

LCFF Budget Overview for Parents

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

CDS Code: 19642460000000

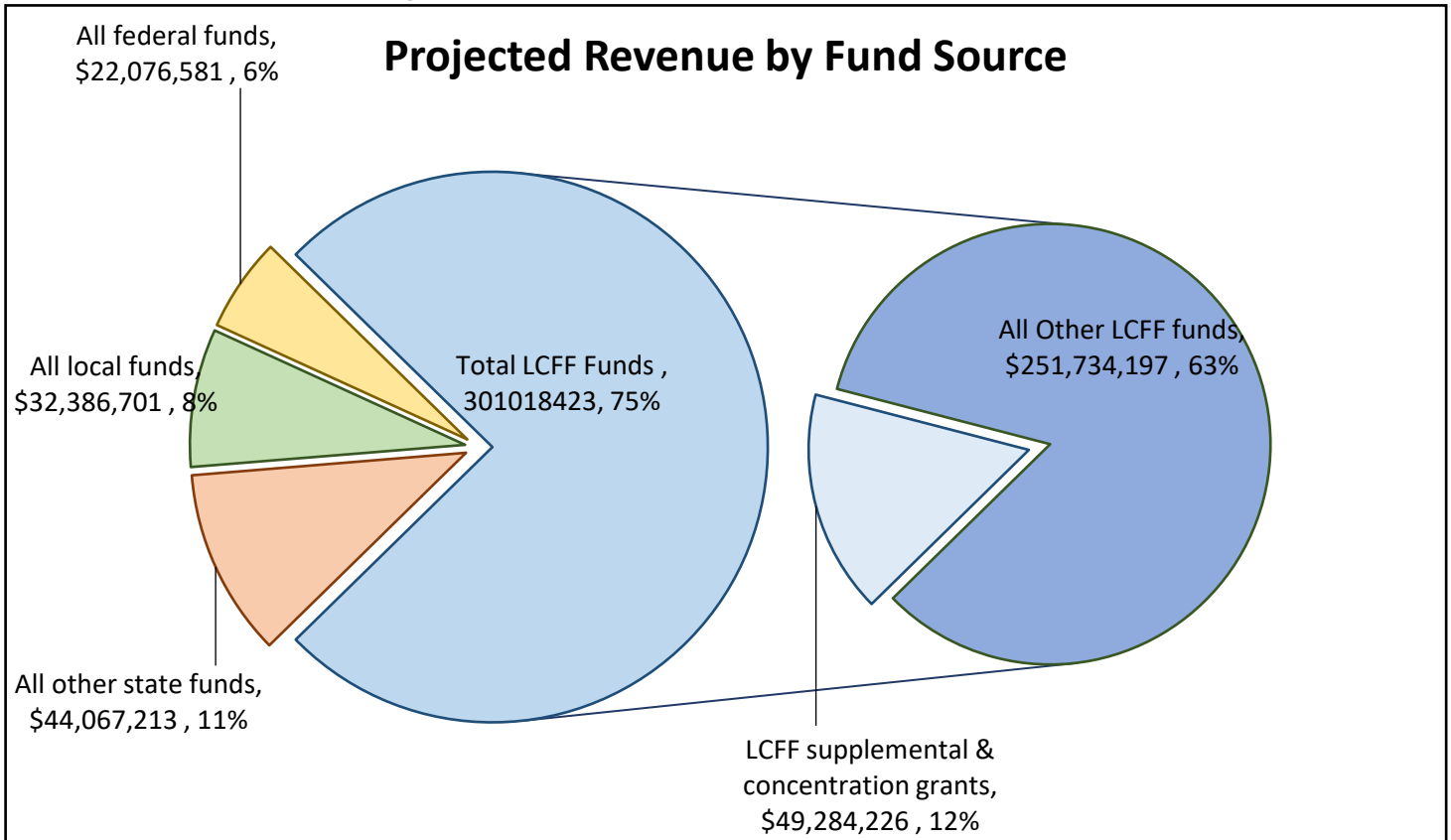
School Year: 2026-27

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

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

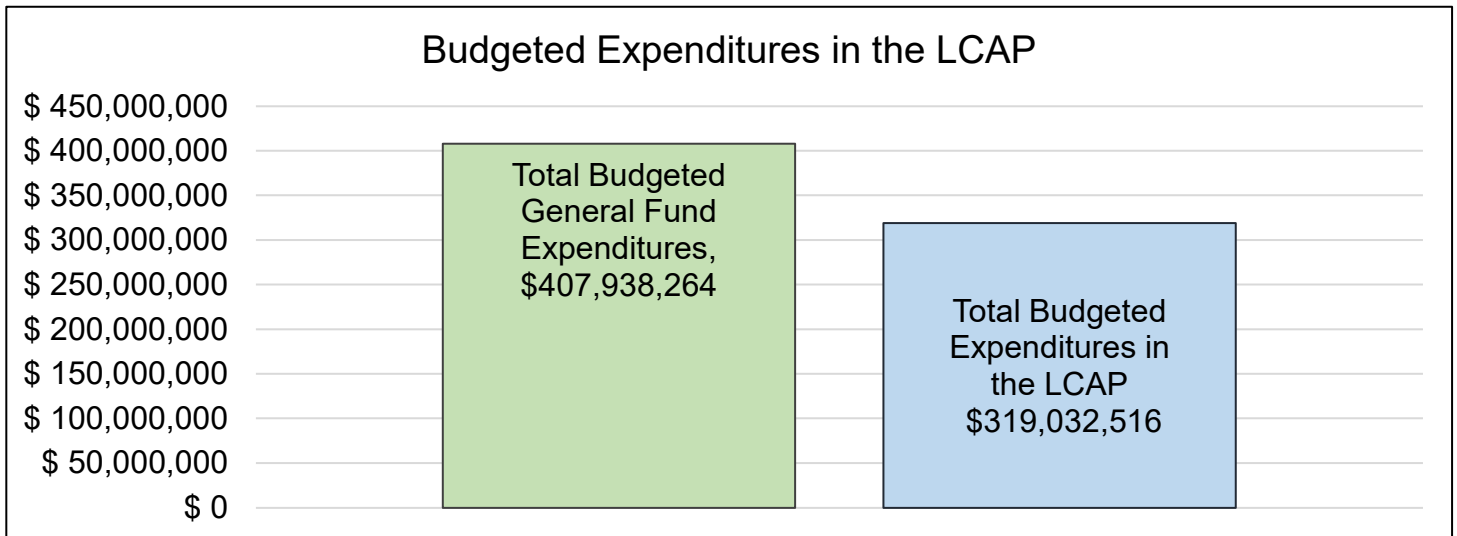


This chart shows the total general purpose revenue Antelope Valley Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Antelope Valley Union High School District is \$399,548,917.62, of which \$301,018,423.00 is Local Control Funding Formula (LCFF), \$44,067,212.93 is other state funds, \$32,386,700.69 is local funds, and \$22,076,581.00 is federal funds. Of the \$301,018,423.00 in LCFF Funds, \$49,284,226.00 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Antelope Valley Union High School District plans to spend \$407,938,264.20 for the 2026-27 school year. Of that amount, \$319,032,516.00 is tied to actions/services in the LCAP and \$88,905,748.20 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

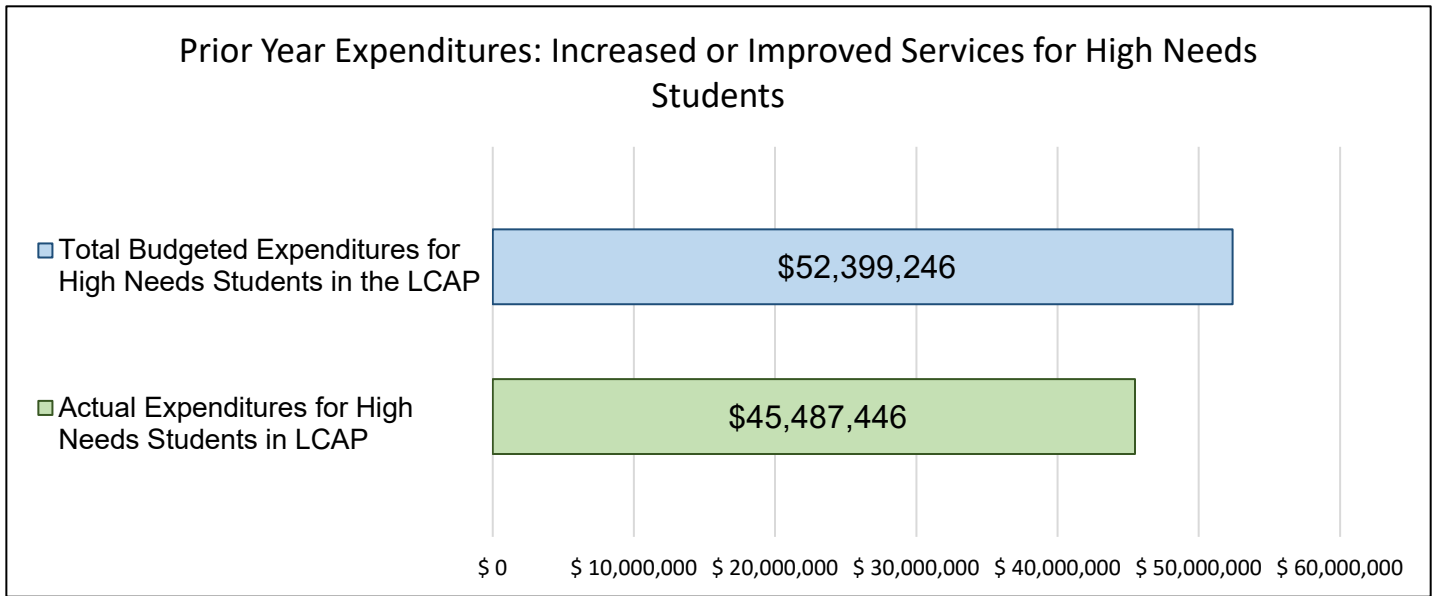
- Utilities (electricity, water, gas)
- Insurance
- Postage

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Antelope Valley Union High School District is projecting it will receive \$49,284,226.00 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 \$56,349,007.00 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Antelope Valley Union High School District's LCAP budgeted \$52,399,245.99 for planned actions to increase or improve services for high needs students. Antelope Valley Union High School District actually spent \$45,487,446.25 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$6,911,799.74 had the following impact on Antelope Valley Union High School District's ability to increase or improve services for high needs students:

As outlined in our 2025-26 Local Control and Accountability Plan (LCAP), the District implemented several important actions and services to support Foster Youth, Low-Income students, and English Learners. Although these services were originally planned to be funded through LCAP dollars, we were able to use available one-time restricted funds instead such as LREBG.

Local Control and Accountability Plan

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

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

Plan Summary 2026-2027

General Information

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

DREAM. ASPIRE. ACHIEVE.

The Antelope Valley Union High School District (AVUHSD) is committed to providing equitable, high-quality learning opportunities that meet the diverse needs of all students. Guided by this mission, AVUHSD envisions that every graduate will develop the knowledge, skills, and dispositions necessary to contribute meaningfully to their community and to a rapidly changing world.

AVUHSD serves a diverse student population across eight comprehensive high schools, two early college high school campuses, two continuation high schools, one community day school, and one alternative school offering an intensive, therapeutic learning environment with integrated mental health services. The District also operates a dependent charter school with two middle school preparatory campuses and a virtual school. In addition, AVUHSD supports lifelong learning through Antelope Valley Adult Education, serving adult learners across four campuses.

To ensure students are prepared for college, career, and civic life, AVUHSD provides a rigorous college-preparatory foundation complemented by a wide range of academic programs. These include Advanced Placement (AP), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), and articulated and dual enrollment opportunities. Career Academies and Pathways further align student learning with high-demand industry sectors, including agriculture, biomedical science, digital design, education, engineering, environmental science, health care, law and government, and multimedia.

AVUHSD remains deeply committed to supporting students with unique needs through comprehensive English Language Development programs, Independent Study options, and a continuum of special education services. Across all learning pathways, students are provided opportunities to meet A–G requirements for admission to the California State University (CSU) and University of California (UC) systems, while receiving the individualized supports necessary for success.

As we move into the 2026/27 academic year, AVUHSD continues to uphold the guiding principle, “Every Student. Every Need. Every Story.” Through the Local Control and Accountability Plan (LCAP), the District will strategically invest in initiatives that strengthen academic achievement, social-emotional well-being, and equitable access to opportunity. This commitment to excellence and equity will continue to shape inclusive learning environments where all students are supported to thrive, graduate, and successfully transition into college, career, and postsecondary pathways. AVUHSD remains dedicated to preparing students not only for academic success, but for purposeful, fulfilling futures.

Three campuses remain eligible for Equity Multiplier funding (Desert Winds, Phoenix, and R. Rex Parris High Schools), and the District will continue to align resources and supports to ensure students at these sites receive the targeted assistance necessary to promote improved outcomes and sustained growth.

Reflections: Annual Performance

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

ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT: ACADEMIC SUCCESS AND CONTINUOUS IMPROVEMENT

Based on a comprehensive review of the 2025 California School Dashboard, analysis of 2025–2026 local performance data, and meaningful input from educational partners, AVUHSD has identified key areas of progress as well as priority areas for continued growth and refinement in the upcoming plan cycle.

The Antelope Valley Union High School District remains firmly committed to advancing academic excellence and strengthening college and career readiness for all students. Recent data trends demonstrate measurable gains in student achievement, expanded participation in rigorous coursework, and improved performance across college and career readiness indicators. These outcomes reflect the district's sustained investment in high-quality instruction, strategic intervention systems, and expanded learning opportunities designed to meet the diverse needs of students.

As AVUHSD enters the 2026/27 planning cycle, the district will build upon these successes while deepening targeted supports to accelerate achievement for student groups requiring additional focus. Through continued alignment of resources, data-driven decision making, and collaboration with educational partners, AVUHSD will sustain momentum and ensure equitable access to pathways that prepare every student for postsecondary success.

ACADEMIC GROWTH AND PERFORMANCE:

English Language Arts (CAASPP)

- All Students: Performance 41.3 points below standard, which is an improvement of +4.3 points from the previous year and +11 points from the baseline.
- Foster Youth (FY): Performance 104.7 points below standard, with a +6 point increase from the previous year and +15.1 points from the baseline.
- Low-Income (LI): Performance 55.6 points below standard, which is -1.6 points from the previous year, but +10.3 points from the baseline.
- English Learners (EL): Performance 117.7 points below standard, with a +3.7 point increase from the previous year and +2 points from the baseline.

Analysis: Gains in overall ELA performance indicate that district literacy initiatives and instructional strategies are yielding positive results, with All Students demonstrating steady improvement from both the prior year and baseline. Foster Youth showed the strongest growth trend, reflecting the impact of targeted academic supports, while Low-Income students continue to show meaningful long-term gains despite a slight recent decline. English Learners made modest progress; however, performance remains significantly below standard, underscoring the need to strengthen language development and integrated ELD supports to accelerate achievement and close persistent gaps.

Mathematics (CAASPP)

- All Students: Performance 136.3 points below standard, which is an increase of +7.1 points from the previous year and +13.6 points from the baseline.
- Foster Youth (FY): Performance 203.5 points below standard, which is -5.9 points from the previous year and +0.9 points from the baseline.
- Low-Income (LI): Performance 151.4 points below standard, showing +1.5 points improvement from the previous year and +13.4 points from the baseline.
- English Learners (EL): Performance 200.2 points below standard, with a +1.7 point increase from the previous year and +5.2 points from the baseline.

Analysis: Gains in overall mathematics performance indicate positive momentum in district instructional efforts, with All Students demonstrating steady improvement from both the prior year and baseline. Low-Income students continue to show sustained long-term growth, reflecting the impact of targeted academic supports. English Learners made modest gains; however, performance remains significantly below standard, signaling the need for continued acceleration and focused intervention. Foster Youth experienced a recent decline and, along with English Learners, remain substantially below standard, highlighting the need for intensified academic and wraparound supports to close persistent achievement gaps.

English Learner Progress Indicator (ELPI)

Current Progress Rate: 35.2%, reflecting a slight decline of -1.8% from the previous year and -3.3% from the baseline.

Analysis: The current ELPI progress rate reflects a slight decline in English Learner progress, indicating a need to strengthen designated and integrated ELD supports to accelerate language acquisition and reclassification outcomes.

California Science Test (CAST)

- All Students: 15.39 % met or exceeded the standard, which is an increase of +0.56% points from the previous year and +2.7% from the baseline.
- Foster Youth: 7.44% met or exceeded the standard, showing -0.4% from the previous year and +1.19% from the baseline.
- Low-Income: 11.23% met or exceeded the standard, which is -1.11% from the previous year and +1.57% from the baseline.
- Students with Disabilities (SWD): 3.10% met or exceeded the standard, with a -0.34% decrease from the previous year and a +0.17% increase from the baseline.

Analysis: CAST results show slight overall growth for All Students and modest long-term gains across several subgroups; however, recent declines among Foster Youth, Low-Income students, and Students with Disabilities indicate the need to strengthen science instruction and targeted supports to improve proficiency rates and close persistent achievement gaps.

College and Career Readiness:

Graduation Rate Progress

- All Students: 85.8% in 2025, which is an increase from 81.7% in 2024 and progressing toward the 90% target for 2026.
- Foster Youth: 73.7% in 2025, up from 66.1% in 2024, requiring additional intervention to reach the 75% target for 2026.
- Low-Income Students: 84.9% in 2025, up from 80.4% in 2024, with a goal of 90% by 2026.
- English Learners: 77.5% in 2025, above the 73% rate in 2024, aiming for 80% by 2026.
- Students with Disabilities: 66.7% in 2025, up from 65.8% in 2024, requiring targeted support to reach 75% by 2026.

College & Career Indicator (CCI) Progress

- All Students: 35.5% met the College & Career Indicator (CCI) in 2025, an increase from 23.6% in 2024, working toward the 40% goal for 2026.
- Foster Youth: 16% met the CCI in 2025, an increase from 5.7% in 2024, exceeding the target of 15% by 2026.
- Low-Income Students: 33% met the CCI in 2025, an increase from 21.5% in 2024, progressing toward the 35% target for 2026.
- English Learners: 18.7% met the CCI in 2025, up from 9.3% in 2024, exceeding the 15% goal by 2026.
- Students with Disabilities: 6.7% met the CCI in 2025, an increase from 3% in 2024, working toward the 10% target for 2026.

Analysis: College and Career Indicator (CCI) results demonstrate strong upward momentum across all student groups, with significant gains from the prior year and several subgroups already exceeding 2026 targets, reflecting expanded access to pathways and supports; continued focus is needed to sustain growth and accelerate progress for Students with Disabilities as they work toward established goals.

A-G Completion

- All Students: 39% completion rate, a +2.7% increase from 2024 and +6.7% from the baseline.
- Foster Youth: 22.2% completion rate, a +4.6% improvement from 2024 and +14.2% from the baseline.
- Low-Income: 36.8% completion rate, a +4.1% gain from 2024 and +7.6% from the baseline.
- English Learners: 23.2% completion rate, a +5.3% increase from 2024 and +8% from the baseline.

