased graduation rates.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Increased Attendance rates- 94.56% (2020)

-Decreased chronic absenteeism rates-Chronic Absenteeism rates decreased from 22.1% in 2017-18 to 19.30% in 2018-19 for a percent change of 2.8 reporting in 2019-20

-Decreased drop-out rates-Drop-out rates maintained from 9% in the 2018-19 reporting year to 9.2% in the 2019-20 reporting year

-Grad rates increased from 82.9% in 2018-19 to 83.6% in 2019-20 to 85.7% reporting in 2020-21

-Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20

3.9 Implement PBIS- Increase certificated and classified personnel, Coordinator of Student Services, Site PBIS Coordinators and various classified support personnel with improved PBIS SWIS monitoring tools

AVUHSD EL students experience language barriers and need additional emotional and behavioral supports as they can experience feelings of isolation, anxiety and confusion that can manifest in social and emotional conditions that negatively impact academic learning.

The Coordinator of Student Services will coordinate services with site PBIS Coordinators, providing additional PBIS workshops and Behavioral Data analysis through the SWIS system to analyze behavioral incidents on campus and find behavioral antecedents, to proactively monitor EL student behavior patterns and provide additional positive reinforcers implementing positive behavioral interventions and supports (PBIS) through a Multi-Tiered Systems of Support (MTSS) framework that includes support for social-emotional learning through Habitudes curriculum to increase EL student-well-being and decrease suspension rates on LCAP 21-22 outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20

3.10 Classified Professional Development- Increase PD offerings for classified personnel to develop understanding of educational programs, opportunities and interventions as they relate to the needs of student groups

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students have particular needs, circumstances and conditions that require increased awareness and understanding from various classified support staff who interact with them most, in order to build and sustain positive relationships with students,

provide students with stronger connections from caring adults, and support the programs, interventions, actions and services designed to benefit unduplicated students.

District and site administrative staff, including instructional partners and external consultants will expand professional development opportunities for Classified staff to support their understanding of the needs, conditions and circumstances of unduplicated students as they relate to the educational programs, interventions, actions, services and objectives of the LCAP as evidenced by positive growth on LCAP 21-22's local school climate indicators for LI, FY and EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-School Climate Survey-2020-21- Goal Met

3.11 Safe, Secure and Positive Learning Environments- Increased certificated and classified personnel to support positive learning environments
AVUHSD English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation and need strong connections from caring adults to improve their sense of well-being.

District Coordinators from Student Services will coordinate services with site administrative Interns and PBIS Coordinators, including additional certificated and classified support staff, to analyze SWIS behavioral data from PBIS for behavioral patterns and antecedents, to proactively provide EL students, staff and EL families with a

more positive, safe and secure learning environment by increasing visibility, building positive relationships with EL students, staff and EL families, and proactively monitoring the school environment, before and after school, during class transitions and lunches, to positively intervene as necessary, to reduce suspensions and increase a

sense of safety and well-being for EL students, staff and EL families as evidenced by decreased suspension rates on LCAP 21-22's outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-Climate Survey-Local Indicator-standard met-2020-2021

-Suspension rates decreased from 8.3% in 2018-19 to 5.7% in 2019-20 for a percent change of 2.6%

3.12 Supplemental Interventions and Supports

English learner (EL) students need additional literacy instruction and interventions to access core curriculum, and advanced classes successfully. LI, FY and EL students need additional academic, literacy, behavioral and social-emotional supports to equitably access and succeed in College and Career opportunities in relation to their non identified peers.

District and site certificated and classified support staff will coordinate services and provide additional supplemental interventions and supports that align with the following LCAP actions to further address the academic, social-emotional and behavioral needs of English learner (EL) students to increase equitable outcomes for unduplicated students tied to the following LCAP actions:

-College trips -LCAP 1.1

-PSAT Prep-LCAP 1.2

-AP Tutoring- LCAP 1.3

-Tutoring / Remediation- LCAP 1.4

-EL Services- LCAP 1.7 and 1.8

-Ancillary Instructional Materials- LCAP 1.12

-Professional Development and Training -LCAP 2.3

-CTE opportunities- LCAP 2.7

-Technology-LCAP 2.10

-STEM Expos- LCAP 2.11

-Additional staffing to meet the needs of targeted students- LCAP 3.8, 3.11

-Parent Engagement Activities- LCAP 4.4 and 4.6

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the outcomes associated with the above listed LCAP goals/actions.

The following LCAP goal 4 actions provide additional detail:

The following LCAP Goal 4 actions for Increased and improved Services for English learner (EL) students are being provided on an LEA-wide basis with the expectation of increased equitable outcomes for EL students compared to ALL students in local climate survey results and increased LI students participation in AVID electives, AP classes, CTE pathways and Dual Enrollment options.

4.2 Qualtrics- Improved communication and feedback tools to increase stakeholder input

AVUHSD English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation and need additional monitoring and frequent needs assessment to maintain strong connections from caring adults to improve their sense of well-being.

District and site support staff will utilize a survey data/analytics platform to better communicate important information to students, parents, teachers and administration, responses can be disaggregated by teacher, subject, grade level and student group to garner feedback and conduct qualitative assessments on academic, social-emotional, behavioral and physical needs of EL students from various surveys.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following

local outcomes:

-Increased participation on surveys-Fall 2019 Survey- 2,075 Parent responses, Winter 2020 Survey- 1,674 Parent responses (impacted by COVID-19 Pandemic-related school closures)

4.3 Parent Link- Improved communication tools to increase student and parent engagement and support in school events

AVUHSD English learner (EL) parents need communication in multiple formats to increase understanding so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichments.

District and Site staff will utilize the "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media to provide information and increase access to academic, intervention, enrichment and extra-curricular activities for students and families in multiple formats to increase timely and

effective communication practices as evidenced by Parent Link usage reports and Parent/student surveys to raise student achievement, attendance and participation educational programs as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates on LCAP21-22's outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20

-English learner Progress was unavailable due to the cancellation of state testing

-A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

-CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

4.4 EL Parent Workshops- Increase EL parent Workshop offerings to increase EL Parent understanding of College requirements, FASFA info., College Career Readiness opportunities to increase equitable participation in educational programs, rigorous courses to increase equitable access to higher education

4.5 Cafe Con Leche- Increase access to information in Spanish on Educational programs, services, interventions, enrichments and extra-curricular activities to increase equitable participation and access to higher education

4.6 Parent/Family Collaboration- Increased parent workshop and conference offerings to better engage families and community partners

AVUHSD English learner (EL) parents need communication in multiple formats to increase understanding of educational programs and opportunities so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichments.

District and Site staff will increase access for parents to attend College Readiness Workshops that include FASFA applications, financial aid and scholarship information. Increased virtual and in-person parent meetings will highlight and review Educational programs and opportunities on AP, CTE AVID and Dual Enrollment options for students in order to increase EL participation in educational programs as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates on LCAP 21-22 outcomes for EL students.

This action is a continuation with modifications from previous AVUHSD LCAPs. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

-A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20.

-English learner Progress was unavailable due to the cancellation of state testing

-A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score

-College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019

-CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

4.7 Increase Communication- Increased certificated personnel to provide increased mechanisms and platforms to inform families and community partners of our educational programs, services, interventions and enrichment options.

AVUHSD English learner (EL) parents need communication in multiple formats to increase understanding so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichment programs.

The Director of Communication will coordinate services with various district and site certificated and classified personnel to better engage and inform EL families and community partners of the schools and district by utilizing various agencies and community partnerships to attend community events such as the Poppy Festival, the AV Fair, the Community Arts Center, and Salute to Youth, to increase communication and better inform parents and students of the district's educational programs, services, interventions, enrichment and extra-curricular options to increase participation of EL students in rigorous courses and programs, as evidenced by

increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates on LCAP21-22 outcomes for EL students. This action is a continuation from previous AVUHSD LCAPs, but remained unfilled last year. AVUHSD understands the effectiveness of this action as indicated by the following outcomes:

- A-G completion rates increased from 33.8% in 2018-19 to 34.2% in 2019-20
- English learner Progress was unavailable due to the cancellation of state testing
- A-P Pass rate grew from 27.3% in 2019 to 35.3% in 2020 with 2,350 students passing with a qualifying score
- College and Career Indicator Preparedness rates increased from 26% in 2018 to 27.6% in 2019
- CTE Participates- EL, FY and LI - increased from 6,011 in 2018-19 to 8,568 in 2019-20

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$233,223,097.00		\$193,629,720.00	\$976,589.00	\$253,562,658.00	\$208,665,364.00	\$44,897,294.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Student Field Trips	English learner (EL), Foster Youth, Low Income	\$53,441.00				\$53,441.00
1	2	College Readiness Exams	Low Income, Foster Youth, English learner (EL)	\$436,271.00				\$436,271.00
1	3	AP Training and Tutoring	Low Income, English learner (EL), Foster Youth	\$313,554.00				\$313,554.00
1	4	Expanded Learning Opportunities	Low Income, Foster Youth, English learner (EL)	\$347,820.00				\$347,820.00
1	5	Formative Assessment	Low Income, English learner (EL), Foster Youth	\$806,894.00				\$806,894.00
1	6	ELA and Math Supports	Foster Youth, Low Income, English learner (EL)	\$268,675.00				\$268,675.00

1	7	EL Program Implementation	English learner (EL)	\$1,036,071.00			\$237,002.00	\$1,273,073.00
1	8	EL Reclassification Support and Monitoring	English learner (EL)	\$821,104.00				\$821,104.00
1	9	Student-Free Professional Development Days	Low Income, Foster Youth, English learner (EL)	\$1,414,242.00				\$1,414,242.00
1	10	Variable Credit Recovery	Low Income, English learner (EL), Foster Youth	\$2,287,647.00				\$2,287,647.00
1	11	Enhanced Data Systems	Low Income, English learner (EL), Foster Youth	\$334,625.00				\$334,625.00
1	12	Ancillary Instructional Materials	English learner (EL), Low Income, Foster Youth	\$1,099,000.00				\$1,099,000.00
1	13	Focus on Writing	Foster Youth, Low Income, English learner (EL)	\$133,011.00				\$133,011.00
2	1	School Counselors	All	\$2,748,058.00				\$2,748,058.00
2	2	Enhanced Counseling Services	Low Income, English learner (EL), Foster Youth	\$8,042,979.00				\$8,042,979.00
2	3	Professional Development	Low Income, English learner (EL), Foster Youth	\$1,522,570.00			\$294,593.00	\$1,817,163.00
2	4	Targeted AVTI Mentoring and Supports	English learner (EL), Foster Youth, Low Income	\$837,909.00				\$837,909.00
2	5	Classroom Walkthroughs	English learner (EL), Foster Youth, Low Income	\$47,940.00				\$47,940.00
2	6	AP Placement/Exams/Tutoring	Low Income	\$723,151.00				\$723,151.00
2	7	Career Technical	Low Income,	\$1,285,266.00		\$2,542,454.00		\$3,827,720.00

		Education (CTE) opportunities	Foster Youth, English learner (EL)				
2	8	AVID Elective	Foster Youth, English learner (EL), Low Income	\$2,437,701.00			\$2,437,701.00
2	9	AVID Health Survey/Transition	Low Income, Foster Youth, English learner (EL)	\$59,717.00		\$89,575.00	\$149,292.00
2	10	Technology	Low Income, Foster Youth, English learner (EL)	\$2,708,675.00			\$2,708,675.00
2	11	STEM Support	English learner (EL), Foster Youth, Low Income	\$51,855.00			\$51,855.00
2	12	Dual Enrollment/Internships	Foster Youth, English learner (EL), Low Income	\$226,356.00			\$226,356.00
2	13	Enrichment Options	Low Income	\$860,236.00			\$860,236.00
2	14	21st Century Learning Environments	Low Income, English learner (EL), Foster Youth	\$1,708,650.00		\$355,419.00	\$2,064,069.00
2	15	NGSS Supports	Low Income, English learner (EL), Foster Youth	\$119,450.00			\$119,450.00
3	1	Access to Standards-Aligned Instructional Materials	All	\$3,552,466.00			\$3,552,466.00
3	2	Facilities in "Good" Repair	All	\$33,966,560.00			\$33,966,560.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	All	\$101,014,083.00			\$101,014,083.00
3	4	Special Education	Student with Disabilities (SWD)	\$44,378,238.00		\$16,820,518.00	\$61,198,756.00
3	5	CTE Programs	All	\$4,784,515.00			\$4,784,515.00