Analysis: A-G completion rates show consistent growth across all student groups, with notable gains among Foster Youth and English Learners, reflecting expanded access to rigorous coursework and strengthened academic supports; continued efforts will be essential to sustain progress and further close remaining gaps in college eligibility.

Career Technical Education (CTE) Pathway Completion

- All Students: 17.1% completion rate, a -3.7% decrease from 2024 and -0.1% decline from the baseline.
- Foster Youth: 14.3% completion rate, a +4.3% increase from 2024 and +5.2% increase from the baseline.
- Low-Income: 17.3% completion rate, a -3.0% decline from 2024 and +0.8% increase from the baseline.
- English Learners: 6.9% completion rate, a -3.8% decrease from 2024 and +1.3% increase from the baseline.
- Students with Disabilities: 13.3% completion rate, a -1% decrease from 2024 and +4.6% increase from the baseline.

Analysis: CTE pathway completion results show mixed trends, with Foster Youth demonstrating continued growth and long-term gains. However, recent declines for All Students, Low-Income students, English Learners, and Students with Disabilities indicate a need to strengthen pathway access, course sequencing, and supports to ensure sustained participation and pathway completion .

Summary of Academic Progress

The 2025/26 data reflects continued gains in ELA, Math, Graduation Rates, College Readiness, and A-G completion, with mixed results in Science and Career Pathway participation.

Key successes include:

- Steady improvement in CAASPP ELA and Math scores, particularly among All Students and Low-Income students.
- Significant year-over-year growth in the College & Career Indicator (CCI), with several student groups already meeting or exceeding 2026 targets.
- Continued increases in A-G completion rates, especially among Foster Youth and English Learners.
- Rising graduation rates across all student groups.

The Antelope Valley Union High School District (AVUHSD) continues to demonstrate measurable academic progress, with systemwide gains in literacy, mathematics, graduation outcomes, and college and career readiness indicators. ELA and Math scores show positive momentum from both the prior year and baseline, reflecting strengthened instructional practices and targeted supports. Graduation rates improved across all student groups, and CCI results indicate strong upward movement, highlighting expanded access to pathways and postsecondary opportunities. A-G completion rates continue to rise, demonstrating broader participation in rigorous coursework.

Despite this progress, challenges remain. English Learner progress rates reflect the need for strengthened designated and integrated ELD supports, while Math and Science proficiency levels remain below standard for several student groups. CTE pathway completion shows mixed trends, indicating the need to refine pathway sequencing and targeted supports to sustain participation and completion.

As AVUHSD moves into the third year of this LCAP cycle, the district remains committed to leveraging its Local Control and Accountability Plan (LCAP) to deepen instructional supports, accelerate interventions for English Learners, Foster Youth, and Low Income students and expand equitable access to rigorous academic and career pathways to ensure every student is prepared for success in college, career, and life.

2026/27 LCAP NEEDS & FOCUS AREAS

CAASPP English Language Arts (ELA) Proficiency

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

The 2023 CA School Dashboard also showed a red indicator in English Language Arts performance for the following student groups and high schools:

- All Students (Lancaster HS, Desert Winds HS, and R. Rex Parris HS)
- African American (Antelope Valley HS, Lancaster HS, and Quartz Hill HS)
- English Learners (Lancaster HS)
- Hispanic (Lancaster HS and R. Rex Parris HS)
- Socio-Economically Disadvantaged (Lancaster HS Quartz Hill HS, Desert Winds HS, and R. Rex Parris HS)
- Students with Disabilities (Lancaster HS)

2025 Dashboard:

- All Students: Performance 41.3 points below standard, which is an improvement of +4.3 points from the previous year and +11 points from the baseline.
- Foster Youth (FY): Performance 104.7 points below standard, with a +6 point increase from the previous year and +15.1 points from the baseline.
- Low-Income (LI): Performance 55.6 points below standard, which is -1.6 points from the previous year, but +10.3 points from the baseline.
- English Learners (EL): Performance 117.7 points below standard, with a +3.7 point increase from the previous year and +2 points from the baseline.

Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 1.4, 1.5, 1.6, 1.9, 1.12, 1.14, 1.15, 2.3, 2.4, 2.5, 2.8,

2.9, 2.10, 2.12, 2.13, 3.9, 3.11, and 3.15

CAASPP Mathematics Proficiency

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

The 2023 CA School Dashboard also shows a red indicator in Math performance for the following student groups and high schools:

- All Students (Eastside HS, Palmdale HS, Quartz Hill HS, and Desert Winds HS)
- African American (Antelope Valley HS, Highland HS, Palmdale HS, Quartz Hill HS, and William J. "Pete" Knight HS)
- English Learners (Eastside HS, Highland HS, and William J. "Pete" Knight HS)
- Hispanic (Eastside HS, Palmdale HS, Quartz Hill HS, and Desert Winds HS)
- Socio-Economically Disadvantaged (Eastside HS Highland HS, Palmdale HS, Quartz Hill HS, William J. "Pete" Knight HS, and Desert Winds HS)
- Students with Disabilities (Palmdale HS)
- Two or More Races (Quartz Hill HS)

2025 Dashboard:

- All Students: Performance 136.3 points below standard, which is an increase of +7.1 points from the previous year and +13.6 points from the baseline.
- Foster Youth (FY): Performance 203.5 points below standard, which is -5.9 points from the previous year and +0.9 points from the baseline.
- Low-Income (LI): Performance 151.4 points below standard, showing +1.5 points improvement from the previous year and +13.4 points from the baseline.
- English Learners (EL): Performance 200.2 points below standard, with a +1.7 point increase from the previous year and +5.2 points from the baseline.

Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 1.4, 1.5, 1.6, 1.9, 1.12, 1.13, 1.14, 1.15, 2.3, 2.4, 2.5, 2.8, 2.9, 2.10, 2.12, 2.13, 3.9, 3.11, and 3.15

CAST Science Achievement

- All Students: 15.39 % met or exceeded the standard, which is an increase of +0.56% points from the previous year and +2.7% from the baseline.
- Foster Youth: 7.44% met or exceeded the standard, showing -0.4% from the previous year and +1.19% from the baseline.
- Low-Income: 11.23% met or exceeded the standard, which is -1.11% from the previous year and +1.57% from the baseline.
- Students with Disabilities (SWD): 3.10% met or exceeded the standard, with a -0.34% decrease from the previous year and a +0.17% increase from the baseline.

As we move into the 2026/27 academic year, our focus remains on accelerating growth in English Language Arts, Mathematics, and Science while addressing persistent achievement gaps identified in prior Dashboard cycles. The 2023 California School Dashboard identified red indicators in ELA and Math for multiple student groups and school sites, including Students Experiencing Homelessness, Foster Youth, African American students, English Learners, Hispanic students, Socio-Economically Disadvantaged students, Students with Disabilities, and students identified as Two or More Races. While the 2025 Dashboard reflects measurable improvement in several areas (particularly overall ELA performance and incremental gains in Math) performance levels remain below standard across multiple student groups, underscoring the need for sustained and intensified instructional action.

In ELA, steady improvement among All Students and notable growth for Foster Youth demonstrate that targeted literacy initiatives and intervention systems are yielding results. However, English Learners and other historically underserved groups remain significantly below standard. In Mathematics, overall progress from baseline indicates positive instructional momentum, yet Foster Youth experienced a recent decline and both Foster Youth and English Learners continue to perform substantially below standard. CAST science data show modest long-term growth but recent subgroup declines, highlighting the need to strengthen core science instruction, vertical alignment, and access to rigorous, standards-based learning experiences.

To address these trends, AVUHSD will deepen implementation of LCAP actions, with a strategic emphasis on strengthening the Core Instructional Model and expanding Tier II and Tier III interventions. Teachers, site administrators, and MTSS teams will continue collaborative data cycles focused on analyzing CAASPP, CAST, and interim assessment data to identify skill-specific gaps and implement targeted instructional responses. Professional development will prioritize high-impact literacy strategies, math discourse and conceptual understanding, science inquiry practices, and integrated language development across content areas.

Building on previous MTSS efforts, the district will enhance progress monitoring systems and expand access to evidence-based tutoring, academic counseling, and credit recovery supports. Site leadership teams will use real-time assessment data to tailor interventions at the classroom and subgroup level, ensuring that students furthest from

standard receive timely and differentiated support. Special attention will be given to English Learners through strengthened designated and integrated ELD instruction, and to Foster Youth and Students with Disabilities through coordinated academic and wraparound supports.

As AVUHSD advances into 2026/27, the district remains committed to leveraging data-informed decision-making, strategic resource allocation, and cross-departmental collaboration to accelerate academic growth. Through sustained focus on instructional quality, targeted intervention, and equitable access to rigorous coursework, AVUHSD will continue working to eliminate red indicators, close achievement gaps, and ensure every student is prepared for long-term academic and postsecondary success.

English Learner Progress and Reclassification

The 2023 CA School Dashboard shows a red indicator in the English Learner Progress Indicator (ELPI) performance for the following high schools: Highland HS, Lancaster HS, Palmdale HS, Quartz Hill High School, and Desert Winds HS.

2025 Dashboard:

- English Learner progress dropped from 37% in 2024 to 35.2% in 2025.
- English Learners scored 117.7 points below standard in ELA on the CAASPP, with a +3.7 point increase from the previous year and +2 points from the baseline.
- English Learners scored 200.2 points below standard in Math on the CAASPP, with a +1.7 point increase from the previous year and +5.2 points from the baseline.
- Reclassification rates remain low, indicating limited progress in English proficiency.

To strengthen English Learner (EL) progress and reclassification outcomes in the 2026/27 academic year, AVUHSD will implement a focused and coordinated strategy aimed at accelerating language acquisition and improving academic achievement across content areas. The 2023 California School Dashboard identified red indicators in the English Learner Progress Indicator (ELPI) at multiple comprehensive high schools, and while recent CAASPP data show modest gains in ELA and Math performance, overall EL progress and reclassification rates remain below desired levels. These trends signal the need for intensified, systemwide action.

Instructional efforts will prioritize the integration of designated and integrated English Language Development (ELD) across all subject areas. Professional development will center on strengthening academic language development, structured student discourse, vocabulary acquisition, and scaffolding strategies to support simultaneous language growth and content mastery. Teachers will receive ongoing coaching and collaborative planning support to ensure that language objectives are embedded within core instruction, particularly in ELA and Mathematics where EL students remain significantly below standard.

Assessment practices will be refined to ensure more strategic use of ELPAC data, CAASPP results, and formative language assessments to monitor student progress in real time. Site teams will engage in regular EL data cycles to identify trends, target skill gaps, and implement timely interventions. Progress monitoring will also focus on identifying students approaching reclassification criteria and providing targeted supports to accelerate their movement toward proficiency.

Collaboration between site EL coordinators, district EL leadership, MTSS teams, and classroom teachers will be strengthened to ensure cohesive and consistent implementation of supports. This cross-functional approach will streamline intervention planning, improve communication with families, and ensure that EL students receive coordinated academic assistance across grade levels and content areas.

Through enhanced instructional practices, improved data utilization, and expanded collaboration, AVUHSD aims to reverse recent declines in ELPI performance, increase reclassification rates, and ensure that English Learners develop the language proficiency and academic skills necessary for long-term success in college and career pathways.

Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 1.7, 1.8, 1.16, 1.17, 2.3, 2.4, 2.5, 3.11, 3.14, and 3.15

Graduation Rate

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

The 2023 CA School Dashboard also showed a red indicator in for Graduation Rate for the following student groups and high schools:

- All Students (Palmdale HS, Desert Winds HS, and R. Rex Parris HS)
- African American (Desert Winds HS and R. Rex Parris HS)
- English Learners (Highland HS, Littlerock HS, Palmdale HS, Desert Winds HS, and R. Rex Parris HS)
- Hispanic (Palmdale HS, Desert Winds HS, and R. Rex Parris HS)

- Socio-Economically Disadvantaged (Littlerock HS, Palmdale HS, Desert Winds HS, and R. Rex Parris HS)
 - Students with Disabilities (Antelope Valley HS, Eastside HS, Highland HS, Lancaster HS, Littlerock HS, Palmdale HS, Quartz Hill HS, and William J. "Pete" Knight HS)
- 2025 Dashboard:
- All Students: 85.8% in 2025, which is an increase from 81.7% in 2024 and progressing toward the 90% target for 2026.
 - Foster Youth: 73.7% in 2025, up from 66.1% in 2024, requiring additional intervention to reach the 75% target for 2026.
 - Low-Income Students: 84.9% in 2025, up from 80.4% in 2024, with a goal of 90% by 2026.
 - English Learners: 77.5% in 2025, above the 73% rate in 2024, aiming for 80% by 2026.
 - Students with Disabilities: 66.7% in 2025, up from 65.8% in 2024, requiring targeted support to reach 75% by 2026.

Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 1.2, 1.4, 1.5, 1.6, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 2.2, 2.3, 2.4, 2.8, 2.12, 2.13, 2.16, 2.17, 3.7, 3.9, 3.10, 3.11, and 3.15

College & Career Indicator (CCI)

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

The 2023 CA School Dashboard also showed a red indicator in for College and Career performance for the following student groups and high schools:

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

2025 Dashboard:

- All Students: 35.5% met the College & Career Indicator (CCI) in 2025, an increase from 23.6% in 2024, working toward the 40% goal for 2026.
- Foster Youth: 16% met the CCI in 2025, an increase from 5.7% in 2024, exceeding the target of 15% by 2026.
- Low-Income Students: 33% met the CCI in 2025, an increase from 21.5% in 2024, progressing toward the 35% target for 2026.
- English Learners: 18.7% met the CCI in 2025, up from 9.3% in 2024, exceeding the 15% goal by 2026.
- Students with Disabilities: 6.7% met the CCI in 2025, an increase from 3% in 2024, working toward the 10% target for 2026.

Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10, 1.12, 1.14, 1.15, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 3.9, 3.10, 3.11, 3.14, and 3.15

To strengthen graduation rates and College & Career readiness outcomes in the 2026/27 academic year, AVUHSD will implement a comprehensive, equity-centered strategy focused on early identification, targeted intervention, and expanded access to rigorous academic and career pathways. While the 2023 Dashboard identified red indicators across multiple student groups and school sites, the 2025 data reflects meaningful improvement in overall graduation rates and significant gains in the College & Career Indicator (CCI). Building on this progress, the district will intensify efforts to eliminate persistent gaps and ensure sustained growth.

A multi-tiered system of support will guide this work. School teams will use real-time data monitoring and predictive analytics to identify students at risk of not graduating on time. Counselors and MTSS teams will develop graduation and postsecondary plans that align coursework, A-G requirements, CTE pathway sequencing, and intervention supports. Expanded credit recovery options, tutoring, and academic mentoring will ensure students remain on track toward diploma completion and postsecondary eligibility.

To further improve College & Career Indicator outcomes, AVUHSD will expand access to dual enrollment, Advanced Placement, A-G coursework, industry-recognized CTE pathways, and work-based learning opportunities. Special emphasis will be placed on increasing participation among English Learners, Students with Disabilities, African American students, Foster Youth, and Socioeconomically Disadvantaged students - groups previously identified with red indicators. Site leadership teams will monitor subgroup participation in rigorous coursework to ensure equitable access and completion.

In addition to academic supports, fostering a positive school climate will remain central to improving graduation outcomes. Schools will continue strengthening social-emotional learning (SEL), restorative practices, attendance interventions, and mental health services to address non-academic barriers to completion. Collaboration among administrators, counselors, teachers, and student support personnel will ensure coordinated and consistent support for students most at risk.

Through data-driven decision-making, expanded pathway access, and strengthened intervention systems, AVUHSD aims to continue increasing graduation rates, meet established 2026 targets, and sustain the strong upward momentum demonstrated in CCI outcomes ensuring all students graduate prepared for college, career, and long-term success.

Attendance Rates

- All Students: 89.90% attendance rate, a -0.96% decrease from 2023/24 and below the 92% goal for 2026/27.
- Chronic absenteeism has improved by +1.1% from the baseline, but still remains a challenge, impacting academic achievement across all student groups.

Improving overall attendance and reducing chronic absenteeism remains a critical focus for the 2026/27 academic year, as attendance continues to directly impact academic achievement and student engagement. While some progress has been made, rates remain below district targets, requiring a proactive, data-driven approach to address persistent barriers. Community Attendance Workers, counselors, and MTSS teams will expand outreach efforts, provide early intervention, and strengthen restorative practices to support students most at risk of disengagement. By increasing access to social-emotional supports, enhancing family communication, and deepening collaboration between schools and community partners, the district aims to foster stronger connections to school and ensure students are consistently present and prepared for success.

Suspension Rates

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

The 2023 CA School Dashboard also showed a red indicator in for Suspension rates for the following student groups and high schools:

- African American (Eastside HS, William J. "Pete" Knight HS, Desert Winds HS, and R. Rex Parris HS)
- English Learners (Antelope Valley HS)
- Foster Youth (Eastside HS, Littlerock HS, William J. "Pete" Knight HS, and Desert Winds HS)
- Students with Disabilities (Eastside HS, William J. "Pete" Knight HS, Desert Winds HS, Phoenix HS, and R. Rex Parris HS)
- Two or More Races (Palmdale HS)

CA Dashboard Suspension Rate:

- Overall suspension rate - All Students: 7.4% in 2025, an increase of +0.1%, above the district goal of 5% in 2026/27.
- African American: 19.4%, an increase of +2.5% in 2025.
- Foster Youth suspension rate increased to 23.9%, up by 2.9%.
- English Learner suspension rate: 7.1% in 2025, a decrease of -0.3%.
- Students with Disabilities: 13.2% in 2025, an increase of +0.7%.
- Two or More Races: 8.5% in 2025, a decrease of -0.1%.

Equity Multiplier Sites (Continuation Schools):

- Desert Winds High School: Suspension rate increased from 8.2% to 8.4%
- Phoenix High School: Suspension rate decreased to 28% in 2025, down by -22.8%
- R. Rex Parris High School: Suspension rate decreased to 3.5% from 4.3%

Data from the 2025 Dashboard indicate that suspension rates district-wide remain above the established district goal, with several student groups disproportionately impacted. The overall suspension rate has slightly increased and continues to exceed the 2026/27 target, signaling the need for sustained and intensified intervention efforts. African American students and Foster Youth experience the highest rates of suspension, with notable increases from the prior year, while Students with Disabilities also remain overrepresented. Although English Learners and students identified as Two or More Races show slight decreases, disparities persist, reinforcing the need for continued equity-focused action. Encouragingly, Equity Multiplier sites, particularly Phoenix High School, demonstrated significant reductions in suspension rates, reflecting the positive impact of targeted behavioral supports and structured intervention systems.