3	6	Recruit and Retain Teachers	Low Income, English learner (EL), Foster Youth	\$210,826.00				\$210,826.00
3	7	Improve Attendance	Low Income, English learner (EL), Foster Youth	\$1,153,847.00				\$1,153,847.00
3	8	Student Support Centers	Low Income, Foster Youth, English learner (EL)	\$564,174.00				\$564,174.00
3	9	Implement PBIS	English learner (EL), Low Income, Foster Youth	\$50,887.00				\$50,887.00
3	10	Classified Professional Development	Low Income, English learner (EL), Foster Youth	\$131,638.00				\$131,638.00
3	11	Safe, Secure and Positive Learning Environments	Foster Youth, English learner (EL), Low Income	\$3,712,203.00				\$3,712,203.00
3	12	Supplemental Interventions and Supports	English learner (EL), Foster Youth, Low Income	\$3,484,872.00				\$3,484,872.00
3	13	Transportation	Foster Youth, Low Income	\$2,163,888.00				\$2,163,888.00
3	14	Independent City	Foster Youth	\$18,000.00				\$18,000.00
3	15	Diversity Training	Low Income, Foster Youth	\$84,123.00				\$84,123.00
4	1	PowerSchool	All	\$208,459.00				\$208,459.00
4	2	Qualtrics	English learner (EL), Low Income, Foster Youth	\$108,125.00				\$108,125.00
4	3	Parent Link	Low Income, English learner (EL), Foster Youth	\$64,900.00				\$64,900.00
4	4	EL Parent Workshops	English learner (EL)	\$147,201.00				\$147,201.00
4	5	Cafe Con Leche	English learner	\$46,500.00				\$46,500.00

			(EL)					
4	6	Parent/Family Collaboration	Foster Youth, Low Income, English learner (EL)	\$355,473.00				\$355,473.00
4	7	Increase Communication	English learner (EL), Foster Youth, Low Income	\$289,251.00				\$289,251.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$42,570,718.00	\$46,089,761.00
LEA-wide Total:	\$37,530,680.00	\$40,812,721.00
Limited Total:	\$5,040,038.00	\$5,277,040.00
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Student Field Trips	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$53,441.00	\$53,441.00
1	2	College Readiness Exams	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 10-11	\$436,271.00	\$436,271.00
1	3	AP Training and Tutoring	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$313,554.00	\$313,554.00
1	4	Expanded Learning Opportunities	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$347,820.00	\$347,820.00
1	5	Formative Assessment	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$806,894.00	\$806,894.00
1	6	ELA and Math Supports	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$268,675.00	\$268,675.00
1	7	EL Program Implementation	Limited	English learner (EL)	All Schools	\$1,036,071.00	\$1,273,073.00
1	8	EL Reclassification Support and	Limited	English learner (EL)	All Schools	\$821,104.00	\$821,104.00

		Monitoring					
1	9	Student-Free Professional Development Days	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,414,242.00	\$1,414,242.00
1	10	Variable Credit Recovery	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Alt Sites	\$2,287,647.00	\$2,287,647.00
1	11	Enhanced Data Systems	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$334,625.00	\$334,625.00
1	12	Ancillary Instructional Materials	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$1,099,000.00	\$1,099,000.00
1	13	Focus on Writing	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$133,011.00	\$133,011.00
2	2	Enhanced Counseling Services	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$8,042,979.00	\$8,042,979.00
2	3	Professional Development	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,522,570.00	\$1,817,163.00
2	4	Targeted AVTI Mentoring and Supports	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$837,909.00	\$837,909.00
2	5	Classroom Walkthroughs	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$47,940.00	\$47,940.00
2	6	AP Placement/Exams/Tutoring	Limited	Low Income	All Schools	\$723,151.00	\$723,151.00
2	7	Career Technical Education (CTE) opportunities	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,285,266.00	\$3,827,720.00
2	8	AVID Elective	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$2,437,701.00	\$2,437,701.00
2	9	AVID Health Survey/Transition	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 9th Grade	\$59,717.00	\$149,292.00
2	10	Technology	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,708,675.00	\$2,708,675.00

2	11	STEM Support	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$51,855.00	\$51,855.00
2	12	Dual Enrollment/Internships	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$226,356.00	\$226,356.00
2	13	Enrichment Options	LEA-wide	Low Income	All Schools	\$860,236.00	\$860,236.00
2	14	21st Century Learning Environments	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,708,650.00	\$2,064,069.00
2	15	NGSS Supports	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$119,450.00	\$119,450.00
3	6	Recruit and Retain Teachers	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$210,826.00	\$210,826.00
3	7	Improve Attendance	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,153,847.00	\$1,153,847.00
3	8	Student Support Centers	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$564,174.00	\$564,174.00
3	9	Implement PBIS	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$50,887.00	\$50,887.00
3	10	Classified Professional Development	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$131,638.00	\$131,638.00
3	11	Safe, Secure and Positive Learning Environments	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$3,712,203.00	\$3,712,203.00
3	12	Supplemental Interventions and Supports	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$3,484,872.00	\$3,484,872.00
3	13	Transportation	Limited	Foster Youth, Low Income	All Schools	\$2,163,888.00	\$2,163,888.00
3	14	Independent City	Limited	Foster Youth	All Schools	\$18,000.00	\$18,000.00
3	15	Diversity Training	Limited	Low Income, Foster Youth	All Schools	\$84,123.00	\$84,123.00
4	2	Qualtrics	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$108,125.00	\$108,125.00
4	3	Parent Link	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$64,900.00	\$64,900.00
4	4	EL Parent	Limited	English learner (EL)	All Schools	\$147,201.00	\$147,201.00

		Workshops					
4	5	Cafe Con Leche	Limited	English learner (EL)	All Schools	\$46,500.00	\$46,500.00
4	6	Parent/Family Collaboration	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$355,473.00	\$355,473.00
4	7	Increase Communication	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$289,251.00	\$289,251.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$585,226.00	\$146,150.00	\$237,002.00	\$8,211.00		

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	7	EL Program Implementation			\$237,002.00				\$1,273,073.00
2	3	Professional Development	\$166,810.00	\$127,783.00					\$1,817,163.00
2	9	AVID Health Survey/Transition	\$89,575.00						\$149,292.00
2	14	21st Century Learning Environments	\$328,841.00	\$18,367.00		\$8,211.00			\$2,064,069.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

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

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



Annual Update for the 2020-21 Learning Continuity and Attendance Plan

LEA Name	Contact Name and Title	Email and Phone
Antelope Valley Union High School District	Dr. Joseph Kelly Director of School Improvement	jkelly@avhsd.org (661) 948-7655 ext. 286

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

<http://www.doc-tracking.com/screenshots/21LCAP/Instructions/LCAPandLCPAnnualUpdateInstructions.htm> - LCPAnnualUpdate

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan.

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Establish plans and protocols to ensure the safety and health of students and staff, consistent with public health guidance, for both distance learning and in-person, classroom-based instructional offerings, include but are not limited to: campus access, hygiene practices, personal protective equipment, physical distancing measures, daily cleaning and disinfecting in school and district facilities, including distribution carts and vehicles. Items purchased include but are not limited to: disinfectant, hand sanitizer, plexi-glass screens, gloves, masks, thermometers, hand washing stations, trash bags, plastic bags, water, radios, carts and various other supplies related to health and safety.	1,861,363.19	1,410,570.60	No
Purchase additional technology devices, hot spots and virtual platforms including ancillary instructional materials to support student coursework and increase student engagement during in-person, classroom-based instruction, and for hybrid models of in-person, classroom-based instruction and distance learning. Items purchased include but were not limited to: Additional Chromebooks, Promethean Boards, Google Classroom, Google extensions, Near-Pod, Google Grade Transfer, Headphones, live video streaming, pre-recorded lessons, and instructional videos.	1,430,218.03	2,376,524.31	No
Provide additional hours for staff to collaborate and build department-created content for in-person classroom-based instruction under	4,189.70	329,558.09	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
social distancing guidelines and for hybrid models of in-person classroom-based instruction and distance learning.			
Provide professional development and support to improve the capacity of all staff to effectively address the organizational and social-emotional needs of students during transitions between in-person, classroom-based instruction, and hybrid models of in-person, classroom-based instruction and distance learning.	250,000.00	47,461.48	No
Extended day tutoring both on and off campus will be expanded to address continuity of instruction, learning loss and achievement gaps.	400,000.00	612,324.20	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

In-person Instruction- Action 1- Ensuring Safety and Health of Students-We spent \$450,792.59 less than budgeted, as schools remained closed longer than anticipated due to ongoing health guideline restrictions. Therefore, we didn't use as much PP&E, or as many extra duty hours for daily cleaning and disinfecting of classrooms, since classrooms remained closed for most of the school year.

In-Person Instruction- Action 2- Purchasing Additional Technology- We spent \$946,306.28 more than budgeted, as we remained in Distance learning, longer than anticipated, we realized this full shift to technology could be a long-term asset to our teachers and students, and help accelerate student learning upon their return to school. We increased our investment in providing high-tech classrooms equipped with State-of-the-Art Interactive Promethean Boards and student devices, that would support teachers in providing engaging, rigorous and relevant learning environments to students learning at school and at home simultaneously. This investment in technology was coupled with the increased need for teachers to plan effectively for hybrid learning strategies/activities which were markedly different than distance learning only strategies/activities.

In-Person Instruction- Action 3- Provide Additional Hours for Staff to Collaborate and Build Department-created Content- We spent \$325,368.39 more than budgeted. Originally we thought teachers would need more PD than planning time to prepare for In-Person learning, however, we already provided and emphasized tech-based PD in the Summer of 2020, including but not limited to the following: Google certification trainings, Google Classroom, Google Meets, PowerSchool, Google Extensions, Near-Pod, PearDeck, so teachers again emphasized their need to have time to process that Summer PD and plan with their departments on how to link rigorous content using their newly acquired tech tools and strategies. The benefit to this investment was the ability for teachers to work with their site-based Instructional Partners, Google certified trainers and department chairs to link the technology to core content. Teachers were able to create and archive lessons, and build how-to videos for new teachers on how to use their new-found tech tools,

respective to their core content areas. Additionally, site teams who had already received professional development on how to become trauma-informed and provide social-emotional supports to students, needed additional time at their sites to plan and provide welcoming and positive learning environments in their classrooms.

In-Person Instruction- Action 4- Provide Professional Development and Support to Staff to Effectively Address Social-Emotional needs of Students- We spent \$202,238.52 less than budgeted for PD in this action due to an existing PD consultant contract that we had established prior to the pandemic, with the PAN Team and Pedro Noguera, who collaborated with site administrative teams to support this work on building staff capacity to address the social-emotional needs of students. The PD hours represented in this action, was for the establishment of site teams to plan and build systems to address equity and access, for students by understanding the social-emotional needs.

In-Person Instruction-Action 5- Extended Day Tutoring- We spent \$212,324.20 more than budgeted in this area, as more students needed additional academic supports tied more closely to curriculum and classroom instruction during school closures and reopening transitions. Teachers offered additional tutoring hours beyond the school day to provide students with additional virtual tutoring services on flexible schedules.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Our In-Person, classroom-based instruction model consisted of two schedules, with options that allowed students to receive in-person, classroom-based instruction and remote, at-home instruction. Students were cohorted into two (2) groups. General education and resource students participated in the At-School Learning model whereby a cohort of students physically attended campus instruction two (2) days per week and participated in remote instruction three (3) days per week. Students who participated in the Special Day Class program physically attended campus instruction four (4) days per week and remote instruction one (1) day per week. The five (5)-day work week (Monday through Friday) for teachers under this model included four (4) days of on campus instruction, one (1) day of remote instruction, and afternoon office hours to allow virtual access for all students.

Successes- Teach PM Office Hours- All students received daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction took the form of internet or telephonic communication, or by other means permissible under the most recent public health order. This daily live interaction met the needs of the students at the discretion of the certificated classroom teacher, and included, but was not limited to the following: live video stream, pre-recorded lessons, videoconferencing, telephonic communication with students, use of instructional videos with teacher engagement, and department created content. Teacher PM Office Hours-Teachers ensured continuity of instruction by being available

each school day to meet with all students either in person or virtually. Students and Families shared that teacher pm office hours was a tremendous support to them in the support of assignment completion, social-emotional well-being, and overall encouragement and troubleshooting efforts. Please see the following link to our At-School Learning-Blended Model:
https://drive.google.com/file/d/1iyc8glU5S_W1QjAwe_EroGkpCtEYUHqm/?sp=sharing

Successes- Curriculum Mapping- Department teams engaged in curricular mapping to build a scope and sequence for both distance learning and in-person, classroom-based instruction to ensure student access to rigorous core content and corresponding instructional resources. Teachers shared how much they valued the time to process PD and plan lessons that aligned to the instructional shifts of both distance learning and hybrid learning environments once schools reopened.

Successes- Safe and Secure Schools-Later in the Spring, all students were welcomed back on campus for in-person, classroom-based instruction 4 days per week with approximately 50% of students choosing to continue with remote, at-home instruction. All sites were well equipped with screening and hand-washing stations, PPE, plexi-glass shields, and medical supplies to ensure the safety and well-being of students and staff. Due to the additional federal funds, administrators were able to respond and prepare their campuses to remain safe and secure so students and parents could have peace of mind. Administrators were able to purchase materials, supplies and equipment to create additional outdoor learning spaces for students to social distance to instruction and transitional periods. Quads were transformed into additional outdoor learning hubs that students could incorporate into their daily schedules.

Successes: Increase in positive school culture and student well-being- While our students returned to school much later in the year than anticipated, our staff was excited to have them back. Our students arrived on campus to caring administrators, teachers and support staff who lined up to greet and reassure them that safety measures were in place. Staff created posters and welcome signs that demonstrated how thrilled they were to have their students back on campus once again. When students stepped inside their classrooms for the first time, they experienced warm and welcoming learning environments with new state-of-the-art technology. Students shared that they enjoyed the new outdoor learning technology and workout hubs that helped to increase their sense of well-being at school.

Challenges: Student Disengagement Concerns- As our schools remained closed for the majority of the school year, due to public health guideline measures, the percentage of students engaged and participating in their daily learning decreased as time went by. Many students did not turn their cameras on during classes which made it difficult for teachers to engage and connect with them. As students returned to school on split schedules, campuses did not have the same full attendance as before. Extra curricular enrichment events typically held after school were abbreviated to include only tutoring options. Many students and families shared that they wanted all of the students back at the same time with no split schedules, and for campuses to include all sports and extra-curricular elective and enrichment options, as offered before the COVID pandemic.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional technology devices and connectivity for students and staff to support distance learning for the 2020-21 school year. Purchase 6,767 chromebooks, 475 hotspots, additional lap tops for staff, and essential chromebook accessories for students. Various items included but were not limited to: Chromebooks, hot spots, Apple IPADS, Tablets, Laptops, chromebook carts and charging stations, a mouse and headset for each chromebook ordered.	17,865,975.46	14,815,573.61	No
Provide Professional Development and Planning time during the 2020-21 school year to promote student participation, engagement and progress during distance learning- Virtual Workshops offered included but were not limited to: Getting to Know Your Students in a Virtual Setting, Building an On-Line Classroom Culture, How to Create a Virtual Classroom Using Google Slides, You Tube Live and Google Meet, Tools for the Virtual Moderate/Severe Classroom, World Language in the Virtual classroom. Best Practices in the Virtual Art Classroom, Math in the Virtual Classroom, English Language Arts in the Virtual Classroom, Physical Education in the Virtual Classroom.	63,094.89	340,352.91	No
Provide additional Tutoring and At-Risk Mentoring services both during and after the school day during the 2020-21 school year to provide additional support to EL, Foster Youth and Low-Income students during distance learning and in transitions to blended learning models by ensuring student participation, social-emotional well-being and access to core curriculum through Tutor.com, AVID Tutors, Bi-lingual Instructional Aides, At-Risk Coordinators and Counselors.	66,411.42	988,500.36	Yes
Provide Student and Family support and outreach through communication and supplemental instructional materials to ensure participation and engagement in Distance Learning, including tracking and monitoring efforts through PowerSchool, Data Central, emails, phone calls home, Google classroom, and Google Meets. Purchased	1,711,631.72	1,373,389.14	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
additional virtual textbook options for all adoptions, including world languages. Purchased additional instructional materials, such as student supply bags that included materials and supplies to distribute to students and accommodate distance learning including but not limited to: supply bags, pens, pencils, markers, graphing paper, rulers, calculators, student composition books, supplemental art supplies and PE equipment.			
Provide professional development and planning time to all staff to become trauma-informed and to address the social and emotional well-being of students and staff impacted by the pandemic include but are not limited to: Habitudes- Social-emotional learning curriculum, MTSS and PBIS tiered strategies, Extra Work Agreements for teachers and support staff to attend professional development from March 13, 2020 through August 11, 2020.	7,756.81	791.60	No
Increased Technology Platforms and Integration by purchasing or expanding the following: Supplemental Virtual textbook components, Code.org, Credo Reference Library, Desmos, EdPuzzle, Flocabulary, Google Classroom, Google Docs, Slides and Sheets, Google Meet, Gmail functionality, Learn 360, Naviance, Nearpod, Padlet, Ed Central.	714,356.79	865,359.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Distance Learning Action 1- Additional Technology- We spent \$3,050,401.85 less than budgeted as timelines for procurement were often stalled due to availability of product.

Distance Learning Action 2- Professional Development and Planning Time- We spent more \$277,258.02 more than budgeted as the need for professional development and planning time significantly increased due to extended COVID pandemic-related school closures. Distance learning continued for an extended amount of time throughout the 2020-21 school year, which increased the need for teachers to have additional planning time to prepare virtual lessons, understand new technology platforms, and prepare for virtual assessments and grading practices tied to distance learning.

Distance Learning Action 3- Tutoring- We spent \$922,088.94 more than budgeted as the need for additional tutoring also extended to the need to provide students with additional social-emotional supports through mentoring services beyond the instructional day, as

distance learning extended well beyond what was anticipated during the 2020-21 school year, due to health and safety guidelines which did not allow schools to offer in-person, at-school instruction until the Spring of 2021. Counselors, At-Risk Coordinators and Social Workers worked additional hours to address the social-emotional needs of students.

Distance Learning Action 4- Provide Student and Family Support and Outreach- We spent \$338,242.58 less than anticipated for this action as many of these services were able to be offered during the school day by various support staff through their regular salaried positions.

Distance Learning Action 5- Provide Professional Development and Planning for staff to become trauma-informed- We spent \$6,965.21 less than budgeted for this action, as it was determined that an existing PD consultant contract that we had established prior to the pandemic, with the PAN Team and Pedro Noguera, who collaborated with site administrative teams to support this work on building staff capacity to address the social-emotional needs of students, satisfied this need. The PD hours used was for the establishment of site teams to plan and build systems to address equity and access, for students by understanding the social-emotional needs. had already addressed trauma-informed professional development to administrative teams in the Summer of 2020, who then extended this PD to teachers and site support staff in the 2020-21 school year at no additional cost.

Distance Learning Action 6- Increased Technology Platforms- We spent \$151,002.21 more than budgeted as the need increased through varied ideas from teachers for increased technology platforms as they engaged in Distance Learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Our Distance Learning model was 100% virtual. Students took 6 courses per semester, with on-line access and support from teachers during the established bell schedule and afternoon office hours. All students received daily live interaction with certificated employees and peers for purposes of instruction (minimum 30 minutes of instruction during each class period), progress monitoring, and maintaining school connectedness. Teachers provided instruction each period that served the needs of their students. Every teacher added their immediate site administrator to their Google Classroom as an observer. This interaction took the form of internet, telephonic communication, or other means permissible under the most recent public health order. The daily live interaction met the needs of the students and was at the discretion of the classroom teacher, and included, but was not limited to the following: live video stream, video conferencing, telephone conversations, pre-recorded lessons with teacher engagement, use of instructional videos with teacher engagement, and department created content.

Successes- Teacher PM Office Hours- Teachers were available each school day to meet with all students virtually during the established class period as well as afternoon office hours. Students and families shared that teacher pm office hours was a tremendous support to them in the support of assignment completion, social-emotional well-being, and overall encouragement and troubleshooting efforts. Students and parents also shared that they appreciated the additional time and individualized support from teachers in the afternoon office hours, where teachers could answer questions, address concerns and reassure students and families.

Successes- Curriculum Mapping- Department teams continued to engage in curricular mapping to build a scope and sequence for both distance learning and in-person, classroom-based instruction to ensure student access to core content and corresponding instructional resources. Teachers shared how much they valued the time to process PD and plan lessons that aligned to the instructional shifts of both distance learning and hybrid learning environments once schools reopened.

Successes- CTE Enhancements- Students enrolled in CTE courses were given specific tools to support the virtual learning environment in order to engage in the application of CTE standards and assessments. Students enrolled in CTE courses were also able to continue to pursue industry certifications and Work based learning opportunities in the virtual environment as well as receiving the support tools and resources for extended day classes in the virtual setting, such as drone equipment, robotics, and sports medical.

Successes- Individualized IEP w Distance Learning Plans-All students with individual education plans (IEP)s, received individualized distance learning plans, to ensure learning continuity in the virtual setting. IEP goals were addressed and progress was monitored through teachers and case carriers. All distance learning IEPs were developed and revised with ongoing collaboration and consultation with the parent/guardian and student.

Successes- Additional Virtual Textbook Options-Students enrolled in world languages, received supplemental virtual textbook options, to support their learning.

Successes: Continuity of Program-English learners continued to receive designated and integrated ELD in the virtual setting, including the use of Rosetta Stone-web-based language program, and had additional support in their core content classes through bi-lingual aides and EL Coordinators. English learners were also able to complete their summative ELPAC assessment virtually. DELAC parents and families shared that they appreciated the additional supplies, and virtual supports, especially the Rosetta Stone web-based language program that they could access virtually from home.

Successes- Additional AVID Tutor Hours Provided- All AVID elective students continued to receive virtual access to AVID Tutors during distance learning. All students continued to access Tutor.com-online tutors. Students enrolled in AP classes were able to take their AP assessments on line, and demonstrated continued success with improved participation and pass rates compared to last year. All students enrolled in core classes continued to receive supplemental virtual textbook components to support their learning.

Successes- Priority Counseling and Social-Emotional Supports-Foster youth and students experiencing homelessness received priority counseling, interventions and social-emotional support services in the virtual setting. These planning efforts were created to ensure instructional continuity for all students, including students in specialized programs, during distance learning and during

transitions between distance learning and in-person, classroom-based instruction.

Successes: Increased Department Team Collaboration- Department teams were able to meet virtually across the district to engage in curriculum mapping to build a scope and sequence for distance learning. Before the pandemic, teachers met with their site department teams only to plan and engage in curriculum planning, however, since all teams were meeting virtually, they were able to plan with department teams districtwide. Teachers shared that they really valued this practice, as it helped to increase their capacity on instructional strategies and content pacing. They requested the opportunity to keep virtual department team planning in place even after students returned to school.

Challenges – Length of Classes- classes were 80 minutes and that is a long time for being in an online learning environment. Teachers were able to meet this challenge by splitting up activities, giving time for independent work and facilitated collaboration opportunities. However, many students did not turn their cameras on so it made it difficult for teachers and support staff to connect with them. Outreach efforts were not always successful during distance learning as students who were not participating, often the did not attend the virtual intervention meetings to address their needs and causes for non-participation.

Access to Devices and Connectivity

Successes- Increased Access to Technology and Connectivity- At the beginning of this school year, we distributed an additional 4,757 Chromebooks as well as an additional 803 Hotspots. In response to stakeholder feedback identifying students and families with unique circumstances, and in anticipation of blended learning models that accommodate both distance learning and in-person, classroom-based instruction, we ordered an additional 12,400 Chromebooks, 1,250 Hotspots, 20,000 Headsets, and a mouse for each chromebook ordered. District and site support staff continued to monitor student log-ins daily through the Google Admin Console, where student log-in reports were generated and analyzed to provide additional technological support to students and families as needed, to ensure that all students were able to log in to their classes and have continued access to devices and connectivity. Additional tiered interventions were provided by at-risk coordinators, counselors and social workers to those students who had access and connectivity, but who did not participate in their classes for other reasons.

Successes- Safe Environments and Protocols with Technology Distribution- Schools created a protocol where students could come onto campus to collect Chromebooks, hotspots (as appropriate), textbooks and school ID's. Social distancing protocols and the use of PPE were instrumental in providing these resources in a safe environment. Chromebooks and headsets were provided to all students. Parents and Students shared that they appreciated receiving new digital devices and that their siblings and other family members did not have to share their personal devices or wait for a computer to become available in extended family settings.

Challenges – 13% of students reported technology concerns such as internet connectivity, password issues, etc. as negatively affecting their ability to do their best in school.

Pupil Participation and Progress

Successes- Stable Grades- Students participated in synchronous instruction through platforms like Google Meets and Zoom with their teachers and peers. Furthermore, teachers provided asynchronous learning activities which, when combined with their live interactions, equated to 240 minutes of instruction per day. The teacher, as the credentialed expert in the classroom ensured that the combination of live teaching and asynchronous activity in the same quality and quantity that the student would have received in a normal setting. Teachers affirmed that a student had participated by marking them present in PowerSchool. Student progress was assessed by the teacher through assignments, assessments and participation. Teachers entered grades to capture their participation and progress. We worked with PowerSchool and Google Admin Console to create reports that complied with SB98 in tracking student participation and progress. Grade reports indicated that grades were stable in Distance learning and comparable to pre-pandemic school years.

Challenges: Increased Student Disengagement- As Distance Learning continued well into the school year some of our students disengaged and stopped participating even after outreach efforts were conducted.

Professional Development

Successes- Increased Professional Development with Technology Integration- Professional development, resources and technological support was provided to support the distance learning program and included the following categories: Instructional Strategies, Curriculum, Literacy, and Technology Platforms and Integration. These trainings provided several thousand hours of professional development and planning opportunities in 2020-21. All professional development offerings were coordinated through curriculum mapping teams to support coherence in instructional delivery and student outcomes within and across departments. These teams collaborate throughout the year on building scope and sequence timelines around the implementation and delivery of the content standards, while integrating the instructional strategies gained from attending professional development offerings. These teams are interdisciplinary as they are comprised of core content teachers, CTE teachers and elective teachers.

Successes- Instructional strategies- Several trainings were offered throughout the 2020-21 school year to provide techniques to help build community among teachers and students, and students and their peers. Instructional skills for each content area differed in style and scope; thereby, required unique strategies. The following are examples of PD sessions that addressed these needs: Getting to Know Your Students (even in a virtual setting): Participants interacted and took away 10 practical and interactive activities designed to learn about new students in a virtual setting, adaptable to any content area.

Successes- Investing in our teachers, administrators and support staff to offer a variety of professional development options virtually for the 2020-21 school year are listed below:

Building an Online Classroom Culture: Participants learn how to teach fully online, partly online, or hybrid learning. Creating culture in

a classroom with new students to the course and to the school (increase amount time doing coursework, grades that matter, attendance matters) are also addressed.