To further reduce suspensions and strengthen school climate, AVUHSD will deepen implementation of its Multi-Tiered Systems of Support (MTSS) framework, with an

emphasis on Tier 2 and Tier 3 behavioral interventions. This approach prioritizes early identification of at-risk students, expanded restorative justice practices, and schoolwide social-emotional learning (SEL) initiatives to address the root causes of student disengagement and behavioral challenges. Student Support Coordinators, counselors, and site administrators will collaborate to analyze discipline data, conduct root-cause reviews, and implement individualized behavior support plans that emphasize skill-building rather than exclusion.

The district will also expand trauma-informed practices, mentoring programs, and targeted counseling services to better support students experiencing instability, including Foster Youth and Students Experiencing Homelessness. Family engagement efforts will be strengthened to ensure consistent communication and partnership in addressing behavioral concerns before they escalate. By reinforcing positive school climate strategies, increasing access to behavioral and mental health supports, and ensuring consistent implementation of restorative practices across sites, AVUHSD aims to reduce suspension rates, close disciplinary gaps, and foster inclusive learning environments where all students feel supported, connected, and prepared to succeed academically and socially.

Antelope Valley Union High School District is addressing the lowest performing student groups with the following actions: 2.2, 2.3, 2.4, 3.7, 3.8, 3.9, 3.10, 3.11, 3.14, 3.15, and 3.16

A-G Completion for College Readiness

- 39% of students completed A-G requirements, below the district's goal of 50%.
- Foster Youth A-G completion is 22.2%, despite a +4.6% increase from 2024.
- Low Income A-G completion is 36.8% with +4.1% growth from 2024.
- English Learner A-G completion is 23.2%, with +5.3% increase from 2024.
- Students with Disabilities (SWD) A-G completion is 11.6%, showing a +4% increase.

Career Technical Education (CTE) Pathway Completion

- 17.1% of students completed a CTE pathway, well below the goal of 45%.
- Foster Youth CTE completion is 14.3%, showing growth of +4.3%.
- Low Income CTE completion is 17.3%, showing a decline of -3.9% from 2024.
- English Learner CTE completion is 6.9%, with a decline of -3.8%.
- SWD CTE completion is 13.3%, indicating a decline and below the 2026/27 target.

AVUHSD remains committed to increasing A-G completion and strengthening Career Technical Education (CTE) pathway completion to ensure students are fully prepared for college and career success in the 2026/27 academic year. While A-G completion rates continue to show incremental growth across multiple student groups, overall completion remains below the district goal, highlighting the need for expanded access to rigorous coursework and intensified academic counseling supports. Foster Youth, English Learners, and Students with Disabilities have demonstrated positive year-over-year gains; however, completion rates for these groups remain significantly below district targets, underscoring the importance of early identification, transcript monitoring, and individualized graduation planning.

To accelerate A-G completion, the district will strengthen comprehensive academic counseling services, conduct ongoing credit audits, and expand access to credit recovery and summer bridge opportunities. Counselors and site leadership teams will proactively identify students at risk of falling short of A-G requirements and implement targeted intervention plans that align course sequencing with postsecondary goals. Increased family engagement and use of progress-monitoring tools will ensure students and parents have clear visibility into graduation and college eligibility milestones.

Similarly, CTE pathway completion rates remain well below district goals, with mixed subgroup trends indicating a need for strategic refinement. While Foster Youth have shown encouraging growth, declines among Low-Income students, English Learners, and Students with Disabilities signal the need to strengthen pathway sequencing, scheduling access, and academic supports that enable students to complete multi-year programs. In response, AVUHSD will expand industry partnerships, enhance career counseling services, and provide structured pathway planning to ensure students can fully engage in and complete CTE programs aligned to high-demand careers.

Through expanded academic guidance, strengthened course alignment, and deeper integration of college and career pathways, AVUHSD aims to significantly increase A-G and CTE completion rates, close equity gaps, and ensure all students graduate prepared for postsecondary education, workforce opportunities, and long-term success.

The 2026/27 data highlights persistent academic and behavioral needs in ELA, Math, Science, English Learner progress, attendance, and suspension rates, despite measurable gains in graduation and college readiness indicators.

Key areas of need include:

- CAASPP ELA and Math performance remained below standard across multiple student groups, particularly English Learners, Foster Youth, Students with Disabilities, and

Students Experiencing Homelessness.

- Declines in English Learner Progress Indicator (ELPI) rates and low reclassification outcomes.
- Science proficiency rates remain low, with recent subgroup declines.
- Attendance rates below district targets and chronic absenteeism continue to impact achievement.
- Suspension rates exceeding district goals, with disproportionate impacts on African American students, Foster Youth, and Students with Disabilities.
- A-G and CTE pathway completion rates remain well below established district targets, despite incremental subgroup growth.

While AVUHSD has demonstrated positive momentum in graduation rates and College & Career Indicator (CCI) outcomes, academic proficiency and equitable access to postsecondary pathways remain critical focus areas. ELA and Math scores show growth from baseline; however, performance gaps persist across historically underserved student groups. English Learner progress and reclassification rates signal the need for strengthened designated and integrated ELD implementation. Science achievement, attendance, and suspension data further underscore the importance of refining Tier I instruction, expanding Tier II and III interventions, and deepening Multi-Tiered Systems of Support (MTSS) structures districtwide.

As AVUHSD moves into the next year of the LCAP cycle, the district will prioritize accelerated academic growth, improved language acquisition outcomes, strengthened behavioral supports, and expanded access to rigorous coursework and career pathways. The district will continue to utilize data-driven decision-making processes to identify students at risk of not completing A-G or CTE requirements, allowing for targeted academic interventions. Real-time progress monitoring will enable educators to provide timely academic support, tutoring, and additional resources to students who need them most. Professional development will also be expanded to train teachers in culturally responsive instruction, differentiated learning strategies, and the effective use of data to support student achievement.

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

For the 2026/27 school year, the district's Equity Multiplier Sites will continue to receive additional funding to provide targeted supports. Building on prior efforts, the district will sustain and refine its focused goal on learning acceleration and student well-being to ensure these campuses receive strategic resource allocation, expanded academic interventions, enhanced counseling services, and strengthened MTSS implementation. These efforts are designed to accelerate academic recovery, stabilize student engagement, and improve overall performance outcomes for students attending these high-need sites.

Lastly, AVUHSD will strategically utilize remaining Learning Recovery Emergency Block Grant (LREBG) funds during the 2026/27 school year to further support the existing LCAP goal focused on accelerating student learning recovery and academic achievement. These remaining resources will fund targeted, evidence-based interventions, expanded tutoring and credit recovery opportunities, and enhanced instructional supports to address unfinished learning and close persistent achievement gaps.

By maintaining a strong focus on academic rigor, career readiness, and equitable access to high-quality educational opportunities, AVUHSD remains steadfast in its commitment to ensuring that all students graduate prepared for college, career, and lifelong success. As we move into the 2026/27 school year, the district will continue refining instructional practices, strengthening Multi-Tiered Systems of Support, and leveraging data-driven decision-making to accelerate academic growth and close persistent achievement gaps. Through targeted interventions, expanded college and career pathways, enhanced behavioral and attendance supports, and sustained family and community engagement, AVUHSD will prioritize both academic excellence and student well-being. By centering equity, instructional quality, and student-focused supports in all LCAP actions, the district will continue working toward higher proficiency rates, improved engagement, and stronger postsecondary outcomes for every student we serve.

Reflections: Technical Assistance

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

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

Priority 4 - Pupil Achievement: African American students and Foster Youth

Priority 5 - Pupil Engagement: Students with Disabilities

Priority 6 - School Climate: African American students, Foster Youth, and Students with Disabilities

Priority 8 - College and Career Indicator: Students with Disabilities

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

Pupil Achievement (Priority 4): Pupil Achievement (Priority 4): AVUHSD is dedicated to increasing achievement and closing opportunity gaps for Foster Youth and African American students through intentional, research-based strategies that support academic growth and equitable access. These efforts include personalized academic counseling, targeted intervention supports, and increased access to specialized resources designed to address and remove barriers to success. By prioritizing differentiated supports and fostering inclusive, responsive learning environments, the district aims to equip students with the skills, confidence, and tools necessary to reach their full academic potential.

Pupil Engagement (Priority 5): AVUHSD is dedicated to strengthening engagement and achievement for Students with Disabilities through intentional, research-based strategies that promote belonging and academic growth. These actions include cultivating inclusive classroom environments, utilizing evidenced-based teaching strategies, and increasing access to extracurricular programs and enrichment opportunities that deepen students' connection to school. By emphasizing individualized supports and authentic engagement experiences, the district seeks to equip students with the confidence, skills, and resources necessary to succeed both academically and socially.

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

College and Career Indicator (Priority 8): AVUHSD is intentionally advancing initiatives to strengthen college and career readiness for Students with Disabilities. These efforts include expanded career exploration experiences, access to college preparatory resources, mentorship opportunities, and specialized transition supports to ensure equitable access to postsecondary education and diverse career pathways. By promoting early exposure to career options, enhancing academic and vocational planning, and delivering individualized guidance, the district is committed to equipping students with the confidence, competencies, and supports necessary to achieve sustained success in their postsecondary pursuits.

Engagement with LACOE and External Partners

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

Analysis and Response

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

Outreach and Collaboration

- Engagement with educational partners through LCAP meetings, surveys, DELAC, DPAC, parent conferences, Back-to-School Night, and the Strategic Plan.
- Student voice is prioritized through meetings with Foster Youth student leaders, held quarterly to assess needs.
- Professional development opportunities for teachers and staff.
- The Differentiated Assistance leadership team meets throughout the school year.
- Local Control Accountability Plan (LCAP) is publicly accessible on the district website.
- The LCAP "Roadshow" survey is disaggregated to identify trends and patterns.

LCAP Alignment

Goals 1-4: Foster Youth

Goal 5: Students with Disabilities

Goal 7: African American students, Foster Youth, and Students with Disabilities

The technical assistance is intentionally structured to enhance academic performance, deepen authentic student engagement, and promote a safe, positive, and inclusive school culture. By focusing on clearly identified priority areas and specific student groups, these supports are designed to eliminate barriers to learning, deliver targeted interventions, and ensure students develop the skills, knowledge, and confidence needed to thrive in college, career, and beyond.

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 8) - Graduation Rate
R. Rex Parris High School: Alternative School (Year8) - Graduation Rate

Support for Identified Schools

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

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

CSI-Low Graduation Rate

The CSI-Low Graduation Rate consists of schools that have a three-year graduation rate (i.e., the combined four-and five-year high school graduation rate) that is below 68 percent. This graduation criteria applies to both Title I-funded schools and non-Title I-funded schools.

CSI-Low Performing

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

Desert Winds and R. Rex Parris High Schools (Graduation Rate)Both Desert Winds High School and R. Rex Parris High School have demonstrated low performance in graduation rates and college/career indicators, with all student groups performing "Red" per the 2025 California School Dashboard. For the past six years, both schools have been placed in Comprehensive Support and Improvement (CSI) for graduation rate, with graduation rates of 43.2% for Desert Winds (6.8% increase) and 56.9% for R. Rex Parris (14.4% increase).

Desert Winds High School

Desert Winds High School conducts a comprehensive needs assessment by collecting and analyzing data from multiple sources, including the California Dashboard, PSAT/SAT results, NWEA measures, parent, student, and staff surveys, grade and credit analyses, MTSS/PBIS data, and internally developed common assessments. The school meaningfully engages a wide range of educational partners in this process, such as the English Learner Advisory Committee (ELAC), School Site Council (SSC), school leadership teams, administration, MTSS and PBIS teams, WASC stakeholders, and student groups. In addition, collaboration with district-level partners including DELAC, DSLT, and other district advisory groups ensures alignment and broader input.

Each educational partner group examines student performance across all subgroups, evaluates the effectiveness of instructional strategies for students not yet meeting proficiency, reviews graduation outcomes, and identifies areas for growth within the School Plan for Student Achievement (SPSA). To meet SPSA goals and ensure college and career readiness for all students, the school implements targeted strategies aligned to identified needs. Expenditures outlined in the SPSA are reviewed and approved by the SSC to support improved outcomes for all students, with a focus on those not meeting state standards, while also expanding access to programs and opportunities.

Desert Winds High School actively seeks and incorporates community input through surveys, SSC engagement, and other outreach efforts to guide the strategic allocation of resources. The school prioritizes transparent communication and ongoing stakeholder engagement in decision-making processes. Stakeholder recommendations are brought forward to the SSC for final budget approval, with continuous collaboration throughout the year to monitor progress and adjust as needed. The school also partners with AVUHSD to access additional support and resources in achieving its goals.

The following provides a summary of Desert Winds High School's SPSA goals and the corresponding identified needs.

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

Goal 1 Identified Needs

The 2025 Dashboard shows that all student groups performed at the "Red" level in English Language Arts, with African American students identified as the lowest-performing subgroup at 157.1 points below standard. In mathematics, all student groups performed at the "Orange" level, with African American students again demonstrating the greatest area of need at 222.6 points below standard.

The graduation rate also remained at the "Red" performance level across all student groups, with 43.2% of students graduating, reflecting a 6.8% increase from the previous year. Similarly, all student groups were identified in the "Red" category on the College and Career Indicator, with only 1.1% of students considered prepared, highlighting a significant need to strengthen pathway completion and other measures of college and career readiness.

The English Learner Progress Indicator placed the school in the "Yellow" performance band, with 36.6% of English learners making progress toward language proficiency, representing an 8% increase. While this improvement is encouraging, continued focus is needed to accelerate progress for English learners and improve outcomes across all performance indicators.

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

Goal 2 Identified Needs

There is a continued need to increase instructional rigor across all classrooms, strengthen the Career Technical Education (CTE) program, and expand course offerings to provide students with greater access to diverse learning opportunities. Additionally, the school should create more opportunities for students to engage in college visits and other field trips that promote awareness of postsecondary pathways. Investments in new and updated technology are also necessary to ensure students develop the skills needed for success in an evolving, technology-driven environment.

Within the MTSS framework, targeted supports are needed to address students' academic achievement, behavioral development, and social-emotional growth. The California School Dashboard indicates that the graduation rate remains critically low, with notable declines across multiple student groups. Furthermore, all student groups are identified in the "Red" performance level for the College/Career Indicator, reflecting very low readiness levels. These outcomes underscore the need to improve pathway completion rates and strengthen overall college and career readiness indicators.

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

Goal 3 Identified Needs

There is a need to improve attendance rates, decrease the suspension rate particularly for the following student groups who performed at the red indicator level: Two or more races and Students with Disabilities. Additionally, all student groups performed at the red indicator level, therefore much improvement is needed relative to this metric.

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

Goal 4 Identified Needs

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

California Schools Dashboard Data

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

Desert Winds and R. Rex Parris High Schools (Graduation Rate)

Both Desert Winds High School and R. Rex Parris High School have demonstrated low performance in graduation rates and college/career indicators, with all students performing at the red or orange indicator levels per the 2025 California School Dashboard. For the past eight years, both schools have been placed in Comprehensive Support and Improvement (CSI) for graduation rate, with 2025 graduation rates of 43.2% for Desert Winds and 56.9% for R. Rex Parris. It is noted that both sites realized improvement.

Desert Winds High School

Desert Winds High School conducts a comprehensive needs assessment by collecting and analyzing data from a variety of sources, including the California Dashboard, PSAT/SAT results, NWEA assessments, parent, student, and staff surveys, grade and credit analyses, MTSS/PBIS data, and internally developed common assessments. The school actively involves a broad range of educational partners in this process, including the English Learner Advisory Committee (ELAC), School Site Council (SSC), school leadership teams (department chairs, coordinators, and counselors), administration, MTSS and PBIS teams, WASC stakeholders, and student groups. In addition, the school collaborates with district-level partners such as DELAC, DSLT, and other advisory groups to ensure alignment and inclusive input.

Each educational partner group reviews student performance across all subgroups, assesses the effectiveness of instructional practices for students not meeting proficiency, examines graduation outcomes, and identifies areas for improvement within the School Plan for Student Achievement (SPSA). To meet SPSA goals and ensure all students are prepared for college and career success, Desert Winds implements targeted strategies aligned to identified needs. Expenditures outlined in the SPSA are reviewed and approved by the SSC to support improved academic outcomes for all students, particularly those not meeting state standards, while also expanding access to programs and opportunities.

Desert Winds High School actively seeks community input through surveys, SSC engagement, and other outreach efforts to guide the allocation of fiscal resources. The school prioritizes clear communication and stakeholder engagement to maintain transparency in decision-making. Stakeholder recommendations are brought forward to the SSC for final budget approval, with ongoing collaboration throughout the school year to monitor implementation and make adjustments as needed. Additionally, Desert Winds partners with AVUHSD to access support and resources necessary to achieve its identified goals and objectives.

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

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

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

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

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

Based on the Comprehensive Needs Assessment, Desert Winds High School will continue implementing the following initiatives:

- A 9-week plan has been devised to offer students more direct instruction and opportunities to master 21st-century skills. Students will enroll in a minimum of 4 classes per quarter, with the chance to earn 5 credits in each class. This structure aims to help students accumulate a minimum of 20 credits per quarter, aiding in credit recovery from previous years. Students interested in earning additional credits can opt for a 5th or 6th period class, which will consist of a mix of in-person and online classes through the

APEX program. Taking these extra classes could potentially allow students to make up an entire year of schooling while at Desert Winds. Initial data from quarter one showed a 30% increase in students earning at least 20 credits or more, marking a 15% increase.

- Parent participation in traditional in-person meetings has historically been low. Desert Winds plans to expand its awards program and community engagements to encourage greater parental involvement in their children's education.

- The PBIS program was launched in the 2019-2020 academic year. Staff has undergone additional training on the district-adopted program to better address students' social-emotional needs. Students receive R.E.P. cards and donated prizes monthly as they demonstrate the school's core values. Quarterly awards are given for various achievements, including credits earned, GPA, attendance, teacher awards, and overall PBIS winners. Additionally, the district's emphasis on an MTSS Framework will continue to be a primary focus.

- Instructional Partners (IPs) ensure that teachers have the necessary tools and training for success. IPs collaborate with the administrative team to analyze data and develop professional development plans for teachers and staff. They also work with Catapult, an external consultant, to provide additional support based on classroom and virtual classroom walkthroughs. New teachers receive a full-day Catapult training to review best practices and site-specific protocols and procedures.

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

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

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

R. Rex Parris High School (RPHS) developed the following goals, and made progress based on the 2025 California Schools Dashboard as summarized below:

RPHS Goal #1: The goal of increasing the graduation rate by 10% was achieved as reflected on the 2025 dashboard. There was a 14.4% increase resulting in a 56.9% graduation rate. The EL Progress Indicator performance declined by 4.3% to 45.7% placing the site on the orange indicator level. Students performed on the red indicator level on the ELA CAASPP, seeing a decline of 6.6 points and an increased distance of 118.5 points below the standard. This was coupled by a 3.5-point decline and an increased distance of 204.3 points below the standard for Mathematics.

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

RPHS Goal #3: The Suspension Rate declined by 0.8% to 3.5% in 2025, The school maintained 100% textbook sufficiency, achieved a Good overall facility rating, and ensured appropriate teacher placements.