How to Create a Virtual Classroom Using Google Slides: Participants create a virtual classroom with links to textbooks, assignments, and any other tools. A virtual white board is also included.

Participants personalized this classroom to reflect individual style and subject matter. Instructional "tools" are in one place. Students will be able to link to their assignments, calculators, reading resources, websites, and videos.

YouTube Live and Google Meet: Participants learn how to create their own videos to introduce themselves to students and explain content. They do this by incorporating YouTube Live in Google Meet for a dynamic virtual classroom.

Tools for the Virtual Moderate/Severe Classroom: Four things needed to start using Unique Learning Systems and other N2Y programs; how to create a Live Distance Learning Lesson Plan as opposed to a weekly one; Q & A.

World Language in the Virtual Classroom: Participants learn popular applications for speaking, listening, reading and writing activities, including but not limited to FlipGrid, FluentKey, TheFableCottage, Classzone.com and many more.

Best Practices in the Virtual Art Classroom: Participants take a tour of a visual arts classroom. They learn how to set up and integrate art projects; share and discuss what has worked with interacting with families (ex. Helping parents say "show me your work" versus "did you do your work." Chat time about challenges, evolution of interaction, strategies, and bright spots.

Math in the Virtual Classroom (Online Resources): Introduction and overview of best practices in mathematics for using Khan Academy, Quizizz, Screencastify, TeachersPayTeachers, FlipGrid, Google Classroom, and Google Slides as digital worksheets.

Math in the Virtual Classroom (Assessments): Focus on assessments in the mathematics virtual classroom: grading, and providing feedback in Google Forms.

Math in the Virtual Classroom (Alg 1 Assignments): Focus on assignments, specifically in an Algebra 1 virtual classroom. Integrating Big Ideas Math with Google Classroom, using Desmos Activities, and seeing samples of student work turned in directly to Google Classroom or via Gmail using Google Docs, Sheets, Slides, or pictures.

English Language Arts in the Virtual Classroom: An overview of key Google Suite features for organizing instruction, providing feedback, and assessing student work, including using rubrics and checking for plagiarism in Classroom. We will also explore instructional tools such as Edpuzzle and Flipgrid.

Physical Education in the Virtual Classroom: Best practices for online PE. Aligning online content with standards, resources, and assessments. Tools to help student engagement.

CURRICULUM

ERWC: Collaborative for selecting readings for workshops and mini-workshops to include in the ERWC curriculum.

Read 180: Whole and small group collaboration on adding IABs and resources to ELA curriculum.

Curriculum mapping: All teachers remapped their curriculum to align with distance learning.

LITERACY

Critical Literacy in the Digital Age: Now that our lives are conducted online more than ever, fact-checking is more important than it's ever been. Using the Civic Online Reasoning Curriculum offered by the Stanford History Education Group, participants learn how to help their students think like fact-checkers, critically evaluate the information they consume, and become more responsible digital citizens

Summarizing Written Routine: A guided practice to engage students in writing formal and effective summaries

Responding to a Prompt: Unpacking the Prompt -A look at how this academic writing routine helps students develop transferable strategies for academic writing tasks across content areas through identification of key items in any writing prompt. Ways to Organize Reading: Cloze Read, Echo Read, Partner read, Silent Reading with Active Reading Fluency Routines: A surface look and practice implementing reading routines for consistent 100% student participation and improved comprehension during any class reading activities

TECHNOLOGY PLATFORMS AND INTEGRATION

Code.org: a non-profit organization that aims to encourage students in the United States to learn computer science by providing free coding lessons to encourage schools to include more computer science classes in the curriculum

Credo Reference Library: Credo Reference is a digital reference library, ideal for performing research for any content area

Desmos: An online graphing calculator

EdPuzzle: An app for interacting with content from a video

Flocabulary: A learning program for students that uses educational hip-hop music to engage them and increase achievement across the curriculum

Google Classroom: A learning management system that helps organize and keep track of work that has been assigned

Google Docs, Slides, and Sheets: These are the big three, web-based tools for students to do their work

Google Meet: Video conferencing app

Gmail: An app that enables users to send and receive e-mail over the Internet

Learn360: A digital resource that provides students access to over 5,000 full-length instructional videos, images, and audio files

Naviance: An online tool/website that supports students with career exploration and the college research process

Nearpod: Through this interactive software, students have the ability to participate in lessons that contain virtual reality, 3D objects collaborative boards and so much more

Newsela: A database of current event stories tailor-made for students

Padlet: A digital bulletin board available for students and teachers to interact

EdCentral (<https://edcentral.avhsd.org/index.php>): A PD and resource database crowdsourced by and for district faculty that includes just-in-time/real time support provided by Instructional Partners

Successes- Participant Access- The primary success of our distance learning professional development was in the variety of options, as listed, that gave our teachers and support staff voice and choice in their selection process. Since our teachers and support staff are at various experience levels, it allowed us to differentiate professional development by participant, since they could choose from the PD offerings where they felt like they needed the most support and skip the PD offerings they had already attended or mastered. Providing these offerings virtually gave us easy access to a large number of participants. The Zoom and Google platforms enabled convenient pathways to professional development presenters within and outside of the district on a wide scope of academic and technology topics. Beyond acquiring content knowledge during trainings, teachers were also able to practice with similar technology tools being used with students and experienced the end-user effect. Many late adopters to technology embraced the challenge of acquiring the skills necessary for a functional distance learning classroom. Features, such as Google Classroom, breakout rooms and Jamboard, were utilized for collaboration and modeled for student use. In addition, participants' distance learning experiences were

not limited to time with their site colleagues. Given the access to distance learning platforms, teachers in various content areas convened regularly to discuss and share the variety of best practices among districtwide classrooms. This sharing enabled a rich array of tools at their disposal.

Challenges- Engagement Concerns- A few challenges to distance learning professional development surfaced. Given the large numbers of participants in some sessions (ranging from 60 - 200 participants), it was difficult to gauge the level of engagement and administer thorough formative assessment of the learning. It was challenging to track if all participants who logged into the session were actually present. Moreover, follow-through with participants after the PD session to offer further assistance and observe practice in the classroom was limited.

Staff Roles and Responsibilities

Classified, certificated and administration all had to adjust to providing services to our communities due to COVID-19. For Classified Staff, an MOU was developed that allowed for flexibility in the miscellaneous duties. Some examples of this include, but are not limited to:

Successes- Staff Flexibility-As staff roles and responsibilities changed, they embraced the changes and worked tirelessly to serve the needs of students. Security assisted in cleaning and sanitation; para-educators, ASB clerks, bi-lingual instructional aides, community attendance workers, at-risk coordinators, counselors, school psychologists and social workers called students and families who weren't participating in distance learning. Clerical, security and guidance staff assisted in the distribution of technology and meals. For Certificated Staff, an MOU was developed that allowed for alternative learning schedules where teachers engaged in live, synchronous teaching as well as asynchronous activities through Learning Management Software like Google Classroom or Canvas. Administration moved to more virtual activities like virtual classroom visits in Google Meets or Zoom. In addition, administration ensured that PPE's were in place, and that social distancing was adhered to when people were on campus to assist with meal distribution efforts.

Challenges-: Employee Equity Concerns-Classified, certificated and administrative staff were generally willing to do whatever was necessary for students to be successful during distance learning. As conditions were constantly changing due to parameters created by the California Department of Public Health as well as the Los Angeles County DPH, some employees were, by definition, identified as more essential than others, and were required to work in person, which created disparities in the work day for different groups of employees. These issues were typically resolved between the labor unions and district leadership.

Support for Pupils with Unique Needs

English learners

Successes- Increased EL Progress Monitoring through Ellevation-Two additional teachers were hired on special assignment and added to the district EL support team to specifically support our site level EL teams in providing high quality education during distance learning models. Specifically, they monitored the participation and progress of our English learners, through the use of Ellevation- a

web-based software platform, to ensure continuity of instruction, mitigate learning loss, and accelerate learning and reclassification during distance learning. These teachers provided the following services: Collaborated with EL Site Team to support ELs and parents of ELs, Assisted with data analysis in order to identify instructional practices that addressed gaps in EL student learning, Provided Professional Development and monitored the implementation of differentiated strategies.

Successes- Strengthened Implementation through EL support staff- EL support staff conducted on-site and virtual meetings with stakeholders to support the English language development of ELs. EL support staff provided teachers with Instructional methods to support ELs of all typologies and modeled effective teaching practices that helped to engage Long-Term ELs. EL support staff supported the implementation of Integrated and Designated Instruction. EL Support staff also designed virtual and in-person lessons and created goals and systems to identify at-risk English Learners. They assisted the EL Site Teams to monitor Reclassified ELs. Ellevation- a web-based software platform, was purchased to better serve our English Learners in supporting our EL site teams and EL Teachers through data analysis, identification, reporting, collaboration, assessment and instruction.

Successes- EL Specific Instructional Strategies- English learners faced the unique challenge of learning English as they were also learning grade-level content virtually. This challenge became even more difficult when coupled with a distance learning environment. In order to address this additional challenge to our English learners and their families, teachers received additional professional development and were provided with the following additional supports and EL specific instructional strategies virtually: Virtual lesson plans that included ELD standards and language objectives in Google classrooms, EL specific instructional strategies that focused on Intellectual Quality, Academic English, Extended Language Interaction, Focus on Meaning, Planned sequence of events to build content proficiency, scaffold and contextualize language instruction. Teachers taught ELPAC task types to support ELs language proficiency.

Successes- Specialized EL Roadmap Training-Teachers were trained in the EL road map to implement quality instruction for ELs and provide need-responsive virtual classrooms that included social emotional learning strategies. Tiered re-engagement strategies were implemented through teachers and bi-lingual aides to ensure positive relationships with our ELs and also to ensure EL access, progress and participation throughout the learning day. Supplemental tutoring services were provided such as Tutor.com and other third-party tutoring services that prioritize the needs of ELs, foster youth, students experiencing homelessness, and students with exceptional needs, with virtual tutoring and in-home tutoring, once public health guidelines allow.

Successes- Increased Parent and Family Engagement- Additional EL parent workshops- were scheduled through Disciplina Positiva- a designed series of online workshops for parents to address learning at home, academics with their children, mental health issues, improve study routines at home to deal with challenging mental health and behaviors during the pandemic. The Disciplina Positiva team provided a series of six (6) 90-minute virtual workshops, online in Spanish, for parents of English Learners at all eight (8) comprehensive high schools, and at the two (2) alternative high schools. To build parent engagement during the At-Home Learning Model, online parent workshops built parent communities with synchronous strategies. Each workshop was recorded and shared for parents to view the workshops' asynchronous strategies. The goal was to build a community of parents to support their children to succeed at school and with the Distance Learning Model. The EL Parents shared that they valued the virtual parent workshops and asked for more to be planned for the following school year. Feedback from DELAC was overwhelming in positive feedback and

support for Disciplina Positiva.

Dually Identified English learners in Special Education

Successes- Additional Tiered and Individualized Supports-Students who were dually identified as an EL/Sped student had an annual IEP. The team included multiple stakeholders who designed individual education plans, discussed present levels of performance, and adjusted the student's academic plan and accommodations accordingly. The IEPs included Language assessments, Accommodations, EL goals and services. IEP accommodations and services were implemented in all classes of EL students. Teachers, administrators and case carriers reviewed the academic plan throughout the year with students and parents to ensure that dually identified English learners in special education get the supports they need and meet their IEP objectives in distance learning environments and in transitions to hybrid learning models of in-person, classroom-based instruction and distance learning. To the extent possible, our district supported the implementation of programs that equipped students with world language skills and introduced them to diverse cultures, heritages, and languages, while also preparing them to succeed in the global economy, such as in multilingual programs.

Successes- Additional Hot Spots- A large majority of our English learners had connectivity issues due to their rural location. Our district addressed this need by purchasing a hot spot for every student who needed one. Our district purchased student supply bags for all students that included a set of headsets, a mouse, graphing paper, pens, pencils, markers and various other instructional supplies to support their at-home learning experience.

Successes- Increased Parent Access- In order for parents to properly and successfully oversee their child's learning, they were given access to technology and received training on how to understand and manipulate PowerSchool Parent Portal and other digital tools and apps. Parents were given assistance with logging into systems, apps, or other digital platforms. Additional support was provided through site support staff. Students were encouraged to speak to teachers and staff members, communicate with their school, and receive additional support on digital concerns.

Successes- Multiple Platforms to Engage Learning-There were several digital platforms being used to facilitate EL participation and progress including but not limited to Rosetta Stone, Read 180, Google classroom, Google Meets, PowerSchool, Canvas, Remind, Tutor.com, and now, Ellevate. Pupils with exceptional needs served across the full continuum of placements Case carriers/special education teachers, worked in collaboration with site administration and district administrative staff to give input and develop both the Distance Learning Plan, as it related to the needs of students with exceptional needs. Every student with an IEP also received an individualized distance learning plan to include the services and supports in the student's IEP while explaining how the IEP will be adequately implemented during in-person, classroom-based instruction and distance learning. Due to the emergency conditions, as a result of the COVID-19 pandemic, the Distance Learning plan indicates how every goal and objective will be implemented virtually by addressing the method of instruction, the schedule of service delivery, and outlines the consultation plan between the teacher, parent, and student, in order to monitor the student's progress during both distance learning and the transition to in-person, classroom-based instruction. Related service providers, as outlined in the student's IEP, were also a part of the development of

this plan.

Support for Pupils with Exceptional Needs

Successes- Additional Tiered and Individualized Supports-Students who were identified as a Sped student had an annual IEP, held virtually. The team included multiple stakeholders who designed individual education plans, discussed present levels of performance, and adjusted the student's academic plan and accommodations accordingly. IEP accommodations and services were implemented in all classes of Sped students. Teachers, administrators and case carriers reviewed the academic plan throughout the year with students and parents to ensure that Sped students got the supports they needed to meet their IEP objectives in distance learning environments and in transitions to hybrid learning models of in-person, classroom-based instruction and distance learning.

Multiple Platforms to Engage Learning-There were several digital platforms being used to facilitate Sped participation and progress including but not limited to Gizmos, Read 180, Google classroom, Google Meets, PowerSchool, Canvas, Remind, Tutor.com, Data Central. Pupils with exceptional needs served across the full continuum of placements had access to Case carriers/special education teachers, who worked in collaboration with site administration and district administrative staff to give input and develop both the Distance Learning Plan, as it related to the needs of students with exceptional needs served across the full continuum of placements. Every student with an IEP also received an individualized distance learning plan to include the services and supports in the student's IEP while explaining how the IEP will be adequately implemented during in-person, classroom-based instruction and distance learning. Due to the emergency conditions, as a result of the COVID-19 pandemic, the Distance Learning Plan indicated how every goal and objective would be implemented virtually by addressing the method of instruction, the schedule of service delivery, and outlined the consultation plan between the teacher, parent, and student, in order to monitor the student's progress during both distance learning and the transition to in-person, classroom-based instruction. Related service providers, as outlined in the student's IEP, were also a part of the development of this plan.

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Successes- Multiple Platforms to Engage Learning-There were several digital platforms being used to facilitate Sped participation and progress including but not limited to Gizmos, Read 180, Google classroom, Google Meets, PowerSchool, Canvas, Remind, Tutor.com, and now, Ed Central. Pupils with exceptional needs served across the full continuum of placements Case carriers/special education

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Support for Pupils with Unique Needs

Successes: Increased Tiered Supports- We were able to provide multiple layers of academic, language, and social-emotional supports for our Els, Foster youth, Low socio-economic status, Pupils experiencing Homelessness and Pupils with Exceptional Needs. One-Stop-Shop Websites were created to align these resources and assist parents and families to ensure that student access was not an issue. Additional materials and supplies and internet hot spots for connectivity were distributed to these student groups to support extended day virtual tutoring and at-home learning. Counselors and At-Risk Coordinators provided additional mentoring and social-emotional supports for these identified student groups.

Challenges – some of the services for pupils with exceptional needs cannot be delivered virtually, at least not with the same level of quality. As restrictions were gradually released, we were able to better serve these students in-person, at-school.

Pupils in Foster Care

Our foster youth had immediate enrollment and were entitled to remain in their same school whenever feasible. They prioritized counseling and tutoring services for them, as well as mentors (at-risk coordinators) who were specifically assigned to them upon entry to the school and within the virtual setting. Our foster youth had the opportunity to fully participate in the educational program and meet A-G requirements in core and elective classes. Their academic and social-emotional progress was monitored through the coordination of counselors, social workers and at-risk coordinators who conducted outreach by phone calls, emails and Google Meets to offer support, guidance and encouragement. The support staff assigned to our foster youth ensured that they had a caring adult who remained invested in his/her education and social-emotional well-being, during and after graduation from school, to support current and future postsecondary goals. During distance learning, the identified support staff at the sites collaborated with the teachers on outreach efforts to optimize participation, progress, continuity of instruction and acceleration of learning.

Successes: The At-Risk Coordinators and Social Workers were very instrumental in working identifying needs on Data Central, and working with outside agencies and foster families in addressing the needs and concerns of our Foster Youth. Although Foster Youth remain a high-risk student group, as their progress and participation remains disproportionately lower when compared to other student

groups, we continue to put supports in place to seek to understand root causes of nonperformance and provide them with social-emotional supports and services that more closely align to their needs.

Students Experiencing Homelessness

Our district's homeless liaison continued to monitor the needs and progress of our students who experienced homelessness during distance learning. Our students who experience homelessness had immediate enrollment. They received prioritized counseling and tutoring services, as well as mentors (at-risk coordinators) and community attendance workers who were specifically assigned to them upon entry to the school and within the virtual setting. Our students experiencing homelessness had the opportunity to fully participate in the educational program and meet A-G requirements in core and elective classes, in the distance learning environment. Their academic and social-emotional progress was monitored through the coordination of counselors, social workers, at-risk coordinators and community attendance workers who conducted outreach by phone calls, emails and Google Meets, to offer support, guidance and encouragement. Some additional services provided to our students experiencing homelessness were free nutrition programs, transition assistance to the school of origin, hygiene supplies, backpacks, school supplies, and transportation assistance. During distance learning, the identified support staff at the sites collaborated with the teachers on outreach efforts to optimize participation, progress, continuity of instruction and acceleration of learning.

Successes: Increased Supports- The Community Attendance Workers were the point of contact for our students experiencing homelessness and worked with district support staff and outside agencies to maintain contact, provide meals, clothes, hygiene products, medical supplies, immunization access points, backpacks, instructional materials and supplies, technology, hot spots, immediate enrollment, prioritized tutoring options, free bus passes, jackets, blankets, and counseling services to meet their needs.

Challenges: Decreased Communication and Participation- Email and Notification Issues- It was more difficult for our Students experiencing homelessness to have the same access to technology and connectivity as their peers, to receive notifications and to participate in Distance Learning. Many of our students experiencing homelessness during this time, remained unidentified as they did not have access PowerSchool to fill out the School Home Questionnaire. Although the Community Attendance workers strived to meet their needs, there were still disparities in student participation between this student group and their peer group.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Develop a formative assessment and intervention process that includes a schedule for diagnostics, screenings, placement, and curricular assessments in order to identify students for interventions, set growth goals, monitor progress and accelerate learning for students who have experienced learning loss and demonstrate learning gaps.	33,600.00	13,094.39	No
Provide additional hours to certificated and support staff to analyze assessment data, conduct outreach, place students in interventions and monitor their progress.	250,000.00	6,554.58	No
Purchase and Provide PD on NWEA Map Assessments- a web-based diagnostic testing system for students to track and monitor individual student growth.	600,000.00	204,090	No
Purchase and provide PD on Ellevation- a web-based software platform designed specifically for EL students to make EL administrators and educators more productive, collaborative, and effective. Teachers and administrators provided feedback on surveys and in meetings that they needed additional support in monitoring the progress of their English learners, and in planning for effective instruction and interventions in order to address the needs of long-term English learners and accelerate their English language proficiency. Approximately 80% of our English learner population is considered to be a long-term English learner.	192,000.00	87,909.80	Yes
Provide increased access to virtual and in-home tutors, whenever possible, such as Tutor.com, Sylvan Learning Center and other third party providers to provide students and families with options and additional support in ELA, Mathematics and ELD for those students at greater risk of experiencing learning loss-Distance Learning tutoring-March 2020 through December 2020, use \$25,000 from CRF- To support In-Person instructional offerings- Tutoring services from 12-31-20 through 5-30-21 use SES DO TI funds-\$25,000.	263,000.00	685,374.13	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Pupil Learning Loss Action 1- Develop a Formative Assessment and Intervention Process- We spent \$20,505.61 less than budgeted as this action specifically linked to the extra work agreement hours associated with the planning, coordinating and PD of NWEA MAP Assessments, districtwide, which began later in the school year, than anticipated, once the NWEA contract passed Board.

Pupil Learning Loss Action 2- Provide Additional Hours to Certificated and Support Staff- We spent \$243,445.42 less than budgeted as Assessment Analysis and Outreach was substantially redirected to job classifications who were already providing these services, so the actual cost was lower than anticipated.

Pupil Learning Loss Action 3- Purchase and provide PD on NWEA Map Assessments-We spent \$395,910. less than budgeted as the cost of the NWEA contract was budgeted for a multi-year contract, but only one year was encumbered under this budget source.

Pupil Learning Loss Action 4- Purchase and Provide PD on Ellevation- We spent \$104,090.20 less than anticipated on the Ellevation contract as well, as it was budgeted for a multi-year contract, but only one year was encumbered under supplemental and concentration funds.

Pupil Learning Loss Action 5- Provide Increased Access to Virtual and In-home Tutors- We spent \$422,374.13 more than budgeted as the need for tutoring districtwide steadily increased throughout the 2020-21 school year, as schools reopened they also increased their virtual and at-school tutoring options for high needs students.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes- Positive Student Response to Surveys-The COVID-19 pandemic created some difficulties associated with student learning, as well as some opportunities. To monitor student learning during this unprecedented time, we took a qualitative and quantitative approach. We surveyed students to ask them if they felt like distance learning had: 1-contributed to them being behind in their learning, 2-kept them right where they should be in their learning, 3-contributed to them being ahead in their learning. 20% of students reported that they felt like they were behind in their learning, 70% of students reported that they felt like they were right where they should be in their learning, and 10% reported that they felt like they were ahead in their learning. Successes- As per student

surveys, 80% of our students shared that they had no learning loss, either their learning was right on track or that they were ahead in their learning.

Successes- Alternative Metrics- We administered the Reading Inventory (RI) and Math Inventory (MI) to our students during the first three weeks of school to determine proficiency levels and potential learning loss. In addition to this, we purchased NWEA Map assessments to administer quarterly in English language arts and mathematics throughout the rest of the 2020-2021 school year. NWEA Map assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student learning. This computer adaptive assessment provided us with performance data around skill strengths/weaknesses; and, it was not bound to a specific set of grade/course level standards. As such, NWEA Map gave us the capacity to paint a better picture of how we are bridging skill gaps and growing academically. As NWEA post test results came in, 47% of our 9th graders demonstrated accelerated growth in math, 45% of our 10th graders, 42% of our 11th graders and 44% of our 12th graders respectively. Student achievement scores in math, by quintile demonstrated combined scores of, High-Average and High at 38% for 9th graders, 39% for 10th graders, 39% for 11th graders, and 42% for 12th graders respectively. Student achievement scores for Reading, High-Average and High combined by quintile were as follows: 40%-9th grade, 41%-10th grade, 43%-11th grade, and 43%-12th grade. While we were not exactly clear on the correlation between ELA and Math state assessments and NWEA, we now have a starting point to monitor students from each grade and track progress accordingly. Stakeholder feedback indicated that teachers valued NWEA as an alternative assessment that could inform their instruction and document student progress throughout the year.

Success-In examining A-G data, the District continues to grow in the number of students graduating meeting this CSU/UC requirement. We've also seen growth in our CTE programs and in our Reclassification of English Learners. A-G rates increased from 33.8% in 2018-19 to 34.2% in 2019-20.

Successes- Ellevation Implementation- We assessed English language development proficiency and progress using both the ELPAC state test and Ellevation-a web-based software platform designed specifically for English learners, to make administrators and educators more productive, collaborative, and effective in monitoring progress and creating differentiated instructional strategies for English learners. State and local assessment data was monitored by a reinforced English Learner (EL) team that included two additional Teachers on Assignment (TSA) that worked with EL Site Teams, teachers and EL students. We used DataCentral, as an early warning system, to inform teachers, at-risk coordinators and administration of students who were identified as "at-risk" of low performance and progress, staff assigned those students for tiered interventions, and set student progress goals throughout the year. Teachers shared that they valued the additional support from the EL TOSAs and requested that the district hire more TOSAs to support ELs for identification and mitigation of learning loss.

Successes- Targeted Professional Development on the Formative Assessment Process- We provided professional development to certificated staff to engage in a formative assessment process, that included data analysis from various sources including but not limited to: NWEA, ELPAC, Ellevation, and Data Central, to identify students for re-teaching, tiered interventions and goal setting, that served to mitigate learning loss and support the acceleration of learning. Stakeholder feedback and teacher evaluations were positive regarding the PD on formative assessment and using the new data tools to that made it easier for teachers and administrators to pull

reports by students and student group. Teachers indicated that they want ongoing PD for 2021-22 on the formative assessment process.

Successes- Curriculum Mapping-Department Teams engaged in curriculum mapping on a quarterly basis to build a scope and sequence of content standard implementation and delivery- During Distance Learning, most of our students experienced some form of learning loss, from the prior year, particularly in the 4th quarter of school. In order to mitigate learning loss from curriculum/content gaps, all teachers collaborated in department teams, to assess which standards needed to be re-taught from the year before. All teachers planned for extensive overviews of the content standards from the prior year's second semester of instruction.

Successes- Data Analysis- We addressed learning loss that resulted in skill and achievement gaps, through entry level diagnostics such as NWEA, Reading and Math Inventories, Once these base-line levels were determined, teachers engaged in team planning to analyze diagnostic data by student group, set goals, assign interventions, and create differentiated instructional and re-teaching strategies to address these gaps in core classes. Support classes in ELA, Math and designated ELD were assigned accordingly as determined by the scores.