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

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

- 9-Week Plan: A 9-week plan has been introduced to provide students with more direct instruction and opportunities to master 21st-century skills. Students will enroll in a minimum of 4 classes per quarter, with the chance to earn 5 credits in each class, aiding in credit recovery. Additional 5th or 6th period classes, a mix of in-person and online

classes through the APEX program, are available for students seeking to earn more credits and potentially make up a full year of school attendance at R. Rex Parris.

- Professional Development: Extensive Professional Development has been provided by both the site and district office to prepare teachers. This includes ongoing Catapult training and the introduction of WWH2 (What, Why, How, How) methodology. Instructional Partners lead Professional Development efforts.

- CTE Industrial Program: Prior to the COVID-19 pandemic, the site initiated the purchase of Snap-On certifications for the new CTE Industrial program. Teachers underwent training to certify students in various industrial technical areas like automotive, construction, plumbing, carpentry, masonry, welding, and aerospace, equipping students with skills applicable to community technical jobs.

- Technology Support: Both the District Office and the site have invested in additional technology support, including Chromebooks for students to use in class and at home.

- PBIS Program: The PBIS program, introduced in 2019/20, has evolved with staff receiving ongoing training to meet students' social-emotional needs, particularly during Distance Learning. Students are recognized for various achievements through Positive Patriot cards, monthly prizes, and awards for credits earned, GPA, attendance, teacher awards, and PBIS winners.

- Parent Engagement: Efforts to increase parent participation include plans to expand the awards program and engage in community functions.

- Instructional Partners: Instructional Partners collaborate with the administrative team to provide necessary tools and training for teachers, including multiple days of Catapult training and support based on classroom walkthroughs.

- Continued Initiatives: Technology acquisition and repair, renewal of subscriptions, inclusion of PBIS program in the SPSA, and communication efforts will continue. The Counselor and PST will organize college-related presentations and field trips, funded through planned allocations.

Monitoring and Evaluating Effectiveness

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

For the 2026/27 academic year, the District CSI Support Team will continue to partner closely with each school site to monitor and support the implementation of CSI actions, interventions, and associated expenditures. Quarterly check-ins will be conducted to assess progress toward annual measurable outcomes and ensure the effective implementation of evidence-based strategies. To strengthen monitoring and identify trends, local indicators aligned with state measures will be used to more frequently track student growth in Mathematics, English Language Arts (ELA), and Career Technical Education (CTE).

In addition, district support staff will conduct monthly classroom observations in Math, ELA, and CTE to provide targeted feedback and support to site administrators. Instructional partners and district staff will offer ongoing assistance in Math and ELA, promoting collaboration between teachers and administrators to analyze student data, monitor progress, and refine instructional practices, with an emphasis on supporting students in need of intervention.

To ensure transparency and foster continuous improvement, quarterly progress updates will be shared with educational partners to gather input on the effectiveness of CSI strategies and actions. Through consistent monitoring, responsive support, and intentional collaboration, the district remains committed to improving student outcomes and ensuring equitable access to high-quality instruction for all students.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational Partner(s)	<p>Throughout the 2025-2026 school year, the Antelope Valley Union High School District has actively sought input from Educational Partners through in-person and virtual meetings, surveys, needs assessments, and progress monitoring of LCAP goals and objectives. Additionally, the district has worked to familiarize staff and the community with LCAP revisions and requirements, ensuring transparency and alignment with student, District, and community needs.</p> <p>A public notice was published in the LACOE-approved Daily Journal, and a draft of the 2026/27 AVUHSD Local Control and Accountability Plan (LCAP) was posted on the District’s website, inviting the public to review and/or comment on the plan from May 26 through the Public Hearing on June 5, 2026.</p> <p>Educational Partner Engagement: September 2025 – May 2026 – The following groups were engaged in discussing and developing the 2026/2027 LCAP:</p>
District English Learner Advisory Committee (DELAC)	<p>October, 2025 - May, 2026</p> <p>The DELAC is composed of parents/guardians who represent English Learner students in the AVUHSD, as well as representatives of each site’s ELAC. On 10/15/25, 3/5/26, and 5/27/26, the DELAC met both virtually through Zoom as well as in person (hybrid meetings) and discussed progress on the LCAP. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey.</p> <p>The Superintendent’s designee presented the 2025/26 LCAP on 10/15/25, gathering feedback from a survey. The LCAP Mid-Year Update was shared with the DELAC on 3/5/26, along with required revisions to the 2025/26 LCAP. The 2026/27 draft LCAP was presented to the DELAC on 5/27/26 for review and comment. The Superintendent responded in writing to the comments made by the DELAC.</p>
District Parent/Student Advisory Committee (DPAC)	<p>October, 2025 - May, 2026</p> <p>The DPAC is composed of parents/guardians and students who represent the demographics of students of the AVUHSD, including unduplicated students (English Learners, Foster Youth, and Low Income), as well as representatives of each site’s School Site Council, ELAC, and Students with Disabilities.</p> <p>The Superintendent’s designee presented the 2025/26 LCAP on 10/27/25, and gathered feedback from a survey. The LCAP Mid-Year Update was shared with the DPAC on 3/9/26, along with required revisions to the 2025/26 LCAP. The 2026/27 draft LCAP was presented to the DPAC on 5/11/26 for review and comment. The Superintendent responded in writing to the comments made by the DPAC.</p>
District-Site Leadership Team (DSLTL)	<p>October, 2025 - May, 2026</p>

The District and School Leadership Team (DSLTT) includes key district leaders, such as the Superintendent, Assistant Superintendents, Directors, and Coordinators, alongside school site leaders, including Principals and Assistant Principals.

On October 27, 2025, the DSLTT convened to review progress on the 2025/26 LCAP, where both quantitative and qualitative data was shared. This review prompted a collaborative “Low Hanging Fruit and Skyscraper Goals” discussion and activity. Feedback was gathered through discussion and a survey, ensuring a collaborative approach to evaluating and refining district initiatives.

On March 9, 2026, the LCAP Mid-Year Update was presented, outlining metrics, goal and action implementation, and expenditures to date. This review prompted a collaborative "Imagineering the Skyline" activity focused on the continuous cycle of improvement and LCAP Goal/Action implementation. Additionally, discussions explored “the throughline” connecting the eight California LCFF priorities, the AVUHSD Strategic Plan, the LCAP, and School Plans for Student Achievement.

On May 11, 2026, the draft 2026/27 LCAP was presented, reviewed, and discussed. This provided an opportunity for feedback from the DSLTT.

Community Engagement Meetings - September - December, 2025

9/29/25 (Highland HS); 10/13/25 (Palmdale HS); 10/22/25 (SOAR HS); 10/27/25 (Littlerock HS); 11/3/25 (Knight HS); 11/17/25 (Lancaster HS); 12/8/25 (Quartz Hill HS); 12/15/25 (Eastside HS)

Equity Multiplier Schools Community Meetings - 10/6/25 (Antelope Valley HS); 12/4/25 (R. Rex Parris HS, Phoenix HS , & Desert Winds HS)

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

To ensure accessibility for those unable to attend, a video recording of the LCAP “Roadshow” presentation was uploaded to YouTube and the AVUHSD website, allowing parents, guardians, and community members to stay informed and provide feedback for the 2026/27 LCAP.

October, 2025 - May, 2026

A video recording of the LCAP “Roadshow” presentation was uploaded YouTube and to the AVUHSD website to ensure that all district employees, including certificated, classified, administrative, and district office staff, could stay informed and provide feedback for the 2026/27 LCAP. A link to the recording and survey was emailed twice to all district staff by the Superintendent’s designee, ensuring broad engagement and maximizing feedback collection.

Student Engagement Meetings - September - December, 2025:

9/30/25 (Highland HS); 10/14/25 (SOAR Lancaster); 10/16/25 (Palmdale HS); 10/16/25 (SOAR Palmdale); 10/28/25 (Littlerock HS); 11/5/25 (Knight HS); 11/12/25 (Eastside HS); 11/19/25 (Lancaster HS); 12/10/25 (Quartz Hill HS)

Equity Multiplier Schools Student Meetings - 10/8/25 (Antelope Valley HS); 10/23/25 (Desert Winds HS) and 12/5/25 (R. Rex Parris HS)

These meetings included randomly selected students representing unduplicated student groups, including English Learners, Foster Youth, and Low-Income students. During the meetings, the LCAP was presented, and achievement data was shared to provide context for discussion. Students engaged in a dialogue about the LCAP, and a survey was distributed to gather their feedback, helping to shape the development of the 2026/27 LCAP.

	In addition, a video recording of the LCAP “Roadshow” presentation was uploaded to YouTube and the AVUHSD website in order for students, parents/guardians and community members who were unable to attend one of the scheduled meetings to be informed and provide feedback for the 2026/27 LCAP.
Labor Groups (Teachers - AVTA and Classified - CSEA)	<p>May 5, 2026</p> <p>The Superintendent’s designee met with representatives from the Antelope Valley Teachers Association (AVTA) and the California School Employees Association (CSEA) to review the 2026/27 LCAP and discuss efforts to engage educational partners in the 2026/27 school year.</p>
Special Education Local Planning Agency (SELPA)	<p>February 18, 2026 and May 4, 2026</p> <p>On February 18, 2026, the Superintendent's designee met with Antelope Valley SELPA representatives to review the requirements for the 2026/27 LCAP.</p> <p>On May 4, 2026, the district’s representative provided an overview of the draft 2026/27 AVUHSD LCAP, highlighting the needs of Students with Disabilities, including the continuation of Goal 5, which focuses on supporting these students and addressing related matters.</p>
Governing Board	<p>The AVUHSD Governing Board received regular updates about the LCAP throughout the 2025/26 school year. The LCAP Mid-Year Update report was shared with the Board on February 19, 2026 in an open session.</p> <p>Review and Approval: The Governing Board reviewed the 2026/27 LCAP at a Public Hearing on June 5, 2026 and again on June 9, 2026 where they voted to approve the LCAP.</p>
Los Angeles County Office of Education (LACOE)	Throughout the 2026/27 LCAP development process, from October through June, the Director of Categorical and Special Programs, as well as the Director of Fiscal Services met with the LCAP/State and Federal Programs Department at the Los Angeles County Office of Education. Members of the Educational Services Department and Business Department attended the monthly State and Federal update meetings provided by LACOE.

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

The development of the 2026/27 AVUHSD Local Control and Accountability Plan (LCAP) has been substantively informed by the voices of educational partners across the district including students, families, educators, classified staff, and community members. Throughout the 2025/26 school year, the district engaged educational partners through a wide range of in-person and virtual forums, site-level discussions, advisory bodies such as DELAC, DPAC, and DSLT, and a district-wide LCAP Roadshow. Collectively, these efforts generated rich feedback from hundreds of participants, surfacing both broad affirmations of existing programs and clear calls for refinement, expansion, and greater awareness of district-funded supports. That input has directly shaped the goals, actions, and priorities reflected in the 2026/27 LCAP.

Educational partners across all groups, students, parents, and staff alike, consistently affirmed the value of targeted supports for English Learners, Foster Youth, and Low-Income students. Survey respondents highlighted the positive impact of bilingual classroom aides, robust EL programming, parent workshops offered in both English and Spanish, and expanded enrichment programs offered before and after school. Partners praised AVID, AP coursework, and dual enrollment for meaningfully expanding college and career access, with multiple students specifically noting the district's coverage of nearly all AP exam fees as a powerful equalizer that opens doors regardless of family income. The Math Literacy Program was singled out by both students and staff as a high-impact academic intervention, with partners noting that students make significant gains when the program is implemented with fidelity. The NWEA assessment was praised by students as a meaningful tool that surfaces individual areas for growth and helps teachers personalize instruction. PSAT and SAT preparation supports, college and career counseling, and academic field trips (including visits to colleges and career sites) were widely celebrated as opportunities that give students real-world exposure and motivation for life beyond high school. These affirmations reinforce the priorities embedded in Goal 1, which remains focused on equitable outcomes, rigorous coursework, A-G access, and college and career readiness. For 2026/27, the district aims to deepen these commitments by strengthening early intervention systems, particularly for incoming freshmen, with a focus on connecting students to academic supports before credit deficiencies take hold.

Feedback from educators and administrators underscored the continued importance of high-quality professional development, instructional coaching, and data-informed teaching practices. Staff respondents valued the availability of Instructional Partners at school sites, strong professional learning communities, and the breadth of both district- and site-level PD opportunities as meaningful supports for teacher growth. MTSS was affirmed as a valuable framework for organizing student support, and CTE pathways were consistently praised by students, families, and staff for connecting learning to real-world applications and future careers, with partners noting that CTE gives students purpose and motivation behind their coursework. At the same time, educators called for greater cross-departmental coordination, particularly for Special Education teachers serving in blended and single-subject settings, and for more consistency in MTSS implementation across campuses. These insights have informed Goal 2, which will focus on strengthening the instructional coaching model, improving the consistency of MTSS structures across sites, expanding CTE pathway access, and broadening professional learning opportunities to better equip all teachers to meet the diverse needs of their students.

Student and family voices were especially prominent when it came to school climate, wellness, and safety. Counselors were among the most frequently praised supports in the entire survey, with students expressing deep appreciation for adults on campus who genuinely care about their well-being and futures. Partners affirmed the value of mental health resources, wellness centers, and PBIS as a framework for building positive campus culture. The GO Pass was highlighted by students as a foundational support, not only for enabling consistent attendance, but for reducing daily stress and helping students feel that the district invests in their ability to show up and succeed. The Knowledge Bowls were enthusiastically cited by students as a meaningful academic engagement opportunity that builds community, fosters healthy competition, and creates connections across schools. The Black Student Union and the Prime Time League were also recognized as valued programs that contribute to student belonging and a positive campus environment. Added security measures and improved campus safety infrastructure were cited positively, with respondents noting that students learn best when they feel physically and emotionally safe. Families also raised concerns about classroom disruptions and inconsistent discipline enforcement, reinforcing the need for restorative approaches that balance support with accountability. These findings have informed Goal 3, which will aim to expand access to counseling and mental health supports, strengthen PBIS and restorative practices, while sustaining programs that foster belonging and engagement, and addressing campus climate concerns.

Attendance, transportation, and family engagement emerged as interconnected and highly affirmed themes across the survey responses. Community Attendance Workers were recognized for their essential role in connecting with students who face barriers to regular participation. District-wide SEL campaigns, including the Take Two and NOPE campaigns, were positively noted by students and staff as meaningful tools that promote healthy decision-making and reinforce a culture of care and accountability across campuses. The Multicultural Festival was celebrated as a district-wide event that strengthens community bonds, honors student diversity, and creates shared experiences that draw families and students together. PowerSchool was widely praised by students, parents, and staff as a transparency tool that keeps students aware of their academic standing and keeps families engaged and informed in real time. Spanish-speaking families specifically valued that parent input is taken seriously and that workshops and materials are offered in their home language, with several partners expressing gratitude for being heard and included. Partners also called for expanded evening and virtual meeting formats for working families. These themes have informed Goal 4, which will strive to deepen family engagement infrastructure and pursue partnership models that bring schools and families closer together.

Special Education staff and families of students with disabilities, as well as SELPA representatives continued to provide valuable insight into Goal 5. Partners positively noted the expanded presence of RSP teachers on campuses, growing support for students with disabilities in blended classroom settings, and increasing access to college and career opportunities for students with IEPs. Student Support Centers were affirmed as important campus resources, though partners also noted that many general education teachers and students remain unaware of the full scope of services they provide. Staff called for more intentional collaboration between Special Education and general education departments, and families advocated for greater inclusion of students with disabilities in CTE pathways without participation barriers tied to course prerequisites. For 2026/27, Goal 5 will focus on expanding access to inclusive educational environments, strengthening interdepartmental coordination and awareness, increasing CTE access for students with disabilities, and ensuring all staff are better equipped to support students with diverse learning needs.

Students, staff, and families at Equity Multiplier campuses provided feedback that has directly shaped Goal 6. Respondents enthusiastically affirmed the value of culturally affirming programs at their sites and partnerships with community-based organizations, recognizing these as more than enrichment; they are vehicles for academic engagement and student achievement. Students shared that participation in these programs opened doors to opportunities they had not previously known about, strengthened their sense of identity and belonging, and deepened their motivation to stay connected to school. The integration of holistic, community-rooted supports were recognized as meaningful contributors to both positive school culture and stronger academic performance at Equity Multiplier sites. Partners called for continued investment in professional development that equips staff to foster safe, affirming, and high-expectation environments where the lowest-achieving students are pushed to achieve at high levels. This feedback directly affirms the continuation of existing cultural and community-based programming within Goal 6, and has informed the addition of Professional Learning Communities as a new action aimed at strengthening staff capacity at each Equity Multiplier campus supporting the conditions needed for the lowest-achieving students to feel known, valued, and academically supported.

Goal 7, introduced in 2025/26 in response to California Department of Education requirements for the Learning Recovery Emergency Block Grant (LREBG), continues to be centered on learning recovery, social-emotional well-being, and support for the lowest-achieving students. Respondents strongly affirmed the value of tutoring (including Varsity

Tutors, in-person after-school support, and one-on-one teacher assistance) citing these as among the most direct and meaningful academic interventions available. Credit recovery programs, zero and seventh period options, and Saturday school were all recognized for their role in helping students stay on track for graduation, with partners noting that the Saturday school program has grown in participation through healthy inter-school collaboration and strong organizational support. Extended learning opportunities and supplemental instruction were highlighted as critical lifelines for students who need additional time to master content and earn their diplomas. Students and families consistently recommended more proactive communication through announcements, social media, flyers, and direct outreach to ensure that every student knows these resources exist and feels encouraged to use them. For 2026/27, Goal 7 will expand targeted tutoring, credit recovery, and trauma-informed services, with an emphasis on strengthening communication so that all students and families can more readily access the supports available to them.

Across all seven LCAP goals, educational partners expressed genuine appreciation for the breadth and depth of what AVUHSD provides. Partners at every level, including students, parents, classified staff, teachers, and administrators, affirmed that the district's commitment to investing in students, particularly those who face the greatest barriers, reflects a values-driven approach to public education. At the same time, a consistent call for greater awareness and more proactive communication ran through every educational partner group. Many respondents shared that they learned about district supports for the first time through the LCAP Roadshow or survey, a finding that represents both an area for growth and a testament to the genuine value of continued outreach. AVUHSD is committed to building on this momentum by strengthening its communications infrastructure and working to ensure that every student, family, and staff member can fully access and benefit from the investments made through the LCAP. The district remains dedicated to transforming educational partner input into meaningful, visible action ensuring that the 2026/27 LCAP continues to reflect the needs, aspirations, and lived experiences of the students and communities it was designed to serve.

Goals and Actions

Goal

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

State priorities addressed by this goal.