Successes- Individualized Learning Plans- English Learners- ELPAC and NWEA results supported teachers in creating individualized learning plans that provided a roadmap in determining each student's current skill/proficiency level in math, ELA and ELD. Additional tutoring services were prioritized for English learners through third party providers that offered outside-of-school and in-home tutoring services. Teachers and Administrators utilized Ellevation to provide additional access to differentiated ELD strategies and progress monitoring capabilities. EL local outcome data demonstrated positive growth for ELs in D and F rates with the percentage of D and F's decreasing from semester 1 to semester 2 in core content classes and NWEA growth scores increasing from semester 1 to semester 2, 2020-21.

Successes- Increased Tutoring Services- Low-Income- Additional and extended day tutoring supports were offered through the school. AVID tutors extended their hours to provide additional virtual supports outside of the AVID elective, during the instructional day. Teacher pm office hours provided individualized supports as well. At-Risk Coordinators coordinated efforts with with counselors, community attendance workers and food services to identify additional needs of low income students. Meals were distributed to students and families at all school sites. At-Risk Coordinators coordinated with counselors and social workers to address social-emotional needs of low income students and provide mentoring and counseling services, accordingly. Credit retrieval was offered on Saturdays to all students who needed to make up credits. Supplemental instructional materials and supplies were prioritized and provided to our students of low income. Indicators of success from our districtwide tutoring supports was demonstrated in the percent of our student meeting NWEA growth targets and A-G. A-G rates increased from 33.8% in 2018-19 to 34.2% in 2019-20 and are on track to increase again for 2020-21. 2020-21 state and local outcome data indicate that gaps are narrowing between LI students and ALL Student outcomes in ELA and Math with D and F rates decreasing from semester 1 to semester 2 for LI students in 2020-21.

Successes- Foster Youth- Tiered Supports- Additional and extended day tutoring supports were offered through the school. AVID tutors extended their hours to provide additional virtual supports outside of the AVID elective, during the instructional day. Teacher pm office hours provided individualized supports as well. At-Risk Coordinators coordinated efforts with with counselors, community

attendance workers and food services to identify additional needs of Foster Youth. Meals were distributed to students and families at all school sites. At-Risk Coordinators coordinated with counselors and social workers to address social-emotional needs of foster youth and provide mentoring and counseling services, accordingly. Credit retrieval was offered on Saturdays to all students who needed to make up credits. Supplemental instructional materials and supplies were prioritized and provided to our foster youth. Transportation was prioritized for our foster youth, with city bus passes so they could attend extended day tutoring and credit retrieval sessions both virtually and in-person. Transportation was also provided to our foster youth, to the extent practicable, so they could stay in their school of origin, once schools reopened. Procedures for quickly enrolling foster youth were developed collaboratively with county welfare agencies and foster agencies.

Challenges- Need more District Oversight for Foster Youth- We do not have a foster youth program coordinator at the district level to directly oversee the critical needs of our foster youth and coordinate their services with our site teams and other welfare and foster youth agencies, to ensure that their needs are fully met. There is a need to have a foster youth program coordinator with district level oversight to ensure that we stay informed about and implement all laws and district policies affecting foster youth, so that our foster youth receive the academic services and social-emotional supports they need to increase their participation and engagement in school and improve their high school graduation rates, meet their A-G requirements and transition successfully to college and career. FY student group data on CAASPP, A-G, AP, CTE continue to demonstrate disparity between FY and ALL Students in participation, pass rates and completion rates.

Successes- Pupils with Exceptional Needs- Individualized Student Distance Learning Plans- Individualized Student Distance Learning Plans were aligned to IEP objectives were created, reviewed and updated throughout the year by teachers and support staff. Students with IEPs were provided with academic, and home-based medical support services during distance learning. Supplemental tutoring was prioritized and aligned to their individualized distance learning plans. Parent participation in virtual IEPs increased during Distance Learning as Parent shared that they found it easier to meet virtually then in person. NWEA was used as diagnostic to determine baseline scores and skill gaps for our students with exceptional needs, which helped inform instructional practices of teachers and support staff. Sped teachers shared that they appreciated having NWEA as a diagnostic and indicated that they needed their own virtual platform to differentiate instruction effectively for Sped student to mitigate learning loss.

Challenges- At-Home Supports- It was more difficult for staff to provide extensive supports to students with exceptional needs during distance learning. Although students with exceptional needs were among the first cohorts of students brought back to in-person instruction, not all of our families opted for the in-person option. Parents shared that they were not sure if their student would be safe while COVID cases and restrictions remained high. Even though NWEA was used as a diagnostic to determine baseline and skill gaps for our students with exceptional needs, teachers indicated on PD evaluations that they needed a tool to provide assistance with differentiated instructional strategies that aligned closely with standards-aligned content and IEP objectives and individualized learning plans, so they could support increased academic proficiency, program completion, and attainment of IEP objectives.

Successes- Pupils experiencing Homelessness- Increased Academic Supports- Additional and extended day tutoring supports were offered through the school. AVID tutors extended their hours to provide additional virtual supports outside of the AVID elective, during the instructional day. Teacher pm office hours provided individualized supports as well. At-Risk Coordinators coordinated efforts with

with counselors, community attendance workers and food services to identify additional needs of our students who were experiencing homelessness. Meals were distributed to students and families at all school sites. At-Risk Coordinators coordinated with counselors and social workers to address social-emotional needs of students experiencing homelessness and provide mentoring and counseling services, accordingly. Credit retrieval was offered on Saturdays to all students who needed to make up credits. Supplemental instructional materials and supplies, technology and hot spots were prioritized and provided to our students experiencing homelessness. Transportation was prioritized to our students experiencing homelessness, to pay for city bus passes so they could attend extended day tutoring and credit retrieval sessions both virtually and in-person. Our students experiencing homelessness received immediate enrollment options with site supports and welfare agency services.

Challenges- Lack of District Staff to Intentionally Focus- As the homeless population has increased throughout our valley, our population of students experiencing homelessness has also increased. We need to have a dedicated focus on this program at the district level, such as a district level program coordinator, to ensure that program requirements and objectives are met and that our students experiencing homelessness have equitable access across the district to academic programs, supports and services so that they can increase their engagement in school, improve their high school graduation rates, meet A-G requirements and transition successfully to college and career. State and local indicator data demonstrate wide disparities between homeless student outcomes and All Student outcomes.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes- Increased Access to Caring Adults- Our students continued to have access to caring adults throughout school closures and reopening such as School Psychologists, School Counselors, School Social Workers, ERICS Therapists.

Successes: Increased Supports- Our students, families and staff received access to the following School Based Mental Health services and resources:

Google Site:

Link to District Website bit.ly/avhsdmentalhealth

Link updated daily/weekly depending on the need and new information

Resources for parents

Mental Health Hotline / Continued School Closure -

4 Social Workers

Daily schedule rotated

Number manned daily from 7:30 am -12:00 pm and 12:30 pm - 3:00 pm

Calls were documented on google doc: bit.ly/mhhotline

Follow up phone calls were forwarded to appropriate director or coordinator if students need continued weekly support/check-in:

Coordinator of Psych Services for Special Education Students

Coordinator of School Counseling for General Ed Students

Director Student Services for Social Workers

Students receiving DIS Counseling, ERICS Services and other Supports

Students continued to receive services by the School Psychologists, School Counselors, ERIC Therapist, and Social Workers

Service providers will be contacting all students/parents on their caseloads on how services will be delivered

School Psychologist have access to provide Ever-Fi free Mental Health Curriculum

School Psychologist will send Google Check-In Form

Virtual Calm Room for Students

Support for Teachers and Staff

Google Site for teachers with mental health supports/links

Successes- Increased Access to Caring Adults- At-Risk Coordinators, social workers and other support staff provided /offered a wide range of tiered interventions and supports for the needs of students as they pertained to mental health and social and emotional well-being. Local climate surveys indicated that student connected to the school as rated by the students grew to 69.5% for a (+8%) change over the year before. That is an incredible achievement given that our students were engaged in distance learning for so long.

Successes: Increased Supports- Additional supports for staff, students and families:

Virtual Calming Room for Teachers

Asynchronous

Students receiving School Based Mental Health Supports

Continued referrals to SBMH electronically

Current students receiving SBMH have already been contacted by the agency on how they will continue to provide SBMH

Create Infographics through CANVA that can be shared on social media links and shared with parents, students, and staff that address self-

care, social emotional supports, coping strategies

Parent Virtual Trainings and Supports (Recording Trainings)

PBIS Basics for the Home

Helping Children Cope with Changes Resulting From Covid 19

Suicide Prevention

Virtual Calm Room for Parents with additional resources

Training for Teachers and Staff / Recorded Trainings

Psychological Reactions to Disaster and Psychological First Aid after Crisis and Disaster

Understanding Educator Resilience and Developing a Self Care Plan

<https://statprogram.org/training> The STAT (Support for Teachers Affected by Trauma) curriculum is designed to help you understand

Secondary Traumatic Stress (STS) and provide ways to mitigate its effects through the use of self-care techniques and a variety of helpful

resources.

Please see the following link to our Mental Health and Social and Emotional Well-being Plan: <http://bit.ly/AVHSDMHP>

Successes- Positive Feedback from Parents and Staff-The mental health and social emotional well-being of staff was monitored through surveys as well as through faculty and staff meetings. Leadership was able to make accommodations or decisions to ease stress and maximize student learning. Teachers were surveyed to see what professional development they wanted at student-free staff in-service days. Staff continued to request time to get caught up and more familiar with the tools they've just learned. So district staff responded and customized trainings to be less stressful and more practical in direct support to our staff's mental and social-emotional health. Furthermore, personnel made EAP (Employee Assistance Program) available for all staff to assist in this area. DELAC parents shared how much they appreciated the additional supports that were created just for them during the extended school closures.

Successes- Virtual Calming Room- Students and staff shared that they really appreciated the virtual "Calming Room" that was made available to all students and staff.

Challenges- Student Disengagement- Students did not often attend the zoom call to receive the supports being offered. Tiered reengagement outreach efforts were made to students who did not attend the intervention zoom calls, but some students still did not respond. Professional development and planning efforts were made for teachers to integrate social-emotional learning curriculum and strategies as students returned to in-person instruction and in the hybrid learning environment. For the 2021-22 school year, stakeholders have shared the need for the addition of an advisory/ homeroom class once a week on each campus where teachers could directly address social-emotional learning without feeling like they are suspending curriculum. Either way, there is a need to create a channel through which we can push out supports to students that will not impact the teacher's pacing guide or content delivery. Stakeholder engagement will continue to address this need and make determinations on how to proceed moving forward with a Tier I, universal support plan for mental health and social and emotional well-being for all students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

At-Risk Coordinators and other assigned site support staff, worked in coordination with school counselors, social workers, teachers and site administration to engage in Multi-tiered Systems of Support (MTSS), in order to track student log-ins daily, and identify students who are not logging in to Google Classroom during both distance learning, and hybrid models of distance learning and in-person, classroom-based instruction. Once identified, students received tiered re-engagement strategies until they successfully reengaged in teaching and learning. Some examples of these strategies were individual contact by a school counselor or At-Risk coordinator, access to additional resources like Tutor.com or other acceleration tools available through our PowerSchool resource tab. These resources and strategies were made available in English and Spanish. In order for students and their families to know their status in this new distance-learning environment, academic progress was monitored through our digital app, "Parent Portal," as well as hard copies mailed home for all progress reports and report cards.

Successes- Increased Outreach- We provided Student and Family support and outreach through communication and supplemental instructional materials to ensure participation and engagement in Distance Learning, including tracking and monitoring efforts through PowerSchool, Data Central, emails, phone calls home, Google classroom, and Google Meets. Classified and certificated support staff monitored students participation daily and conducted follow-up phone calls on students who missed more than 3 sessions. Teacher PM hours during this time, increased significantly and demonstrated the highest participation rates ever. It made it easier to flexibly resolve issues and adapt to our families and their changing needs. Teachers, student and parent survey results indicated positive feedback on teacher pm office hours as teacher pm hours offered increased individualized attention and support for students. Outreach efforts were largely successful in identifying students who were not participating, addressing reasons for non-participation and getting students back on track. Participation rates increased from 2019-20- Quarter 4, to 2020-21 semester 1.

Challenges-Student Disengagement- Even though tremendous efforts were made to engage students and parents and support them with a variety of options to understand academic performance and progress, there is no substitute for face-to-face interaction and engagement. Our parents, students and families are important to us and there is an increased need to develop parent and family engagement programs that support positive relationships with families and increase our parents' ability to navigate our educational systems, build awareness of our programs, services and supports and provide input, so students have increased access and opportunities to graduate meeting A-G requirements and transition successfully to college and career.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Throughout the pandemic and distance learning, Food Services has taken advantage of CDE's Seamless Serving Option (SSO) and flexibilities under USDA to provide access to meal kits and multi-day food packs to all eligible persons under the program. In October, Food Services partnered with the District's transportation agency to develop bus routes where meals could be delivered to areas where students with transportation challenges could be served. The four routes that were established travel to local parks, apartment complexes and motels for families in transitional housing.