2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Implementation of Academic Standards (Priority 2)	2023/24 Local Indicator District and Site Leadership Survey: 3.8 (Full Implementation) - Based on a Likert Scale	2024/25 Local Indicator District and Site Leadership Survey: 3.46 (Initial Implementation) - Based on a Likert Scale	2025/26 Local Indicator and Site Leadership Survey: 3.77 (Full Implementation) - Based on a Likert Scale	2026/27 Local Indicator District and Site Leadership Survey: 5.0 (Full Implementation & Sustainability) - Based on a Likert Scale	Progress: No Change
2	CAASPP ELA (Priority 4)	All Students Performance: 52.3 points below standard FY Performance: 119.8 points below standard LI Performance: 65.9 points below standard EL Performance: 119.7 points below standard California Dashboard 2023	All Students Performance: 45.6 points below standard Progress: +6.7 points (Increased) FY Performance: 110.7 points below standard Progress: +9.1 points (Increased) LI Performance: 54.3 points below standard Progress: +11.6 points (Increased) EL Performance: 121.4 points below standard Progress: +1.7points (Maintained) California Dashboard 2024	All Students: 41.3 points below standard Progress: +4.3 points (Increased) FY Performance: 104.7 points below standard Progress: +6 points (Increased) LI Performance: 55.6 points below standard Progress: -1.6 points (Maintained) EL Performance: 117.7 points below standard Progress: +3.7points (Increased) California Dashboard 2025	All Students Performance: 47 points below standard Progress: +10.8 points (Increased) FY Performance: 109.8 points below standard Progress: +21.1 points (Increased) LI Performance: 55.9 points below standard Progress: +18.3 points (Increased) EL Performance: 109 points below standard Progress: +28.7points (Increased) California Dashboard 2026	All Students Progress: +11.0 points FY Progress: +15.1 points LI Progress: +10.3 points EL Progress: +2.0 points

3	CAASPP Math (Priority 4)	<p>All Students Performance: 149.9 points below standard</p> <p>FY Performance: 204.4 points below standard</p> <p>LI Performance: 164.8 points below standard</p> <p>EL Performance: 205.4 points below standard</p> <p>California Dashboard 2023</p>	<p>All Students Performance: 143.4 points below standard Progress: +6.5 points (Increased)</p> <p>FY Performance: 197.6 points below standard Progress: +6.8 (Increased)</p> <p>LI Performance: 152.9 points below standard Progress: +11.9 (Increased)</p> <p>EL Performance: 203.7 points below standard Progress: +1.7 (Maintained)</p> <p>California Dashboard 2024</p>	<p>All Students: 136.3 points below standard Progress: +7.1 points (Increased)</p> <p>FY Performance: 203.5 points below standard Progress: -5.9 points (Declined)</p> <p>LI Performance: 151.4 points below standard Progress: +1.5 points (Maintained)</p> <p>EL Performance: 200.2 points below standard Progress: +1.7 points (Increased)</p> <p>California Dashboard 2025</p>	<p>All Students Performance: 145 points below standard Progress: +10 points (Increased)</p> <p>FY Performance: 194 points below standard Progress: +10.8 (Maintained)</p> <p>LI Performance: 154 points below standard Progress: +13.8 (Increased)</p> <p>EL Performance: 195 points below standard Progress: +19.7 (Increased)</p> <p>California Dashboard 2026</p>	<p>All Students Progress: +13.6 points</p> <p>FY Progress:+0.9 points</p> <p>LI Progress:+13.4 points</p> <p>EL Progress: +5.2 points</p>
4	California Science Test (Priority 4)	<p>All Students - 12.69% Standard Met or Exceeded</p> <p>FY - 6.25% Standard Met or Exceeded</p> <p>LI - 9.66% Standard Met or Exceeded</p> <p>EL - 0.33% Standard Met or Exceeded</p> <p>SWD - 2.93% Standard Met or Exceeded</p> <p>2023</p>	<p>All Students - 14.83% Standard Met or Exceeded</p> <p>FY - 7.84% Standard Met or Exceeded</p> <p>LI - 12.34% Standard Met or Exceeded</p> <p>EL - 0.2% Standard Met or Exceeded</p> <p>SWD - 3.44% Standard Met or Exceeded</p> <p>California Dashboard 2024</p>	<p>All Students: 32.66% Met or Exceeded (44.2 science points)</p> <p>FY: 7.44% Met or Exceeded (36.7 science points)</p> <p>LI: 11.23 Met or Exceeded (41.9 science points)</p> <p>EL : 0.97% Met or Exceeded (36 science points)</p> <p>SWD: 3.10% Met or Exceeded (34.8 science points)</p> <p>California Dashboard 2025</p>	<p>All Students - 30% Standard Met or Exceeded</p> <p>FY - 20% Standard Met or Exceeded</p> <p>LI - 25% Standard Met or Exceeded</p> <p>EL - 15% Standard Met or Exceeded</p> <p>SWD - 20% Standard Met or Exceeded</p> <p>California Dashboard 2026</p>	<p>All Students Progress: +2.7%</p> <p>FY Progress: +1.19%</p> <p>LI Progress: +1.57%</p> <p>EL Progress: +0.64%</p> <p>SWD Progress: +0.17%</p>

5	A-G Completion (Priority 4)	All Students - 32.3% FY - 8.0% LI - 29.2% EL - 15.2% SWD - 8.7% DataQuest 2022-2023	All Students - 36.3% FY - 17.6% LI - 32.7% EL - 17.9% SWD - 7.6% DataQuest 2023-2024	All Students - 39.0% FY - 22.2% LI - 36.8% EL - 23.2% SWD - 11.6% DataQuest 2024-2025	All Students - 50% FY - 20% LI - 45% EL - 30% SWD - 20% DataQuest 2025-2026	All Students Progress: +6.7% FY Progress: +14.2% LI Progress: +7.6% EL Progress: +8.0% SWD Progress: +2.9%
6	CTE Pathway Completion (Priority 4)	All Students - 17.2% FY - 9.1% LI - 16.5% EL - 5.6% SWD - 8.7% College/Career Levels and Measures Report & Data 2023	All Students - 20.8% FY - 10% LI - 21.2% EL - 10.7% SWD - 14.3% College/Career Levels and Measures Report & Data - 2024	All Students - 17.1% FY - 14.3% LI - 17.3% EL - 6.9% SWD - 13.3% College/Career Levels and Measures Report & Data - 2025	All Students - 45% FY - 25% LI - 30% EL - 20% SWD - 20% College/Career Levels and Measures Report & Data - 2026	All Students Progress: -0.1% FY Progress: +5.2% LI Progress: +0.8% EL Progress: +1.3% SWD Progress: +4.6%
7	English Learner Progress Indicator (Priority 4)	38.5% -Maintained (-1.5%) 2023 California Dashboard	37% - Maintained (-1.5%) California Dashboard 2024	35.2% - Maintained (-1.8%) California Dashboard 2025	50% -Maintained (-1.5%) California Dashboard 2026	English Learner Progress: -3.3%
8	English Learner Reclassification Rate (Priority 4)	9.64% CALPADS 2.16 & 8.1 2022-2023	16.28% CALPADS 2.16 & 8.1 2023-2024	14.41% CALPADS 2.16 & 8.1 2024-2025	20% CALPADS 2.16 & 8.1 2025-2026	Progress: +4.77%
9	EAP % Students Prepared for College ELA (Priority 4)	All 11th Grade Students - 33.37% FY - 15.3% LI - 29.25% EL - 3.4% SWD - 5.16% https://caaspp- elpac.cde.ca.gov/ 2022-2023	All 11th Grade Students - 36.91% FY - 25.61% LI - 32.85% EL - 1.95% SWD - 7.66% https://caasppelpac.cde.ca .gov/ 2023-2024	All 11th Grade Students - 38.88% FY - 27.38% LI - 34.09% EL - 3.50% SWD - 9.74% https://caasppelpac.cde.ca .gov/ 2024-2025	All 11th Grade Students - 50% FY - 45% LI - 45% EL - 35% SWD - 20% https://caaspp- elpac.cde.ca.gov/ 2025-2026	All 11th Grade Students Progress: +5.51% FY Progress: +12.08% LI Progress: +4.84% EL Progress: +0.1% SWD Progress: +4.58%

10	EAP % Students Prepared for College Math (Priority 4)	<p>All 11th Grade Students - 9.11% FY - 1.01% LI - 6.23% EL - 0.57% SWD - 0.7%</p> <p>https://caaspp-elpac.cde.ca.gov/2022-2023</p>	<p>All 11th Grade Students - 10.73% FY - 0% LI - 7.92% EL - 0.98% SWD - 1.2%</p> <p>https://caaspp-elpac.cde.ca.gov/2023-2024</p>	<p>All 11th Grade Students - 13.15% FY - 5.95% LI - 10.11% EL - 3.23% SWD - 2.70%</p> <p>https://caaspp-elpac.cde.ca.gov/2024-2025</p>	<p>All 11th Grade Students - 50% FY - 45% LI - 45% EL - 35% SWD - 20%</p> <p>https://caaspp-elpac.cde.ca.gov/2025-2026</p>	<p>All 11th Grade Students Progress: +4.04% FY Progress: +4.94% LI Progress: +3.88% EL Progress: +2.66% SWD Progress: +2.0%</p>
11	Seal of Biliteracy (Priority 8)	<p>All Students Count = 329 Cohort of Reg HS Diploma = 4,460 Percent = 7.4%</p> <p>FY Count = 1 Cohort of Reg HS Diploma = 112 Percent = 0.9%</p> <p>LI Count = 272 Cohort of Reg HS Diploma = 3,783 Percent = 7.2%</p> <p>EL Count = 8 Cohort of Reg HS Diploma = 454 Percent = 1.8%</p> <p>SWD Count = 1 Cohort of Reg HS Diploma = 589 Percent = 0.2%</p> <p>DataQuest 2022-2023</p>	<p>All Students Count = 125 Cohort of Reg HS Diploma = 4,467 Percent = 2.9%</p> <p>FY Count = 1 Cohort of Reg HS Diploma = 119 Percent = 0.8%</p> <p>LI Count = 87 Cohort of Reg HS Diploma = 3,619 Percent = 2.4%</p> <p>EL Count = 1 Cohort of Reg HS Diploma = 532 Percent = 1.8%</p> <p>SWD Count = 1 Cohort of Reg HS Diploma = 533 Percent = 0.2%</p> <p>DataQuest 2023-2024</p>	<p>All Students Count = 317 Cohort of Reg HS Diploma = 4,370 Percent = 7.3%</p> <p>FY Count = 2 Cohort of Reg HS Diploma = 126 Percent = 1.59%</p> <p>LI Count = 269 Cohort of Reg HS Diploma = 3,756 Percent = 7.16%</p> <p>EL Count = 31 Cohort of Reg HS Diploma = 529 Percent = 5.86%</p> <p>SWD Count = 4 Cohort of Reg HS Diploma = 571 Percent = 0.7%</p> <p>DataQuest 2024-2025</p>	<p>All Students - 15% FY 5% LI - 10% EL - 5% SWD - 1%</p> <p>DataQuest 2025-2026</p>	<p>All Students Progress: -0.1% FY Progress: +0.69% LI Progress: -0.04% EL Progress: +4.06% SWD Progress: +0.5%</p>

12	Local Indicator - ELA Assessment: NWEA Map (11th grade)	All Students - High & High Average = 25% FY - High & High Average = 11% LI - High & High Average = 21% EL - High & High Average = 1% SWD - High & High Average = 5% Fall NWEA Local Assessment 2023-2024	All Students - High & High Average = 29% FY - High & High Average = 16% LI - High & High Average = 25% EL - High & High Average = 3% SWD - High & High Average = 8% Fall NWEA Local Assessment 2024-2025	All Students - High & High Average = 41% FY - High & High Average = 27% LI - High & High Average = 36% EL - High & High Average = 5% SWD - High & High Average = 13% Fall NWEA Local Assessment 2025-2026	All Students - High & High Average = 50% FY - High & High Average = 20% LI - High & High Average = 45% EL - High & High Average = 25% SWD - High & High Average = 20% Fall NWEA Local Assessment 2026-2027	All Students Progress: +16% FY Progress: +26% LI Progress: +15% EL Progress: +4% SWD Progress: +8%
13	Local Indicator - Math Assessment: NWEA MAP (11th grade)	All Students - High & High Average = 22% FY - High & High Average = 10% LI - High & High Average = 18% EL - High & High Average = 4% SWD - High & High Average = 3% Fall NWEA Local Assessment 2023-2024	All Students - High & High Average = 26% FY - High & High Average = 10% LI - High & High Average = 21% EL - High & High Average = 13% SWD - High & High Average = 6% Fall NWEA Local Assessment 2024-2025	All Students - High & High Average = 28% FY - High & High Average = 21% LI - High & High Average = 22% EL - High & High Average = 5% SWD - High & High Average = 7% Fall NWEA Local Assessment 2025-2026	All Students - High & High Average = 50% FY - High & High Average = 20% LI - High & High Average = 45% EL - High & High Average = 25% SWD - High & High Average = 20% Fall NWEA Local Assessment 2026-2027	All Students Progress: +6% FY Progress: 11% LI Progress: +4% EL Progress: +1% SWD Progress: +4%

Goal Analysis for 2025-2026

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

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

Goal 1 – “Ensure that all students are academically proficient and college and career ready.”

AVUHSD effectively implemented 16 of 17 improved actions and services tied to Goal 1. Actions 1.4 and 1.15 were implemented through LREBG grant funding under LCAP Goal 7. Action 1.13 was not initiated as a standalone action; however, professional development in English Language Arts did occur and included a focus on writing. Our progress and areas for improvement can be measured using thirteen state and local indicators, which encompass CAASPP scores in English Language Arts (ELA) and Math, the California Science Test, A-G completion, CTE Pathway completion, English Learner (EL) progress, Reclassification of Fluent English Proficient (RFEP) students, and NWEA formative assessments.

During the 2025/26 school year, College Readiness Exams (1.2) were provided to increase equitable access to postsecondary opportunities. By offering college entrance and readiness assessments during the school day, the District reduced financial and logistical barriers and reinforced a strong college-going culture across comprehensive and alternative sites. Participation rates remained stable and reflective of broad student access, with increased engagement among unduplicated student groups. This action continued to support A–G awareness and postsecondary planning efforts.

The English Learner Program (1.7) remained a critical component of Goal 1 implementation. The District continued providing designated and integrated English Language Development (ELD), monitoring progress toward English proficiency, and supporting reclassification efforts. English Learner progress data reflected continued movement toward proficiency, and collaboration between site and district teams strengthened instructional responsiveness. While continued growth is needed for Long-Term English Learners, overall implementation supported steady progress in English language acquisition and reclassification outcomes.

Additionally, the Focus on Writing action (1.13) was not fully implemented as a stand-alone initiative. Through ongoing reflection and analysis, it became clear that writing would be more effectively addressed within the broader English Language Arts literacy professional development framework. Embedding writing into ELA-focused PD strengthened alignment and instructional coherence, resulting in more consistent implementation across sites and clearer expectations for literacy integration across content areas.

Overall, Goal 1 implementation remained aligned to District priorities, with continued emphasis on expanding access, strengthening instructional supports, and promoting readiness for college and career pathways for all students.

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

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

1.3 - Advanced Placement (AP) Training and Tutoring

Reason for Difference: In 2025/26, teachers participated in AP training and AP tutoring was implemented to support student success; however, expenditures remained below the allocated budget. While services were delivered as planned, spending came in under projections due to a higher overall budget and more efficient utilization of resources. The district will continue to monitor participation and refine implementation to ensure access and impact remain strong while aligning expenditures more closely with projected allocations.

1.4 - Expanded Learning Opportunities

Reason for Difference: Students continued to benefit from expanded learning opportunities delivered through both in-person and online platforms. Building on the prior year’s success, we sustained the use of virtual tutoring resources along with structured support sessions before and after school and on Saturdays. These expanded learning opportunities were implemented and partially funded through LREBG, allowing us to provide targeted, flexible academic support aligned to student needs while maintaining cost efficiency below projected expenditures.

1.6 - English Language Arts and Math Supports

Reason for Difference: ELA and Math support classes with reduced class sizes continued to provide students with additional instructional time and individualized academic assistance, and these services were successfully implemented throughout the year. These targeted supports remained a priority with expenditures exceeding the allocated budget due to the need to maintain smaller class sizes and expand support to meet student needs.

1.12 - Ancillary Instructional Materials

Reason for Difference: Supplementary instructional materials continued to be provided district-wide to support student success. Emphasizing cost-effective strategies and responsible resource use, the district maximized the impact of available one-time funding and grant resources. While these materials were successfully implemented and supported teaching and learning, overall expenditures came in below the budgeted amount due to efficient purchasing and utilization of resources.

1.13 - Focus on Writing

Reason for Difference: This action was not initiated as a standalone effort; however, professional development in English Language Arts did occur, including a focused emphasis on writing, with educators engaging in training that supported instructional strategies, writing across content areas, and improving student literacy outcomes. As a result, no funds were expended specifically under this action.

1.15 - Targeted Intervention

Reason for Difference: In 2025/26, the targeted intervention periods introduced in the prior year during a 0 or 7th period continued to be implemented as a key support strategy. These sessions provided small group instruction, one-on-one tutoring, access to technology-based programs, and focused activities to strengthen ELA and Math skills. The initiative was successfully carried out and remained a district priority, fully funded through one-time LREBG funds. As a result, expenditures remained below the budgeted amount while still effectively meeting the needs of students requiring additional academic support.

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

Reason for Difference: Specialized professional development focused on supporting Long-Term English Learners continued to be implemented, building on the prior year's efforts. These sessions included training on effective English language development strategies, analyzing formative data, incorporating culturally responsive teaching practices, and utilizing bilingual resources aligned to LTEL needs. The initiative was successfully carried out and contributed to strengthening instructional practices; however, expenditures came in below the budgeted amount due to an increased overall budget, along with cost-effective planning and resource utilization. This remains an area the district plans to expand and further refine in the coming year to increase impact.

1.17 - Improving English Learner (EL) Proficiency

Reason for Difference: This action continued to support enhanced instructional practices for English Learner students through ongoing professional development. Teachers engaged in training focused on effective English language development strategies, analyzing formative data, and the use of bilingual resources. While the initiative was implemented, expenditures came in below the budgeted amount due to an increased overall budget from the prior year. This remains an area in need of expansion moving forward to ensure broader access and greater impact.

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

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

1.1 – Student Field Trips

During the 2025/26 school year, field trips continued to support student exposure to postsecondary opportunities, including college campuses, industry sites, and career exploration programs. These experiences helped strengthen students' understanding of college and career pathways and contributed to increased engagement in rigorous coursework and postsecondary planning. Growth in the College and Career Indicator (CCI), which increased to 35.5% of students meeting readiness criteria, reflects the continued

value of providing students with real-world learning experiences. English Learners increased to 18.7% meeting CCI criteria and Foster Youth reached 16%, exceeding the district's 2026 target for that group. While this action remains effective in broadening student aspirations, the district will continue expanding access to ensure equitable participation among historically underserved student groups, including Foster Youth, Low-Income students, and English Learners.

1.2 – College Readiness Exams

Providing access to college readiness exams during the school day continued to remove barriers and increase participation in college entrance assessments. Students benefited from exposure to college-level expectations and the opportunity to assess readiness for postsecondary education. These efforts supported the district's broader college readiness initiatives and aligned with improvements in A-G completion rates, which increased to 39% for All Students, including gains among Foster Youth (22.2%), Low-Income students (36.8%), and English Learners (23.2%). Continued implementation of this action will help ensure students receive early feedback on college readiness and can access appropriate academic supports.