Successes- Expanded Distribution Schedule- Over the school year, Food Services has expanded its distribution schedule to include Saturdays and, under its program accountability and integrity plan, provides meals to families during extended holiday breaks.

Challenges- Supply Sources- Supply sourcing has been an ongoing challenge for sponsors across the nation during the pandemic. Taking a proactive approach by working with fellow Member Districts in Partners in Nutrition Co-Operative (PINCO), Food Services has been able to obtain the food and supplies needed to meet the meal pattern requirements under SSO. In 2020-2021, PINCO has obtained additional Department of Defense Produce entitlement providing Food Services with monies for fresh fruit and vegetables which are served with every meal kit.

Successes- Student Drive-up Meal Services- Since the beginning of the 2020-2021 school year, Food Services has provided over a million meals under the SSO. As students have begun returning to school, Food Services has worked with Administration to create opportunities for these student cohorts to enjoy their meal(s) while on-campus as well as grab and go kits to take home depending on bell scheduling while continuing to provide meals with its drive-up service for students at-home under distance learning.

Successes- Donations to Local Food Banks- Food Services has provided surplus donated USDA Foods under CDE guidance to local authorized agencies and food banks in organized events geared to assist families struggling with the impact of the pandemic.

Challenges- Adaptation to Hybrid Learning Models- Moving forward, the District's hybrid learning model will require Food Services to adapt to new bell schedules and serving options. Fortunately, our Food Services Team is nimble and by working with its PINCO partners will be able to provide quality meals and nutrition options as needed as the District transitions back to the student's return to campus and beyond.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Meal kits for students.	405,289.67	383,230.50	No
Pupil Engagement and Outreach	Certificated staff to reengage students and families.	245,000.00	7,145.82	No
Pupil Engagement and Outreach	Classified staff to reengage students and families.	5,497,850.17	5,753,951.39	No
Mental Health and Social and Emotional Well-Being	Professional development to address mental health and social-emotional well-being as tiered intervention strategies, including but not limited to: Habitudes, PBIS, MTSS.	250,000.00	0.00	No
Mental Health and Social and Emotional Well-Being	Social Workers, psychologists, and school counselors addressing the needs of students impacted negatively by school closures. No cost, current roles and responsibilities were re-purposed to facilitate the needs of "at-risk" students during COVID-19 related school closures, distance learning and in-person, classroom-based instruction models.	497,718.05	349,063.39	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Additional Actions- Action 1- Meal Kits for Students-We spent \$22,059.17 less than budgeted as food prices fluctuated throughout the year.

Additional Actions-Action 2- Pupil Engagement and Outreach- We spent \$237,854.18 less than budgeted as several job classifications were substantially redirected to provide pupil engagement and outreach so the need to pay additional hours for certificated staff to provide these services was less than anticipated.

Additional Actions- Action 3- Classified Staff to Reengage Students and Families- We spent \$256,101.22 more than budgeted as more classified staff participated in this work than anticipated and schools remained closed longer than anticipated.

Additional Actions- Action 4- Professional Development to address Mental Health- We spent \$250,000.00 less than budgeted as professional development to provide tiered intervention strategies was provided internally by district staff during student free days, so no additional cost is reflected here.

Additional Actions- Action 5- Social Workers, Psychologists, and School Counselors addressing needs of students- We spent \$148,654.66 less than budgeted as extra work agreements for designated staff to provide these services was less than anticipated, with classified staff and teacher pm hours addressing the initial needs of students.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The pandemic created different opportunities to teach and learn. Student Survey and stakeholder feedback indicated that many of our students enjoyed Distance Learning more than traditional In-Person learning and many of our students missed things outside of the classroom, like participating in athletics, activities and other extra-curricular opportunities.

Lessons Learned- Distance Learning- The lessons learned from the 2020-21 local indicator data and distance learning program plan, primarily reinforce that we had achievable goals and actions. We were able to meet the needs of our students through a variety of methods, platforms, interactions and interventions with our students demonstrating significant academic progress. 2019 Dashboard data indicated that our 11th graders scored 38.62% met and exceeded standard proficiency in ELA. For 2020-21, we implemented our alternative metric, NWEA Map assessments, for ELA, and our 11th graders scored 43%, high and high average. For Math, 2019 Dashboard indicated that our 11th graders scored 12.37% met and exceeded standard proficiency. For 2020-21, we implemented our alternative metric, NWEA Map assessments for Math, and our 11th graders scored 39% High and high average, for a significant positive change of over 26%. We're still determining the correlation between NWEA Map testing and CAASPP state tests, but initial results look promising, and the implementation of NWEA Map assessments will be an action in the 2021-24 LCAP. Additionally, more progress was made with AP pass rates, as AP pass rates increased from 27.3% in 2019-20 to 35.3% in 2020-21 with 2,350 passing scores. Lastly, our suspension rate decreased from 8.3% to 5.7%.

Lesson Learned- State and local indicators where we traditionally make progress, seemed to dip during Distance Learning, as our D and F rates increased from 27% in Semester 1- 2019-20 to 33% in semester 1- 2020-21, with graduation rates increased from 82.5% to 85.7%. A-G rates also increased slightly from the year before from 33.8% to 34.2%. Some of the initial findings regarding semester

grades, graduation rates and A-G rates, are due to some of our students, checking out of Distance Learning, altogether, and even though outreach and intervention efforts were implemented, there was a percentage of students who were unsuccessful during this time, reflected in their grades, A-G standings, and graduation rates, as these state and local indicators are closely connected. LCAP implications for these findings indicate a need to provide additional social-emotional supports to all students as a Tier I universal support, and then offer increased supports to identified students as needed through our student support centers. Additionally, we will add SEL professional development to staff to address the social-emotional needs of our students and help get them reconnected to school and back on track for academics.

Lesson Learned- In-Person Instruction- We have to look at the goals and actions in our 2021-24 LCAP with more of a "virtual" lens than we have in the past as well as creating environments and supports that not only help students achieve their academic potential, but also supports their social and emotional well-being. We also want to take the successes from distance learning, as they pertain to increased student engagement and versatility with technology, and ensure that our schools are equipped and our teachers are prepared to deliver instruction and formative assessment practices using technology as a tool to accelerate learning.

Lessons Learned- In-Person Instruction- We found that only about 45% of our students opted to return to in-person instruction once it was offered. It may be due to the time of the year and Spring break, however it may also be due to the fact that a large percentage of our students enjoy learning from home. Student and family surveys indicated that for some students, learning from home was less stressful than being on a large campus. Some of our students shared that they were often bullied at school and felt more safe at home. The students who did return to campus shared that they returned to see their friends and participate in CTE and AVID programs, sports, electives and extracurricular events. Lessons learned from these survey results indicated the need for LCAP 2021-24 to be increasingly responsive and receptive to our students and families in a wide variety of ways, with smaller class sizes, enhanced CTE programs and AVID electives, positioned more to address the needs, conditions and circumstances of students of low-income, foster youth and ELs, to give them a sense of community and support within their cohorts and electives, in order for these identified students to navigate high school in large settings. CTE pathway cohorts will include and increase hands-on projects that will develop strong writing and verbal skills designed to accelerate language proficiency of ELs. AVID electives will address the social-emotional needs of students from low-income families, including students experiencing homelessness, and foster youth, to encourage first generation college students to advance via their individual determination, through an elective that offers small group tutoring and social-emotional supports, a family friendly support network, grade monitoring and academic behavioral/organizational skills necessary for college and career sustainability. Lastly, there will be an additional LCAP 2021-22 focus on the increase of extracurricular, athletics and enrichment offerings, to address social-emotional wellness.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The new habits we acquired using NWEA Map Assessments will be carried on in the 2021-24 LCAP for all students. Furthermore, we have created a one-stop resource called "Data-Central" that house Student Data, Grade Analysis, Student Cohorts, Goal Setting and Goal Management that allows us to meet the very specific needs of all of our students. We've built in the ability to disaggregate our

data and address learning loss by English Learner status, Socioeconomic status, Foster Youth status, Pupils with Disabilities served across the full continuum of placements, and pupils experiencing Homelessness, to ensure that no child is neglected. Our At-Risk Coordinators, Counselors and Administration will continue to use Data Central to identify and assist students in achieving their best.

English learners- EL district and site support staff will coordinate services and utilize Ellevation, Data Central and NWEA Map assessment diagnostics to pinpoint and assess learning loss and create individual learning plans (ILPs) for 2021-22 that identifies the academic standards that need to be addressed and retaught. ILPs will contain baseline data points and growth targets for Math, ELA, Science and ELD. ELD designated and integrated teachers along with bilingual aides and site EL coordinators will monitor ELs using Ellevation to retrieve learning and provide differentiated instruction by ELPAC level to ensure that EL growth targets are being achieved. Extended school year 2020-21 Summer school will be offered to EL students with 2021-22 extended day tutoring to spiral skills and retrieve learning on content standards, meet ILP growth targetes and retrieve oral language skills to accelerate English language acquisition. As a TIER I universal support, EL teachers will be provided with professional development on the Habitudes curriculum which will empower teachers to provide social-emotional learning supports and strategies to ELs to address their social-emotional well-being.

Low Income students- District curriculum and Instruction coordinators will coordinate services with site administrators, instructional partners, AVID elective teachers/tutors, and core content teachers to utilize Data Central and NWEA Map assessments to pinpoint and assess learning loss, in Math, ELA and Science. Teachers and various site support staff will address learning loss by pulling student outcome data on content standards and creating lesson plans designed to retrieve learning by spiraling skills on content standards lost during school closures. AVID tutors will assist AVID elective teachers and core content teachers to facilitate small group tutoring instruction and spiral skills from standards identified from NWEA Map assessments. Classroom technology- Promethean Boards and student Chromebooks will be interactive to engage students and provide teachers with online tools and extensions that increase student engagement and accelerate learning through formative assessment practices. Teachers will receive professional development in writing using Writing Revolution curriculum and instructional strategies that support College and Career Anchor standards and interdisciplinary writing. Writing and ELA standards lost during school closures will be spiraled through small group instruction and teacher formative assessment feedback, on writing assignments using standards-aligned writing rubrics. After analysis of NWEA Map assessments, teachers will break down and modify the math curriculum to review and spiral standards from 2020-21, during Summer School and for the first six weeks of the 2021-2022 school year, and then throughout the remainder of the year as indicated by NWEA MAP and curriculum assessments. Teachers will be provided with additional hours to monitor student performance and create modified lesson plan that spiral skills and retrieve learning on academic content standards.

Pupils with disabilities served across the full continuum of placements- Sped district and site support staff will coordinate services with Sped teachers to support students with an IEP or 504 plan, and utilize "Unique," a database and diagnostic system, designed specifically to support academic growth and differentiate instruction based on the needs of identified students in special education, to assess learning loss. Sped teachers and support personnel will pull student data and identify differentiated instructional strategies aligned to IEP objectives to incorporate into their lesson plans. Sped teachers and para professionals will also utilize NWEA Map assessments to pinpoint learning loss and identify which content standards need to be retaught or spiraled. Individual Learning plans, (ILPs) for 2021-22 will contain baseline data entry points with monthly growth targets that caseworkers, teachers and

paraprofessionals can review to retrieve learning and provide differentiated small group instruction and one-to-one supports. Sped teachers, paraprofessionals and Special Education Case Managers, will continue to monitor progress to provide modification and accommodations as necessary such as guided instruction, reading aloud, text to speech support for virtual assessments, the use of graphic organizers, modified assignments, and computer technology such as Gizmos and Unique to engage Sped students and accelerate learning. Extended school year 2020-21 Summer school will be offered to Sped students with 2021-22 extended day tutoring to retrieve learning on content standards and meet IEP objectives and ILP growth targets.

Pupils in Foster care- District and site support personnel will coordinate services to provide Foster Youth (FY) students with immediate enrollment and additional transportation services to before and after school, Saturday and tutoring, including Summer School, enrichment and extra-curricular events. Teachers will utilize results from NWEA Map assessments to pinpoint skill gaps and assess learning loss for FY. Teachers and various site support staff will address learning loss by creating modified lesson plans designed to retrieve learning by spiraling skills on content standards lost during school closures. AVID tutors will assist AVID elective teachers and core content teachers to facilitate small group tutoring instruction and one-on-one supports in core content classes to spiral skills from standards specifically identified for FY from NWEA Map assessments. At-Risk Coordinators will create Individual Monitoring Plans (IMP)s to proactively monitor and mentor FY and provide them with additional instructional materials and supplies to ensure they have increased access to school and to the curriculum standards. Diversity training will be provided to staff and students to increase awareness and understanding of the needs of FY to build positive learning environments and increase a sense of connectedness and belonging at school for FY, as well as increasing their sense of well-being.

Pupils experiencing Homelessness- Homeless Youth (HY)- The homeless liaison will coordinate services with site support personnel including community attendance workers and medical staff to provide Homeless Youth (HY) students with hygiene products, clothing, and medical supplies and services including access to immunizations. Community attendance workers will coordinate services with community partners to provide additional outreach services and provide HY and parents with shelter vouchers. Immediate enrollment and additional transportation services to before and after school, Saturday and tutoring, including Summer School, enrichment and extra-curricular events will also be provided to mitigate additional learning loss from attendance issues incurred during Summer school and in the 2021-22 school year.