1.3 – Advanced Placement (AP) Training and Tutoring

Investment in AP teacher training and instructional supports continued to strengthen the rigor of Advanced Placement courses across the district. Expanded participation in rigorous coursework contributed to the district's increase in College and Career Indicator performance from 23.6% to 35.5%, demonstrating improved readiness for postsecondary pathways. While access to AP courses remains strong, the district recognizes the need to expand tutoring and targeted supports to ensure that Low-Income students, Foster Youth, and English Learners have equitable access to advanced coursework and are able to successfully complete AP exams.

1.4 – Expanded Learning Opportunities

Expanded learning opportunities, including tutoring, academic support sessions, and extended learning time, continued to provide targeted academic assistance for students needing additional support. These programs contributed to steady improvement in CAASPP English Language Arts performance for All Students (+4.3 points) and supported continued academic growth for Foster Youth (+6 points). Participation in expanded learning opportunities helped reinforce classroom instruction and address skill gaps, particularly for Low-Income students and English Learners, who continue to perform significantly below standard. Continued expansion and targeted outreach will ensure students most in need of academic acceleration are able to access these supports.

1.5 – Formative Assessment

The continued use of formative assessments, including NWEA MAP assessments administered three times annually, enabled educators to monitor student progress throughout the year and adjust instruction based on real-time data. Analysis of NWEA growth data across fall, winter, and spring administrations helped teachers identify learning gaps, refine instructional strategies, and provide targeted academic support. These assessments supported data-informed decision making at both the classroom and district levels, particularly for English Learners, Foster Youth, and Low-Income students who benefit from timely intervention and progress monitoring. Growth trends observed through NWEA assessments aligned with improvements in CAASPP ELA performance and continued progress toward district academic goals, demonstrating the effectiveness of using formative assessment data to guide instruction and accelerate student learning.

1.6 – English Language Arts and Math Supports

ELA and Math support classes with reduced class sizes continued to provide students with additional instructional time and individualized academic assistance. These targeted supports contributed to steady gains in CAASPP performance for All Students and Low-Income students, reflecting the impact of focused academic interventions. However, English Learners remain 117.7 points below standard in ELA and 200.2 points below standard in Math, and Foster Youth also remain significantly below standard in both areas, indicating the need to further refine instructional strategies and expand targeted interventions to accelerate progress for these student groups.

1.7 / 1.8 – English Learner (EL) Program Implementation / English Learner (EL) Reclassification Support and Monitoring

The district continued to strengthen its English Learner program through professional development, improved monitoring of student progress, and targeted support for students approaching reclassification. While CAASPP performance for English Learners improved modestly in both ELA (+3.7) and Math (+1.7), the English Learner Progress Indicator

declined slightly to 35.2%, indicating that language acquisition progress remains an area of concern. Continued focus on integrated and designated ELD instruction, improved data monitoring, and collaboration between content teachers and the multilingual department will be essential to improving reclassification outcomes and accelerating English Learner achievement.

1.9 – Student-Free Professional Development Days

Student-free professional development days provided teachers with dedicated time to strengthen instructional practices aligned to district priorities, including literacy instruction, mathematics discourse, MTSS implementation, and culturally responsive teaching. These opportunities supported collaboration among educators and reinforced the district’s core instructional model. Evidence of continued improvement can be seen in multiple district metrics, including CAASPP results showing ELA performance improving by +4.3 points for All Students and gains among Foster Youth (+6 points) and English Learners (+3.7 points). In addition, NWEA MAP assessment data across fall, winter, and spring administrations demonstrated ongoing student growth in both ELA and Mathematics, supporting instructional adjustments throughout the year. These metrics indicate that sustained professional learning is contributing to improved instructional practices and student outcomes. Ongoing professional development will remain critical to strengthening instructional consistency across the district.

1.10 – Variable Credit Recovery

Flexible credit recovery options continued to support students in regaining credits and remaining on track for graduation. Through in-person, virtual, and hybrid models, students were able to complete required coursework and maintain progress toward diploma completion. These supports contributed to the district’s increase in graduation rates to 85.8% for All Students, with improvements also observed among Foster Youth (73.7%), Low-Income students (84.9%), and English Learners (77.5%). This action remains a critical component of the district’s strategy to improve graduation outcomes and reduce barriers to completion.

1.11 – Enhanced Data Systems

Enhanced data systems allowed staff to monitor student progress more effectively and identify trends across student groups. These systems supported real-time analysis of academic performance, attendance, and intervention outcomes, enabling more targeted instructional responses. The district’s ability to track progress across multiple state and local indicators, such as CAASPP performance, graduation rates, and College and Career readiness demonstrates the growing integration of data-driven decision making into instructional and leadership practices.

1.12 – Ancillary Instructional Materials

The district continued to provide supplemental instructional materials and learning resources designed to support classroom instruction and student organization. These materials helped reinforce academic content, support differentiated instruction, and improve student engagement. Teachers reported that access to additional resources supported lesson implementation and helped address diverse learning needs, particularly for targeted student groups who benefit from additional academic scaffolds and instructional supports. Continued investment in high-quality instructional materials remains important to support student achievement across content areas.

1.13 – Focus on Writing

Efforts to strengthen writing instruction across grade levels continued through broader English Language Arts professional development and instructional coaching rather than as a standalone initiative. While writing strategies were embedded within ELA-focused professional learning, implementation varied across sites and writing proficiency remains inconsistent. As a result, the district recognizes that addressing writing solely through this action has limited effectiveness. Moving forward, writing instruction will continue to be integrated into comprehensive ELA professional development and cross-content instructional strategies to ensure greater consistency and impact across classrooms.

1.14 – Enhancing English Language Arts and Mathematics through Professional Development

Professional development focused on strengthening instruction in ELA and Mathematics supported teachers in implementing standards-aligned strategies, improving assessment literacy, and differentiating instruction. These efforts contributed to steady gains in ELA performance for All Students (+4.3 points) and supported progress among Foster Youth (+6 points) and English Learners (+3.7 points). Continued investment in professional learning will help ensure that instructional practices remain aligned to the district’s goals for

improving outcomes for historically underserved student groups.

1.15 – Targeted Intervention

Targeted intervention programs provided structured academic support for students identified through assessment data as needing additional assistance in ELA and Mathematics. These interventions helped address learning gaps and reinforce foundational skills for students performing significantly below standard. Improvements in CAASPP performance trends, increased graduation rates, and continued growth in A-G completion suggest that these interventions are supporting student progress, particularly for Low-Income students, Foster Youth, and English Learners who require additional instructional time and targeted support.

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

Professional development for Long-Term English Learner support focused on strengthening strategies for academic language development and integrating language instruction across content areas. While these efforts have increased awareness of LTEL needs among educators, progress in English Learner outcomes remains limited. The slight decline in the English Learner Progress Indicator to 35.2% highlights the need for stronger alignment between language development strategies and rigorous academic instruction. Increased collaboration between content teachers and English Learner program staff will be critical in improving outcomes for LTEL students.

1.17 – Improving English Learner (EL) Proficiency

Efforts to improve English Learner proficiency continued through professional development, instructional supports, and expanded use of data to guide language development strategies. While English Learners demonstrated modest improvement in CAASPP ELA (+3.7) and Math (+1.7), overall progress remains below desired levels, and the EL Progress Indicator reflects a slight decline. These results highlight the need for continued refinement of instructional approaches, increased emphasis on integrated language development, and expanded support systems to accelerate English Learner progress and reclassification outcomes.

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

After gathering feedback from our educational partners and analyzing local data, we have decided to maintain Goal 1 and its associated actions with minor revisions to ensure clarity, coherence, and alignment.

The former Action 1.13, which focused on writing, has been embedded into the existing professional development action centered on English Language Arts and Mathematics. Because writing is inherently integrated within high-quality ELA and Math instruction, consolidating this focus strengthens coherence and avoids duplication while maintaining a clear emphasis on literacy across disciplines.

As a result of this refinement, the total number of actions under Goal 1 has been reduced from 17 to 16, and the revised professional development action now reflects the updated numbering as Action 1.13 within a more streamlined and cohesive plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Field Trips	Teachers, paraprofessionals, and other support personnel will escort English Learner (EL), Foster Youth (FY), and Low Income (LI) students, in grades 9-12, on guided tours to colleges,	\$56,500.00	Yes

		universities, and career-related destinations, each semester, to increase their access to higher education and future careers and/or occupations.		
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.	\$615,115.00	Yes
3	Advanced Placement (AP) Training and Tutoring	AP teachers, site and AVUHSD leadership will attend AP and College Board training annually to increase their understanding on how to access the latest AP resources, in order to implement and provide AP instructional strategies and tutoring supports to English Learner (EL), Foster Youth (FY), and Low Income (LI), students in grades 9-12, so they can succeed in AP classes and increase their access to higher education through increased AP Test participation and pass rates.	\$138,174.00	Yes
4	Expanded Learning Opportunities	Teachers and various classified support personnel will provide in-person extended day tutoring, six days a week, and in virtual settings, 7 days a week, in English and Spanish, to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 9-12, to improve their conceptual understanding on ELA, Math, and Science standards to close achievement gaps, as identified on NWEA Map assessment growth scores and CAASPP Assessments.	\$65,000.00	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.	\$322,628.00	Yes
6	English Language Arts and Math Supports	School counselors will coordinate services with site administrative teams to place English Learner (EL), Foster Youth (FY), and Low Income (LI) identified students in grades 9-12 in reduced class sizes in ELA and Math to 25:1. Teachers will provide daily small group instruction to English Learner (EL), Foster Youth (FY), and Low Income (LI) students with standards-aligned alternative curriculum - Read 180 for literacy support classes and project-based for Math Literacy support classes to accelerate learning and close achievement gaps in Math and ELA.	\$867,314.00	Yes
7	English Learner (EL) Program	Additional EL site and district support staff will provide professional development, on differentiated instruction for English Learner (EL) and Long-Term English Learner (LTEL) students, by ELPAC level, to designated and integrated ELD teachers. EL site and district support staff will systematically collaborate on the administration of ELPAC and provide additional enrollment and monitoring supports, using programs to ensure proper initial placement, testing, monitoring, instruction, and intervention strategies are implemented for ELs, to improve their equitable participation in educational programs and accelerate their progress in the attainment of English proficiency, biliteracy, and academic achievement as indicated on increased English language progress and reclassification rates.	\$2,467,240.00	Yes
8	English Learner (EL) Reclassification Support and Monitoring	Designated EL support staff will provide professional development to teachers on how to use database systems to systematically monitor, for at least four years, the academic progress of English Learner (EL) students who have exited an EL program to ensure that EL students have not been prematurely exited, any academic deficits they incurred resulting from the EL program have been remedied, and they are meaningfully participating in the district's educational programs comparable to their never-EL peers, as indicated on increased A-G, AP, and Seal of Biliteracy rates.	\$860,766.00	Yes
9	Student-Free Professional Development Days	AVUHSD staff and external consultants will provide three, student-free professional development days per teacher, grades 9-12, during the school year, focused on the implementation of MTSS,	\$1,266,403.00	Yes

		core instructional model, student engagement, formative assessment, monitoring, intervention, and SEL strategies for English Learner (EL), Foster Youth (FY), and Low Income (LI) students to increase equitable access to rigorous academic content standards and raise student achievement.		
10	Variable Credit Recovery	Teachers will provide supplemental credit retrieval options for identified English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 9-12 who have been unsuccessful in traditional core content classes and need additional attempts in alternative time frames, to master core content, and pass their core classes in order to increase A-G and Graduation rates.	\$364,868.00	Yes
11	Enhanced Data Systems	The AVUHSD Coordinator of Data-Informed Instruction and Accountability will partner with district and site leadership to strengthen data systems, enhance effective use of the district's student information system, and provide training that builds staff capacity to access, analyze, and apply student performance data. Through these efforts, the Coordinator will support data-driven monitoring, targeted interventions, and goal-setting practices designed to improve outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students and reduce achievement gaps.	\$405,178.00	Yes
12	Ancillary Instructional Materials	Teachers in core content classes, will provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with ancillary instructional materials and supplies for classroom and home use, to increase equitable access to core curriculum, to ensure meaningful participation and engagement in core content classes, and to increase student achievement.	\$156,000.00	Yes
13	Enhancing English Language Arts and Mathematics through Professional Development	Teachers will participate in professional development workshops focusing on effective literacy, writing, and math instruction. These workshops will emphasize tailored intervention programs to meet the specific and diverse needs and learning styles of English Learners, Foster Youth, and Low-Income students. Additionally, site and district staff will collaborate to analyze formative data, enhancing teachers' abilities to deliver high-quality instruction and provide students with the support they need to improve their English Language Arts and Math skills and increase overall college and career readiness.	\$118,878.00	Yes
14	Targeted Intervention	English Learners, Foster Youth, and Low-Income students will have access to a targeted intervention period during either a 0 or 7th period, where they will receive small group instruction, one-on-one tutoring, access to technology-based programs, and personalized activities to enhance their ELA skills. Simultaneously, students will benefit from a focused intervention period during the same periods, concentrating on improving their mathematics skills through small group instruction, one-on-one tutoring, technology-based programs, and customized activities. Continuous assessment will be implemented to ensure continual progress in reading, writing, language, mathematical reasoning, problem-solving, and critical thinking abilities.	\$17,000.00	Yes
15	Professional Development for Long-Term English Learner (LTEL) Support	Teachers will engage in specialized professional development sessions targeting effective English language development strategies, analyzing formative data, culturally responsive teaching techniques, and the incorporation of bilingual resources tailored specifically for Long-Term English Learners, enhancing support for these students' academic success.	\$44,550.00	Yes
16	Improving English Learner (EL) Proficiency	Teachers will participate in professional development focusing on effective English language development strategies, analyzing formative data, culturally responsive teaching methods, and the use of bilingual resources to better support English learner students.	\$4,500.00	Yes

Goal

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

State priorities addressed by this goal.

2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CTE Completion and A-G Completion (Priority 4)	All Students - 398 (7.3%) FY - 4 (2.1%) LI -309 (6.7%) EL - 21 (2.7%) SWD - 11 (1.3%) California Dashboard 2023	All Students - 407 (7%) FY - 4 (2.2%) LI -337 (6.6%) EL - 21 (2.4%) SWD - 7 (.07%) California Dashboard 2024	All Students - 465 (8.7%) FY - 6 (3.2%) LI -390 (8.4%) EL - 27 (3.6%) SWD - 11 (1.1%) California Dashboard 2025	All Students - 15% FY - 10% LI - 15% EL - 10% SWD - 10% California Dashboard 2026	All Students Progress: +1.4% FY Progress: +1.1% LI Progress: +1.7% EL Progress: +0.9% SWD Progress: -0.2%

2	AP exams with qualifying score (Priority 4)	All Students -2,074 FY - 6 LI - 926 EL - 48 SWD - 11 PowerSchool/DataCentral 2023	All Students -2,916 FY - 14 LI - 1,829 EL - 61 SWD - 26 PowerSchool/DataCentral 2024	All Students - 2,846 FY - 15 LI - 1,300 EL - 44 SWD - 21 PowerSchool/DataCentral 2025	All Students - 2,500 FY - 25 LI - 1,500 EL - 75 SWD - 25 PowerSchool/DataCentral 2026	All Students Progress: +772 FY Progress: +9 LI Progress: +374 EL Progress: -4 SWD Progress: +10
3	Graduation Rate (Priority 5)	All Students - 78.7% FY -60.6% LI - 76.5% EL - 66.4% SWD - 59.3% California Dashboard 2023	All Students - 81.7% FY -66.1% LI - 80.4% EL - 73% SWD - 65.8% California Dashboard 2024	All Students – 85.8% FY – 73.7% LI – 84.9% EL – 77.5% SWD – 66.7% California Dashboard 2025	All Students - 90% FY -75% LI - 90% EL - 80% SWD - 75% California Dashboard 2026	All Students Progress: 7.1% FY Progress: +13.1% LI Progress: +8.4% EL Progress: +11.1% SWD Progress: +7.4%
4	Access to and Enrollment in a Broad Course of Study (Priority 7)	Number of Students Participating in AVID: 3,209 2023/24	Number of Students Participating in AVID: 3,114 2024/25	Number of Students Participating in AVID: 3,469 2025/26	Number of Students Participating in AVID: 5,000 2026/27	Progress: +260 students participating in AVID
5	College & Career Indicator/CCI (Priority 8)	All Students - 22.2% FY - 6.1% LI - 18.9% EL - 7.3% SWD - 2.8% 2023 - College/Career Levels and Measures Report & Data	All Students - 23.6% FY - 5.7% LI - 21.5% EL - 9.3% SWD - 3% 2024 - College/Career Levels and Measures Report & Data	All Students – 35.5% FY - 16% LI - 33% EL – 18.7% SWD – 6.7% 2025 - College/Career Levels and Measures Report & Data	All Students - 40% FY - 15% LI - 35% EL - 15% SWD - 5% 2026 - College/Career Levels and Measures Report & Data	All Students Progress: 13.3% FY Progress: +9.9% LI Progress: +14.1% EL Progress: +11.4% SWD Progress: +3.9%

6	Golden State Seal Merit Diploma (Priority 8)	<p>All Students Count = 969 Reg HS Graduates = 4460 Percent = 21.70%</p> <p>FY Count = 6 Reg HS Graduates = 112 5. Percent = 40% LI Count = 714 Reg HS Graduates = 3,783 Percent = 18.90% EL Count = 29 Reg HS Graduates = 454 Percent = 6.20% SWD Count = 24 Reg HS Graduates = 589 Percent = 4.10%</p> <p>2022-2023 DataQuest</p>	<p>All Students Count = 594 Cohort of Reg HS Graduates = 4,367 Percent = 13.6%</p> <p>FY Count = 5 Cohort of Reg HS Graduates = 119 Percent = 4.2%</p> <p>LI Count = 371 Cohort of Reg HS Graduates = 3,619 Percent = 10.3%</p> <p>EL Count = 22 Cohort of Reg HS Graduates = 532 Percent = 4.1%</p> <p>SWD Count = 31 Cohort of Reg HS Graduates = 553 Percent = 5.6%</p> <p>2023-2024 DataQuest</p>	<p>All Students Count = 1,165 Cohort of Reg HS Graduates = 4,370 Percent = 26.7%%</p> <p>FY Count = 18 Cohort of Reg HS Graduates = 126 Percent = 14.29%</p> <p>LI Count = 901 Cohort of Reg HS Graduates = 3,756 Percent = 23.99%</p> <p>EL Count = 64 Cohort of Reg HS Graduates = 529 Percent = 12.10%</p> <p>SWD Count = 43 Cohort of Reg HS Graduates = 571 Percent = 7.53%</p> <p>2024-2025 DataQuest</p>	<p>All Students - 25% FY - 10% LI - 25% EL - 10% SWD - 5%</p> <p>2025-2026 DataQuest</p>	<p>All Students Progress: +5.0% FY Progress: +8.89% LI Progress: +5.09% EL Progress: +5.9% SWD Progress: +3.43%</p>
7	Local Indicator - AP Students in District	<p>All Students - 21.45% EL - 9.8% of all English Learners</p> <p>2023-2024 PowerSchool</p>	<p>All Students - 18.02% EL - 8.33% of all English Learners</p> <p>2024-2025 PowerSchool</p>	<p>All Students - 22.95% EL - 10.21% of all English Learners</p> <p>2025-2026 PowerSchool</p>	<p>All Students - 30% EL - 15% of all English Learners</p> <p>2026-2027 PowerSchool</p>	<p>All Students Progress: +1.5% EL Progress: +0.41%</p>

8	Local Indicator - AP Exams taken	All Students - 5,478 FY - 28 LI - 2989 EL - 109 SWD - 46 College Board & PowerSchool 2022-2023	All Students - 7,366 FY - 71 LI - 4,914 EL - 182 SWD - 107 College Board & PowerSchool 2023-2024	All Students - 6,933 FY - 68 LI - 3,668 EL - 135 SWD - 108 College Board & PowerSchool 2024-2025	All Students - 6,000 FY - 75 LI - 3,500 EL - 200 SWD - 75 College Board & PowerSchool 2025-2026	All Students Progress: +1,455 FY Progress: +40 LI Progress: +679 EL Progress: +26 SWD Progress: +62
9	Local Indicator - Classroom Walkthroughs	4,480 Walkthroughs (DigiCOACH 2023-2024)	3,590 Walkthroughs (DigiCOACH 2024-2025)	5,256 Walkthroughs (DigiCOACH 2025-2026)	6,000 Walkthroughs (DigiCOACH 2026-2027)	Progress: +1,666 walkthroughs

Goal Analysis for 2025-2026

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

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

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

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

During the 2025/26 school year, Enhanced Counseling and Student Support (2.2) played a critical role in expanding academic and postsecondary planning opportunities for students. Counselors continued to provide individualized academic guidance, monitor A-G progress, support credit recovery, and increase awareness of college and career pathways. These efforts strengthened early identification of at-risk students and improved coordination of interventions, contributing to continued progress in graduation rate and college and career readiness indicators.