Teachers will utilize results from NWEA Map assessments to pinpoint skill gaps and assess learning loss for HY. Teachers and various site support staff will address learning loss by creating modified lesson plans designed to retrieve learning by spiraling skills on content standards lost during school closures. AVID tutors will assist AVID elective teachers and core content teachers to facilitate small group tutoring instruction and one-on-one supports in core content classes to spiral skills from standards specifically identified for HY from NWEA Map assessments. At-Risk Coordinators will create Individual Monitoring Plans (IMP)s proactively monitor and mentor HY and provide them with additional instructional materials and supplies to ensure they have increased access to school and to the curriculum standards. Diversity training will be provided to staff and students to increase awareness and understanding of the needs of homeless youth to build positive learning environments and increase a sense of connectedness and belonging at school for students experiencing homelessness, as well as increasing their sense of well-being.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

As addressed in Distance Learning Action 3- Increased or Improved Service for ELs, LI and FY-Tutoring- We spent \$922,088.94 more than budgeted as the need for additional tutoring also extended to the need to provide students with additional social-emotional supports through mentoring services beyond the instructional day, as distance learning extended well beyond what was anticipated during the 2020-21 school year, due to health and safety guidelines which did not allow schools to offer in-person, at-school instruction until the Spring of 2021. Counselors, At-Risk Coordinators and Social Workers worked additional hours to address the social-emotional needs of students.

As discussed in Pupil Learning Loss Action 4- Increased or Improved Service for ELs-Purchase and Provide PD on Ellevation- We spent \$104,090.20 less than anticipated on the Ellevation contract as well, as it was budgeted for a multi-year contract, but only one year was encumbered under supplemental and concentration funds.

Several other actions and expenditures that were not explicitly stated in this plan, continued to remain in place from our prior LCAP and served to ensure increased and improved services for unduplicated pupils, as compared to the services provided to all students.

Low-Income: It was determined that our students from low-income families needed to have positive and caring adults at school and at home, virtually through additional counselors, at-risk coordinators and PBIS Coordinators, that could connect with them, get to know them, listen, motivate and offer positive choices that could impact their academic, behavior and social-emotional well-being. Additionally, students from low-income families demonstrated a need to close achievement gaps in ELA and Math, as indicated on the 2019 Dashboard and also indicated on student survey data, that they needed more support in class and after school to understand content as it pertains to classwork and homework in math and ELA. Instructional Partners, assessment coordinators, teacher induction mentors and AVID college tutors are assigned to each school site to specifically work with teachers and students in math and ELA to offer professional development and instructional support in lesson design, instructional strategies, checking for understanding and formative assessment cycles. Virtual and in-home tutoring options, when schools reopened was provided district-wide through Tutor.com and SES third party tutoring providers.

English Learners: In order to accelerate the language proficiency progress of English Learners and LTELs, and move them to reclassification, additional site and district support staff were put in place to create tiered interventions, monitor EL progress, engage EL parents and provide professional development opportunities for teachers, administrators, classified support staff and EL Parents to understand how to offer targeted supports and differentiate instruction based on the ELPAC level of EL students.

Foster Youth: Foster Youth received additional resources, services and interventions to address achievement gaps, build school connections, and accelerate learning. Foster Youth demonstrated an additional need for school support staff to coordinate services with the school and community to receive outreach phone calls and virtual meetings, that addressed successful school transitions, immediate enrollment, engagement, transportation, attendance. Social Workers and Community Attendance workers coordinated

services with school and community to ensure that Foster Youth continued to have access to academic, behavioral, social-emotional and extra-curricular supports and resources necessary to participate and stay engaged in distance learning and at-school, in-person instruction.. Counselors continued to be assigned specifically to foster youth to monitor their progress and coordinate services with At-Risk coordinators for academic and social-emotional supports. At-Risk coordinators continued to communicate with teachers and administrators on the progress of foster youth through the Date Central database where they were able to assign services and interventions, set short term goals and follow-up with foster youth to ensure goals were met.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As we develop the 2021-24 LCAP, leadership has analyzed the Annual Updates of both the 2019-20 LCAP and 2020-21 LCP to create reasonable baselines for goal setting and identifying our priorities. By reflecting on our success, challenges, and lessons learned, we were able to discern what actions we want to continue, adjust or stop. While we did not have an alternative metric for ELA and Math in 2019-20, we did implement and analyze pre and post NWEA Map assessments for 2020-21. We noticed that although our students demonstrated flat growth on ELA and Math state assessments given in 18-19 reported on the 2019 Dashboard, NWEA Map Assessments demonstrated that over 50% of students in grades 9-12 met their growth projection with over 40% accelerating their growth projection.

The 2019-20 LCAP results showed positive trends with slight increases demonstrated in Goal 1's Graduation and College and Career rates. There was a significant increase in EL reclassification rates, with ELA and Math maintaining progress. Goal 2's AP exams with qualifying scores increased from the year before and continued to increase in 2020-21. Goals 3's suspension rates decreased, from 9.6% to 8.1%. Goal 4's school climate index indicated increases in the students' perception of "Connectedness" and "High Expectations" of staff. Caring and positive relationships increased from the perspective of both students and parents, as well. The AVUHSD continued to increase parent responses to the Fall and Winter forum surveys with over 3,749 parents responding by survey. The 2019-20 annual update results indicated a general positive trend in our outcomes, which gave us momentum prior to the pandemic and heading into 2020-21.

The 2020-21 local indicator data primarily reinforced that our students made progress and that we had achievable goals and actions in place through our LCP. We were able to meet the needs of our students through a variety of methods, platforms, interactions and interventions with our students demonstrating significant academic progress. 2019 Dashboard data indicated that our 11th graders scored 38.62% met and exceeded standard proficiency in ELA. However, for 2020-21, we implemented an alternative metric, NWEA Map assessments, for ELA, which demonstrated positive growth in ELA. Our 11th graders scored 43%, high and high average. For Math, 2019 Dashboard indicated that our 11th graders scored 12.37% met and exceeded standard proficiency. For 2020-21, we implemented our alternative metric, NWEA Map assessments for Math, and our 11th graders scored 39% High and high average, for a significant positive change of over 26%. We're still determining the correlation between NWEA Map testing and CAASPP state tests, but initial results look promising, and the implementation of NWEA Map assessments will be an action in the 2021-24 LCAP for all grade levels and identified student groups. Additionally, more progress was made with AP pass rates, as AP pass rates increased from 27.3% in 2019-20 to 35.3% in 2020-21 with 2,350 passing scores. Lastly, our suspension rate decreased from 8.3% to 5.7%.

State and local indicators where we traditionally make progress, seemed to dip during 2020-21, as our D and F rates increased from 27% in Semester 1- 2019-20 to 33% in semester 1- 2020-21, with graduation rates dipping slightly from 82.5% to 79.3%. A-G rates

also decreased from the year before from 40.6% to 34.2%. Some of the initial findings regarding semester grades, graduation rates and A-G rates, are due to some of our students, checking out of Distance Learning, altogether, and even though outreach and intervention efforts were implemented, there was a percentage of students who were unsuccessful during this time, reflected in their grades, A-G standings, and graduation rates, as these state and local indicators are closely connected. LCAP implications for these findings indicate a need to provide additional social-emotional supports to all students as a Tier I universal support, and then offer increased supports to identified students as needed through our student support centers. Additionally, we will add SEL curriculum and professional development to staff to address the social-emotional needs of our students and help get them reconnected to school and back on track for academics.

In regards to the slight dip that the entire district experienced in Grad Rate, we attributed to several factors relating to the pandemic. Some students who were on track to graduate, but still had some work to do, ended up with NM (no mark) - which meant that they couldn't graduate until they earned passing grades in those courses. In addition to this, some students just lost focus on school because of pandemic and emergency related trauma in regards to finances, food, technology, and wild fires. This does not make these students drop-outs yet as the State of California has instituted some safety nets to help these students to finish, but time will tell.

We are looking at the goals and actions in our 2021-24 LCAP with more of a "virtual" lens than we have in the past as well as creating environments and supports that not only help students achieve their academic potential, but also supports their social and emotional well-being. We will take the successes from distance learning, as they pertain to increased student engagement and versatility with technology, and ensure that our schools are equipped and our teachers are prepared to deliver instruction and formative assessment practices using technology as a tool to accelerate learning. LCAP 2021-24 will continue to increase and expand technology, progress monitoring and data-based tiered interventions through a formative assessment and monitoring process using NWEA, Ellevation, Data Central and other identified monitoring systems, in order for staff to become more proactive in identifying students for supports. In order to address teacher misassignments, the teacher induction program will be enhanced to more properly prepare teachers for educational pedagogical shifts and increase teacher retention. An additional emphasis will be placed on writing districtwide in order to increase proficiency in ELA for students of low-income, foster youth and ELs, to accelerate English Language acquisition progress for our English learners.

Approximately 45% of our students opted to return to in-person instruction once it was offered. It may have been due to the time of the year and Spring break, however it may have also been due to the fact that a large percentage of our students enjoyed learning from home. Student and family surveys indicated that for some students, learning from home was less stressful than being on a large campus. Some of our students shared that they were often bullied at school and felt more safe at home. The students who did return to campus shared that they returned to see their friends and participate in CTE and AVID programs, sports, electives and extracurricular events.

Survey and stakeholder results indicated the need for LCAP 2021-24's Goal 2 actions to be increasingly responsive and receptive to our students and families in a wide variety of ways, with smaller class sizes, enhanced CTE programs and AVID electives, positioned more to address the needs, conditions and circumstances of students of low-income, foster youth and ELs, to give them a sense of community and support within their cohorts and electives, in order for these identified students to navigate high school successfully in

smaller settings. CTE pathway cohorts will include and increase hands-on projects that will develop strong writing and verbal skills designed to accelerate language proficiency of ELs. AVID electives will address the social-emotional needs of students from low-income families, including students experiencing homelessness, and foster youth, to encourage first generation college students to advance via their individual determination, through an elective that offers small group tutoring and social-emotional supports, a family friendly support network, grade monitoring and academic behavioral/organizational skills necessary for college and career sustainability.

Additionally, there will be a renewed focus on LCAP 2021-24's Goal 3 actions to increase student engagement and social-emotional well-being through the increase and enhancement of extracurricular, athletics and enrichment offerings, so that students and families can reconnect in school settings in a variety of fulfilling ways that allow for individual and team expression. Social-emotional learning will also be prioritized in Goal 3's actions involving Student Support Coordinators and Student Support Centers. An example of this would be in the systems we've built through Data Central, to measure academic and social-emotional progress, equipping At-Risk Coordinators with multiple student data points, so they can assist our most high need students in our Student Support Centers. A new additional action to implement Habitudes-SEL curriculum and provide staff with professional development on SEL implementation.

Recommendations for Goal 1 of LCAP 2021-22 include the following: Increase staff implementation and analysis of NWEA Map assessments for Math and ELA for more effective and targeted lesson planning practices, increase Ed Central and Ellevation usage to monitor student progress and tiered supports for all students including English learners, Foster youth and students from low-income families. Hire teachers on special assignment who can collaborate with instructional partners to emphasize writing in all core content areas to address the needs of ELs, FY and students of Low Income in ELA proficiency and the needs of ELs in their English language acceleration. Continue with technology expansion, replacement, intervention and professional development that equitably addresses the needs of high-needs students and keeps them engaged with pedagogical strategies to increase proficiency in core classes, AP classes, and CTE Academy Pathways.

Recommendations for Goal 2 of LCAP 2021-22 include the following: Increased emphasis on meeting the needs, conditions and circumstances of Low-Income, Foster Youth, and ELs through the AVID elective, CTE Pathways and extracurricular activities that reconnect and engage students in school.

Recommendations for Goal 3 of LCAP 2021-22 include the following: Continue to expand and refine MTSS and PBIS implementations with expanded coordination of expectations for support staff, administrators, counselors, social workers, and community attendance workers to collaborate, monitor, and follow-up on student interventions and goals prescribed through Data Central and PowerSchool, to better address the needs of students and offer tiered re-engagement strategies and support in the areas of social emotional well-being and mental health. Increase transportation services to students attending alternative schools from their home school of residence.

Recommendations for Goal 4 of LCAP 2021-22 include the following: Increase communication and options for parents and families to participate in school events. Provide transportation at extra-curricular events and parent workshops. Increase awareness and opportunities of parents and families to learn more about CTE Pathways, Seal of Biliteracy, AVID, A-G, FASFAs, Summer School,

Tutoring, Electives and Enrichment options for their students. Provide 9th grade Parent Orientation Tours, where parents can learn how to navigate PowerSchool, and support their students with grades, assignments and class schedules. Provide professional development for staff to build strategies that support them in the engagement of parents and families. Parent, Family and Community engagement will be prioritized to give parents and families many options to participate in school and district advisories, workshops and community-building extra-curricular events, either in-person or virtually. An additional emphasis will be placed on building the capacity of staff to engage parents in two-way communication with shared decision-making processes that support parents and families and build relationships between parents, families and school staffs, to better support student success in college and career. Transportation and child-care to these events will be increased and provided at all school sites, as needed.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