Career Technical Education (CTE) Opportunities (2.7) remained a strong area of implementation. Students engaged in hands-on, industry-aligned coursework that promoted real-world application of skills and increased pathway completion. CTE programs continued to expand student access to career exploration and certification opportunities, supporting measurable growth in pathway completion and reinforcing the District’s commitment to workforce readiness.

While progress was made, STEAM Support (2.10) experienced implementation challenges related to cohesive integration across disciplines. Although science, technology, engineering, and mathematics initiatives continued to advance, the intentional integration of the arts component required further development and coordination. The District is actively exploring strategies to strengthen interdisciplinary alignment and expand professional learning opportunities that more fully integrate the arts into STEAM instruction. This will remain a priority for continued refinement and expansion in the coming year.

Overall, Goal 2 implementation continued to advance a rigorous and engaging 21st-century learning environment, expanding student access to academic guidance, career pathways, and innovative instructional practices that support collegiate, professional, and personal growth.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 2:

2.1 - School Counselors

Reason for Difference: In 2025/26, the district continued to prioritize guidance and counseling services to support students’ academic, college, career, and personal development. While demand for services remained strong, expenditures came in below the budgeted amount due to efficient use of resources and strategic coordination of services. The district was able to maintain expanded supports, including counseling capacity, mental health services, career exploration opportunities, and college readiness efforts, while meeting the diverse and evolving needs of students in a cost-effective manner.

2.3 - Professional Development

Reason for Difference: This action was successfully implemented, providing expanded opportunities for teachers and administrators to access internal and external expertise to strengthen instructional practices. Expenditures exceeded the budgeted amount due to expanded professional development opportunities, including conferences and external training. Moving forward, adjustments will be made to the number and structure of conferences and related activities to better align costs with the budget while continuing to support high-quality professional learning.

2.6 - AP Placement, Exams, and Tutoring

Reason for Difference: In 2025/26, this action continued to support increased equitable access to AP courses and exams for Low Income (LI) students through coordinated efforts at the site level. Services included differentiated instruction, extended learning opportunities such as after-school AP preparation, and reduced-cost AP exams to expand access and participation. While the initiative was successfully implemented, expenditures came in under the budgeted amount due to an increased overall budget for this action and the timing of expenditures, as some costs (particularly AP exam-related expenses) are billed and paid for at the end of the school year.

2.7 - Career Technical Education (CTE) Opportunities

Reason for Difference: This action was successfully implemented, with strong growth in CTE participation and expanded access to pathways for students. Expenditures came in under the budgeted amount due to efficient coordination and implementation, while still supporting increased student engagement and success in CTE programs.

2.9 - Technology

Reason for Difference: This action continued to support increased access to technology, digital curriculum resources, and rigorous academic content. District and site teams ensured that classrooms were equipped with necessary technology and that students had access to devices, online resources, and assessments to support engagement and achievement. While the initiative was successfully implemented, expenditures exceeded the budgeted amount primarily due a reduced budget and increased costs associated with computer repairs and maintenance needed to sustain and support student device access and functionality across the district.

2.12 - Enrichment Options

Reason for Difference: The district continued efforts to expand academic and enrichment opportunities beyond the traditional 6-period day. Implementation included a range of extended learning options; however, some challenges persisted, including competing priorities such as after-school tutoring, use of instructional time for credit recovery programs, and transportation constraints. The initiative was also funded in part through one-time funding sources, allowing the district to offer expanded opportunities while managing costs. As a result, expenditures varied from the budgeted amount due to the strategic use of one-time funds and adjustments in implementation. Expanding learning opportunities beyond the regular school day remains a priority, and the district will continue to refine and strengthen this work to increase access and impact for students.

2.13 - Student Achievement Support

Reason for Difference: In 2025/26, this action was successfully implemented, with Instructional Partners and support personnel providing professional development and classroom support to strengthen teacher effectiveness. Expenditures came in under the budgeted amount due to efficient use of resources and coordination of services, while maintaining strong implementation and support for student achievement.

2.14 - Next Generation Science Standards (NGSS) Support

Reason for Difference: In 2025/26, the initiative to advance science education through targeted NGSS implementation moved forward with leadership in place. A Science Curriculum Coordinator, staffed through two release periods, supported instructional planning, assessment alignment, and professional development to strengthen NGSS implementation across sites. While the initiative was successfully implemented, expenditures came in under the budgeted amount due to the position being structured as a release period rather than a full time position, combined with an increased overall budget for this action, resulting in cost efficiencies while still advancing science instruction.

2.15 - Visual and Performing Arts (VAPA) Support

Reason for Difference: Providing a designated arts Coordinator to collaborate with arts teachers and other certificated personnel continued to strengthen and expand instructional support across sites. The Arts Coordinator led districtwide initiatives and coordinated an arts committee, working alongside educators to support VAPA programs through professional development, feedback, and collaborative planning, enhancing the quality and consistency of arts instruction. The initiative was successfully implemented, and expenditures came in under the budgeted amount due to efficient use of resources and split funding with Prop 28, while still providing meaningful and expanded support to VAPA programs across the district.

2.16 - Improving Graduation Rates

Reason for Difference: Designed to enhance student graduation outcomes and the College and Career Indicator, this initiative focused on expanding access to post-secondary planning resources and support. Credit recovery, academic counseling, and individualized learning plans played a critical role, while alternative education programs and expanded supports ensured students had multiple pathways to earning a diploma. These efforts reflect the district's commitment to equitable access and student persistence. While the action was successfully implemented, expenditures came in below the budgeted amount. Many of the services were supported through base funding and aligned actions across goals, resulting in lower direct expenditures for this action while still maintaining implementation.

2.17 - College and Career Readiness

Reason for Difference: This action continued to support the implementation of comprehensive college and career readiness programs aimed at enhancing the College and Career Indicator. A Coordinator of College Readiness led the implementation of these efforts and managed the coordination of key college and career-related assessments, including PSAT, SAT, ACT, and AP testing. In collaboration with site and district staff, students were provided with meaningful, aligned experiences. Expenditures exceeded the reduced budgeted amount due to expanded implementation and increased participation, as well as the need to sustain and grow access to college and career pathways across all sites. The reduced budget was influenced by the use of one-time A-G grant funding and the increased costs reflect the district's continued commitment to improving graduation outcomes and postsecondary readiness.

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

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

2.1 – School Counselors

During the 2025/26 school year, school counselors continued to play a vital role in supporting students' academic progress, postsecondary planning, and social-emotional well-being. Counselors conducted individualized academic planning sessions, facilitated college and career readiness workshops, and monitored student progress toward graduation and A-G completion. These efforts contributed to improvements in graduation rates across all student groups, including Foster Youth (73.7%), Low-Income students (84.9%), and English Learners (77.5%), reflecting steady progress toward district targets. Counselors also supported increased A-G completion, with English Learners increasing to 23.2% and Foster Youth to 22.2%, demonstrating the impact of targeted academic planning and support.

2.2 – Enhanced Counseling and Student Support

Enhanced counseling services continued to provide targeted interventions for students experiencing academic, social-emotional, or behavioral challenges. Through the district's Multi-Tiered System of Supports (MTSS), counselors collaborated with support staff to provide wraparound services and monitor students most at risk of not graduating on time. These supports contributed to improvements in the College and Career Indicator (CCI), which increased to 35.5% for All Students, with strong growth among Foster Youth (16%), Low-Income students (33%), and English Learners (18.7%). Continued coordination among counseling teams and student support staff remains essential to sustaining these gains.

2.3 – Professional Development

Professional development opportunities for teachers and administrators remained a key strategy for strengthening instructional quality and ensuring students receive rigorous, standards-aligned instruction. Training throughout the year focused on literacy strategies, mathematics discourse, culturally responsive teaching, and data-driven instruction. These efforts supported improvements in CAASPP ELA performance for All Students (+4.3 points) and contributed to continued growth for Foster Youth (+6 points) and English Learners (+3.7 points) in ELA performance. Ongoing professional learning remains essential to addressing achievement gaps and strengthening outcomes for historically underserved student groups.

2.4 – Targeted AV Teacher Induction Mentoring and Supports

The district continued to support new educators through the Antelope Valley Teacher Induction program, providing mentoring, classroom observation feedback, and professional coaching. These supports helped strengthen instructional consistency and classroom management practices, ensuring students across all sites receive high-quality instruction. By

strengthening teacher effectiveness, this action supports improved academic outcomes for all students, including English Learners, Foster Youth, and Low-Income students who benefit from strong instructional practices.

2.5 – Classroom Walkthroughs

Classroom walkthroughs conducted by site and district leadership continued to provide insight into instructional practices and student engagement across campuses. Observations focused on standards alignment, student discourse, and instructional strategies that promote rigorous learning experiences. Findings from walkthroughs were used to inform professional development and strengthen instructional practices. This continuous improvement process supports stronger Tier I instruction, which is critical to improving outcomes for student groups performing significantly below standard, including English Learners and Foster Youth.

2.6 – AP Placement, Exams, and Tutoring

Efforts to expand Advanced Placement access continued to provide students with opportunities to engage in rigorous, college-level coursework. In 2025/26, nearly 4,000 students across the district enrolled in AP courses, and thousands of AP exams were administered, reflecting strong participation in advanced academic opportunities. Access to AP coursework contributes to college readiness and supports the district's growth in the College and Career Indicator to 35.5%, with increased participation among Low-Income students and English Learners. Continued expansion of AP tutoring and targeted academic support will help ensure students from historically underserved groups are able to successfully complete AP coursework and exams.

2.7 – Career Technical Education (CTE) Opportunities

Career Technical Education programs continued to provide students with opportunities to explore career pathways and develop industry-relevant skills. In 2025/26, 17.1% of students completed a CTE pathway, with Foster Youth showing continued growth at 14.3% completion. While participation remains strong in several programs, declines among Low-Income students and English Learners indicate a need to strengthen pathway sequencing and ensure equitable access to multi-year programs. CTE opportunities continue to play an important role in preparing students for workforce opportunities and supporting College and Career Indicator outcomes.

2.8 – AVID Elective

The AVID program continued to support students in developing the academic habits and organizational skills necessary for college success. AVID students participated in tutorials, collaborative learning activities, and college exploration experiences that reinforced rigorous academic expectations. These supports contribute to increased participation in A-G coursework and college readiness initiatives, aligning with district progress in A-G completion rates, which increased to 39% for All Students, including gains among Low-Income students (36.8%), English Learners (23.2%), and Foster Youth (22.2%). The AVID program continues to play an important role in expanding equitable access to rigorous coursework and postsecondary opportunities, particularly for Low-Income students and first-generation college-bound students.

2.9 – Technology

Technology integration remained an important component of the district's 21st century learning environment. Students continued to utilize digital tools that supported research, collaboration, and blended learning experiences. Teachers received professional development on effective technology integration, allowing them to enhance student engagement and provide differentiated instruction. Access to technology supports students in developing critical digital literacy skills while also supporting instructional strategies that help address learning gaps among targeted student groups. These technology-supported instructional practices contributed to measurable academic outcomes, including increases in students earning the Golden State Seal Merit Diploma, which recognizes mastery of California academic standards across multiple subject areas. District progress in Golden State Seal Merit Diploma attainment increased for All Students (+5.0%), Foster Youth (+8.89%), Low-Income students (+5.09%), English Learners (+5.9%), and Students with Disabilities (+3.43%), reflecting expanded access to rigorous coursework and academic achievement opportunities. Technology integration continues to support instructional strategies that strengthen academic outcomes and expand opportunities for all students.

2.10 – STEAM Support

During the 2025/26 school year, the district continued working to expand STEAM integration and increase student exposure to interdisciplinary learning opportunities that

connect science, technology, engineering, arts, and mathematics. While full integration of the arts across core academic subjects is still developing, students participated in a variety of STEM and arts-related competitions, projects, and enrichment activities that encouraged creativity, critical thinking, and collaboration. These experiences provided valuable exposure to interdisciplinary learning and emerging career pathways. Moving forward, the district will continue strengthening STEAM initiatives by expanding opportunities that intentionally connect the arts with science and other academic content areas.

2.11 – Dual Enrollment and Internships

Dual enrollment and internship opportunities continued to provide students with meaningful college and career experiences beyond the traditional classroom. Through partnerships with local colleges and industry organizations, students earned college credit while gaining real-world career experience. Participation in these programs contributed to growth in the College and Career Indicator across all student groups, including Foster Youth and English Learners, demonstrating the importance of early exposure to college coursework and career pathways.

2.12 – Enrichment Options

The district continued expanding enrichment opportunities that allowed students to explore academic interests and develop skills beyond the traditional school day. These opportunities included extended learning programs, clubs, and academic enrichment experiences that promoted collaboration and engagement. Participation in enrichment opportunities supported increased academic engagement and contributed to continued growth in A-G completion rates, including gains among Foster Youth (+4.6%) and English Learners (+5.3%).

2.13 – Student Achievement Support

Student achievement supports remained focused on improving academic outcomes in core subjects through targeted instructional assistance and ongoing monitoring of student progress. Teachers received guidance and feedback through collaborative planning and instructional coaching. These supports contributed to improvements in ELA and Mathematics performance trends and helped strengthen instructional strategies designed to support English Learners, Foster Youth, and Low-Income students, who continue to perform below standard on CAASPP assessments.

2.14 – Next Generation Science Standards (NGSS) Support

Efforts to strengthen science instruction through the implementation of Next Generation Science Standards continued during the 2025/26 school year. Professional development focused on increasing inquiry-based learning and hands-on scientific investigation. While CAST proficiency remains low, modest gains for All Students and incremental progress from baseline indicate that continued NGSS implementation will be necessary to improve science outcomes for all student groups, including Low-Income students.

2.15 – Visual and Performing Arts (VAPA) Support

Visual and Performing Arts (VAPA) programs provided students with opportunities to develop creativity, collaboration, and artistic expression. There was significant collaboration among arts teachers across the district to share instructional strategies, coordinate performances and exhibitions, and strengthen arts programming for students. Through participation in performances, exhibitions, competitions, and arts-integrated learning experiences, students developed confidence, communication skills, and creative problem-solving abilities that support both academic and personal growth. Arts programs remain an important component of the district's commitment to providing diverse and engaging learning experiences that connect students to school and support well-rounded development.

2.16 – Improving Graduation Rates

Efforts to improve graduation outcomes continued through expanded credit recovery, academic counseling, and targeted intervention supports. These strategies contributed to increased graduation rates across multiple student groups, including All Students (85.8%), Foster Youth (73.7%), Low-Income students (84.9%), and English Learners (77.5%). These gains demonstrate the effectiveness of coordinated academic monitoring and intervention strategies designed to keep students on track toward diploma completion.

2.17 – College and Career Readiness

The district continued implementing comprehensive college and career readiness initiatives designed to expand access to rigorous coursework and career pathway opportunities. As a result, the College and Career Indicator increased significantly from 23.6% in 2024 to 35.5% in 2025. Several student groups demonstrated substantial progress, including Foster Youth (16%), Low-Income students (33%), and English Learners (18.7%), with some groups already exceeding their 2026 targets. These results reflect the impact of expanded college readiness programs, dual enrollment opportunities, and career pathway supports.

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

Based on feedback from our educational partners, analysis of state and local data, and our continued commitment to supporting English Learners, Foster Youth, and Low-Income students, we have decided to maintain the current Goal 2 LCAP actions and services with a minor change to Action 2.10.

Action 2.10 was revised from "STEAM Support" to "STEAM Integration" to better reflect a shift toward integrating the arts with other subjects through interdisciplinary instruction. This change emphasizes cross-disciplinary collaboration and real-world learning experiences to enhance creativity, student engagement, and academic outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counselors	Provide guidance/counseling services to ensure that students have multiple opportunities for academic, collegiate, professional, and personal growth.	\$6,851,099.00	No
2	Enhanced Counseling and Student Support	Additional school counselors, social workers, and various other classified personnel will provide tiered supports to English Learner (EL), Foster Youth (FY), and Low Income (LI) students to proactively address academic, social-emotional, behavioral, and physical well-being, to ensure equitable access to academic, collegiate, professional, and personal growth. The increase in this action will empower each site to carry out a Multi-Tiered System of Support that is more proactive in meeting the academic, college and career, social-emotional, and behavioral needs of our unduplicated students to increase achievement, well-being, and college/career readiness.	\$14,589,673.00	Yes
3	Professional Development	Curriculum and Professional Development Coordinators will collaborate to plan and provide teachers and administrators with increased opportunities to access internal and external expertise, to further their skills, develop the Teacher Induction Program (AVTI), and to increase their depth of knowledge about English Learner (EL), Foster Youth (FY), and Low Income (LI) students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with California State Standards curriculum and assessments, to increase their effectiveness in providing differentiated, best first instruction, formative assessment, and intervention strategies, that increase academic outcomes for English Learner (EL), Foster Youth (FY), and Low Income (LI) students as indicated on NWEA growth and proficiency scores, and AP pass rates.	\$1,509,508.00	Yes
4	Targeted AV Teacher Induction Mentoring and Supports	The Antelope Valley Teacher Induction (AVTI) Coordinator and Teacher Induction Mentors, along with various other support personnel, will provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with additional differentiated and formative assessment tiered supports and monitoring strategies, by mentoring AVTI teachers and new administrators in order to increase teacher/administrator effectiveness in addressing identified needs and achievement gaps	\$1,274,422.00	Yes

		to increase student achievement and social-emotional well-being.		
5	Classroom Walkthroughs	Site and District instructional teams will utilize classroom walk-through tools to conduct classroom observations, gather evidence, and provide feedback to teachers and administrators on California State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) in order to provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with effective learning environments that close achievement gaps and raise student achievement.	\$32,870.00	Yes
6	AP Placement, Exams, and Tutoring	School counselors will coordinate services with site administrative teams to increase equitable access to AP classes for Low Income (LI) students. Teachers will further prepare Low Income (LI) students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring hours, and AP exams at reduced costs, so Low Income (LI) students can take as many AP exams as they qualify for, to increase their AP participation and pass rates, and CCI rates.	\$548,054.00	Yes
7	Career Technical Education (CTE) Opportunities	School counselors will coordinate services with CTE support staff and site administrative teams each semester, to counsel with students, review student performance, and master schedules, to be intentional about increasing student access to CTE courses and pathways such as medical, agricultural, engineering, and education for English Learner (EL), Foster Youth (FY), and Low Income (LI) students. CTE course sections on master schedules at all schools will be increased to accommodate the increase of EL, FY, and LI students participating in CTE courses and pathways, as evidenced by increased CTE sections on master schedules, and increased CTE participation and completion rates, including increased CCI rates for English Learner (EL), Foster Youth (FY), and Low Income (LI) students.	\$8,954,610.00	Yes
8	AVID Elective	The AVID coordinator, in coordination with the school site, will ensure that AVID elective sections are available across all school sites. School counselors will collaborate with AVID site teams and site administrative teams each semester to review master schedules and the academic performance of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This collaborative effort is aimed at deliberately enhancing equitable access to AVID electives and boosting achievement for EL, FY, and LI students, ultimately increasing AVID participation, A-G enrollment, graduation, and CCI rates.	\$2,527,563.00	Yes
9	Technology	District and site support personnel will ensure that teachers have access to renovated classrooms equipped with technology, wireless capacity, and online resources to increase student-to-device ratios district-wide and advance technology. They will also support teachers in engaging English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 9-12 with rigorous curriculum. This will involve providing students with increased access to academic resources, digital curriculum resources, and diagnostic and formative assessments to improve their engagement with rigorous academic content standards. These efforts will be measured through increased NWEA growth scores, A-G completion rates, Grad Rates, and CCI rates.	\$2,137,190.00	Yes
10	STEAM Integration	STEM and arts teachers, supported by District staff, will collaborate to expand STEAM integration and increase student exposure to interdisciplinary learning opportunities, including the districtwide STEM Expo, related showcases, and competitions for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students in grades 9–12 districtwide. Through cross-disciplinary planning, students will participate in engaging, hands-on, or project-based learning. These efforts will deepen conceptual understanding of rigorous academic standards, increase real-world relevance, and expand participation in STEAM-related electives. As a result, A-G, AP, CCI, and CTE participation and completion rates will improve, aligned with district goals to strengthen math and language arts achievement.	\$43,918.00	Yes

11	Dual Enrollment and Internships	The Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly, with school counselors and site administrative teams, who will counsel with students, and review student needs and performance, to increase access to low-cost dual enrollment and no-cost work-based learning internship options for English Learner (EL), Foster Youth (FY), and Low Income (LI) students, to increase dual enrollment and work-based learning internships for EL, FY, and LI students, and to increase their achievement, as evidenced on increased A-G, CCI, and Golden State Seal Merit Diploma rates.	\$263,788.00	Yes
12	Enrichment Options	School counselors will coordinate services with site administrative teams to provide and place English Learner (EL), Foster Youth (FY), and Low Income (LI) students in academic and enrichment courses, above and beyond the 6 period day, virtually and in person, before and after 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.	\$61,245.00	Yes
13	Student Achievement Support	District and site Instructional Partners and various other classified, certificated, and management support personnel, will provide professional development and classroom walkthrough feedback and support to teachers in order to increase teacher effectiveness, so that English Learner (EL), Foster Youth (FY,) and Low Income (LI) students can increase their achievement in core content classes as evidenced by increased NWEA growth scores, English Learner progress, and reclassification rates, A-G completion rates, and CAASPP scores.	\$2,929,439.00	Yes
14	Next Generation Science Standards (NGSS) Support	An AVUHSD teacher on special assignment will plan, collaborate, and observe science classrooms with Curriculum Coordinators to provide additional professional development, feedback, and lesson planning support to science teachers in the implementation and assessment of Next Generation Science Standards (NGSS), to provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with effective NGSS differentiated instructional strategies as evidenced by increased CAST scores and A-G rates.	\$187,756.00	Yes
15	Visual and Performing Arts (VAPA) Support	Designated VAPA support staff will coordinate with arts teachers and other certificated personnel to plan, collaborate, and observe visual and performing arts classrooms and programs to provide additional professional development, feedback, and lesson planning support to VAPA teachers in the implementation and assessment of California Arts standards, to provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with effective differentiated instructional strategies as evidenced by increased A-G and CTE completion and graduation rates.	\$187,974.00	Yes
16	Improving Graduation Rates	Administrators, school counselors, and teachers will collaborate to implement personalized academic counseling, identifying at-risk students based on academic data and behavior indicators. Through targeted interventions and support services, they will provide tailored assistance to help students overcome challenges and stay on track towards graduation. Regular progress monitoring and goal setting will ensure that students receive the necessary support to succeed academically and achieve their graduation and career goals.	\$13,388.00	Yes
17	College and Career Readiness Programs	Administrators, school counselors, and teachers will implement comprehensive college and career readiness programs aimed at enhancing the College and Career Indicator. This includes providing personalized career counseling and conducting workshops on college application processes, financial aid options, college credit/dual credit opportunities, and career exploration. Site and district staff will coordinate and oversee job shadowing and internship opportunities, ensuring that students have meaningful real-world experiences that align with their career interests and goals.	\$167,878.00	Yes

Goal

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

State priorities addressed by this goal.

1, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Access to Standards-Aligned Instructional Materials (Priority 1)	100% Fall 2023 Williams Visit	100% Fall 2024 Williams Visit	100% Fall 2025 Williams Visit	100% Fall 2026 Williams Visit	Progress: No Change
2	Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT) (Priority 1)	100% Fall 2023 Williams Visit	100% Fall 2024 Williams Visit	100% Fall 2025 Williams Visit	100% Fall 2026 Williams Visit	Progress: No Change

3	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	14% Teacher Misassignments 4% Teacher Vacancies Fall 2023 Census Day CALPADS 4.1 and 4.3	11.2% Teachers Misassignments 3.4% Teacher Vacancies Fall 2024 Census Day CALPADS	19.5% Teacher Misassignments 4.7% Teacher Vacancies Fall 2025 Census Day CALPADS	1% Teacher Misassignments 0.5% Teacher Vacancies Fall 2026 Census Day CALPADS 4.1 and 4.3	Progress: Misassignments: +5.5% (Increased) Teacher Vacancies: +0.7% (Increased)
4	Attendance Rate (Priority 5)	All Students - 90.86% CALPADS 14.2 2022-2023	All Students - 91.18% CALPADS 14.2 2023-2024	All Students - 89.90% CALPADS 14.2 2024-2025	All Students - 92% CALPADS 14.2 2025-2026	All Students Progress: -0.96% (Declined)
5	Chronic Absenteeism (Priority 5)	All Students - 29.5% FY - 43.3% LI - 33.6% EL - 33.4% SWD - 43.3% 2022-2023 DataQuest	All Students - 29% FY - 42.5% LI - 31.7% EL - 31.2% SWD - 42% 2023-2024 DataQuest	All Students - 28.4% FY - 46.3% LI - 32.4% EL - 31.2% SWD - 40.9% 2024-2025 DataQuest	All Students - 12% FY - 20% LI - 12% EL - 12% SWD - 30% 2025-2026 DataQuest	All Students Progress: -1.1% FY Progress: +3.0% LI Progress: -1.2% EL Progress: -2.2% SWD Progress: -2.4%
6	High School Dropout Rate (Priority 5)	All Students - 13.4% 2022-2023 DataQuest	All Students - 17.4% 2023-2024 DataQuest	All Students - 12.6% 2024-2025 DataQuest	All Students - 5% 2025-2026 DataQuest	All Students Progress: -0.8%
7	Suspension Rate (Priority 6)	All - 8.6% FY - 20.8% EL - 8.9% LI - 10.2% SWD - 14.6% 2022-2023 DataQuest	All Students - 7.3% FY - 21% EL - 8.1% LI - 7.4% SWD - 12.5% 2023-2024 DataQuest	All - 9.2% FY - 26.9% EL - 9.0% LI - 10.6% SWD - 15.4% 2024-2025 DataQuest	All Students - 5% FY - 15% EL - 5% LI - 5% SWD - 10% 2025-2026 DataQuest	All Students Progress: +0.6% FY Progress: +6.1% EL Progress: +0.1% LI Progress: +0.4% SWD Progress: +0.8%
8	Expulsion Rate (Priority 6)	All - 0.2% FY - 0.9% EL - 0.1% LI - 0.3% SWD - 0.4% 2022-2023 DataQuest	All - 0.2% FY - 0.4% EL - 0.2% LI - 0.2% SWD - 0.2% 2023-2024 DataQuest	All - 0.3% FY - 0.5% EL - 0.2% LI - 0.3% SWD - 0.5% 2024-2025 DataQuest	All - 0.1% FY - 0.5% EL - 0.0% LI - 0.2% SWD - 0.2% 2025-2026 DataQuest	All Students Progress: +0.1% FY Progress: -0.4% EL Progress: +0.1% LI Progress: 0% SWD Progress: +0.1%

9	Student Perception of School Safety and Connectedness (Priority 6)	<p>Fall Climate Survey</p> <p>Safety: 78% Agreed or Strongly Agree - "I feel safe at school." Connectedness: 62% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."</p> <p>Fall Climate Survey 2023-2024</p>	<p>Fall Climate Survey</p> <p>Safety: 70% Agreed or Strongly Agree - "I feel safe at school." Connectedness: 60% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."</p> <p>Fall Climate Survey 2024-2025</p>	<p>Fall Climate Survey</p> <p>Safety: 79% Agreed or Strongly Agree - Students - "I feel safe at school." Connectedness: 64% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."</p> <p>Fall Climate Survey 2025-2026</p>	<p>Fall Climate Survey</p> <p>Safety: 80% Agreed or Strongly Agree - Students - "I feel safe at school." Connectedness: 65% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."</p> <p>Fall Climate Survey 2026-2027</p>	<p>Progress Safety: +1%</p> <p>Progress Connectedness: +2%</p>
10	Teacher Perception of School Safety and Connectedness (Priority 6)	<p>Fall Climate Survey</p> <p>Safety: 85% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 80% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."</p> <p>Fall Climate Survey 2023-2024</p>	<p>Fall Climate Survey</p> <p>Safety: 80% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 79% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."</p> <p>Fall Climate Survey 2024-2025</p>	<p>Fall Climate Survey</p> <p>Safety: 86% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 82% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."</p> <p>Fall Climate Survey 2025-2026</p>	<p>Fall Climate Survey</p> <p>Safety: 90% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 85% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."</p> <p>Fall Climate Survey 2026-2027</p>	<p>Progress Safety: +1%</p> <p>Progress Connectedness: +2%</p>

11	Local Indicator - Suspension Indicator	All Students Performance: 6.8% FY Performance: 18.5% suspended at least once LI Performance: 8.1% suspended at least once EL Performance: 7.1% suspended at least once 2023 California Dashboard	All Students Performance: 7.3% FY Performance: 21% LI Performance: 8.1% EL Performance: 7.4% 2024 California Dashboard	All Students Performance: 7.4% suspended at least once FY Performance: 23.9% suspended at least once LI Performance: 8.8% suspended at least once EL Performance: 7.1% suspended at least once 2025 California Dashboard	All Students Performance: 5% FY Performance: 15% suspended at least once LI Performance: 5% suspended at least once EL Performance: 5% suspended at least once 2026 California Dashboard	All Students Progress: +0.6% FY Progress: +5.4% LI Progress: +0.7% EL Progress: 0%
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Goal Analysis for 2025-2026

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

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

Goal 3 – “Cultivate a safe and secure, positive school culture that supports all students’ personal and academic growth.”

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

During the 2025/26 school year, AVUHSD continued to make meaningful progress in cultivating safe, secure, and supportive school environments. Safe, Secure, and Positive Learning Environments (3.10) remained a strong area of implementation, expanding opportunities for student involvement, mentoring, and campus engagement activities that foster school connectedness. Student survey results continued to reflect steady levels of perceived safety and belonging, reinforcing the positive impact of these efforts.

Student Support Centers (3.07) also demonstrated measurable strengths. These centers provided structured spaces for behavioral redirection, academic support, and social-emotional interventions, allowing schools to address student needs proactively rather than relying solely on exclusionary discipline practices. Increased utilization of Student Support Centers supported intervention-based approaches and contributed to strengthened student relationships and improved overall campus climate.

Lowering Suspension Rates (3.16) remains an area of ongoing challenge. While proactive supports and restorative practices have established a strong foundation, suspension rates among certain student groups remain disproportionately high. The District continues aligning professional development to support behavioral intervention strategies, culturally responsive practices, and classroom management tools to reduce disproportionality and further strengthen inclusive school environments.

Overall, Goal 3 implementation reflects continued progress toward fostering safe, positive, and supportive learning environments, with sustained efforts to address discipline disparities and promote equitable outcomes for all students.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 3:

3.1 - Access to Standards-Aligned Instructional Materials

Reason for Difference: While expenditures came in below the budgeted amount, the district successfully met all requirements for instructional materials sufficiency in alignment with Williams legislation. Through strategic planning, efficient resource management, and ongoing maintenance efforts, all students had access to necessary instructional materials and safe, well-maintained learning environments while maintaining fiscal responsibility.

3.5 - Recruit and Retain Teachers

Reason for Difference: In 2025/26, this action was successfully implemented through coordinated efforts between the district departments to recruit and support experienced teachers for hard-to-staff positions. These efforts strengthened instructional capacity in key areas such as ELD, Math, and Science, supporting improved student engagement, progress monitoring, and access to core content. Expenditures came in just under the budgeted amount due to efficient coordination of recruitment and support efforts, while still maintaining strong implementation and impact on student outcomes.

3.11 - Supplemental Interventions and Supports

Reason for Difference: The district continued implementing a coordinated system of supplemental interventions and supports aligned with key LCAP actions. School site administrators collaborated with district staff to address the academic and social-emotional needs of English Learners, Foster Youth, and Low-Income students through tutoring, counseling, and enrichment opportunities. This integrated approach strengthened student engagement and alignment between academic supports and school climate initiatives. With an increased budget from the previous year, expenditures came in under the budgeted amount due to the strategic braiding of one-time funding sources, including A-G Access, Learning Loss Mitigation, and LREBG grants, which offset costs for several supplemental supports while maintaining strong implementation.

3.12 - Transportation

Reason for Difference: In 2025/26, transportation services were successfully implemented to support student access to academic programs, interventions, and enrichment opportunities. The budget for this action was reduced from the prior year; however, expenditures exceeded the budgeted amount in order to fully provide necessary transportation services and maintain equitable access for students, including purchasing a Go Pass for every student in the District. Increased transportation costs also contributed to the overage. The district continued to prioritize student attendance and participation, ensuring that transportation needs were met despite rising costs.

3.13 - Independent City and Resilient Scholars

Reason for Difference: The Independent City event and Resilient Scholars meetings continued to be successfully implemented, providing meaningful and enriching experiences for students. These initiatives were supported through thoughtful planning, streamlined logistics, and strong community partnerships, including donated items for Independent City that helped offset costs. Expenditures came in under the budgeted amount due to efficient resource use, continued cost-effective planning, and the leveraging of community support. The district remains committed to delivering high-quality experiences for students while maintaining fiscal responsibility.

3.14 - Diversity Training

Reason for Difference: In 2025/26, diversity training continued to be implemented as part of the district's commitment to fostering an inclusive and equitable environment. Staff participated in professional learning that provided practical strategies and insights to support inclusive practices across schools and departments. An equity committee was also engaged to support this work, along with experts in the field who provided additional guidance and best practices to strengthen implementation. The budget for this action was increased from the prior year; however, expenditures exceeded the budgeted amount due to expanded implementation, increased participation, and the inclusion of specialized expertise. The district remains committed to continuing and strengthening diversity initiatives to ensure all staff are equipped to contribute to a welcoming and inclusive culture.

3.15 - Multi-Tiered System of Supports (MTSS)

Reason for Difference: The district-wide implementation of the MTSS model continued under the leadership of the Director of MTSS in collaboration with District and site leadership, as well as certificated and classified staff. Efforts remained focused on delivering Tier 2 and Tier 3 interventions, supporting site-based MTSS teams, providing professional development, and offering targeted resources to guide implementation. Expenditures came in under the budgeted amount due to a reduced number of meetings, the strategic use of school site locations for convenings, and more efficient use of time and resources. These adjustments allowed the district to maintain strong implementation while improving overall cost efficiency and sustainability of the MTSS framework.

3.16 - Lower Suspension Rates

Reason for Difference: In 2025/26, this action continued to support efforts to reduce suspension rates through targeted training, behavior support strategies, and PBIS-aligned practices. The budget for this action was increased from the prior year, and implementation included professional development specific to reducing suspensions and strengthening positive behavior supports. Expenditures came in under the budgeted amount as many of these efforts were implemented through aligned actions, including certificated and classified professional development, MTSS, and PBIS. As a standalone action, costs were lower, though the work remains a priority. The district will continue to strengthen and coordinate these efforts to more effectively reduce suspensions and support positive, inclusive learning environments.

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

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

3.1/3.2/3.3 – Access to Standards-Aligned Instructional Materials / Facilities in "Good" Repair / Fully Credentialed and Appropriately Assigned Teachers

During the 2025/26 school year, the district maintained its commitment to ensuring that all students have access to high-quality instructional materials, safe and well-maintained facilities, and fully credentialed and appropriately assigned teachers. Textbook sufficiency remained at 100%, and facilities across school sites continued to receive ratings of "Good" or better. Maintaining these foundational conditions ensures that students are learning in safe, supportive environments with qualified educators, which is essential to fostering a positive school climate and supporting both academic and personal growth.

3.4 – Career Technical Education (CTE) Programs

Career Technical Education programs continued to support student engagement and career exploration opportunities. While 17.1% of students completed a CTE pathway, results across student groups were mixed. Foster Youth demonstrated growth with a completion rate of 14.3%, while declines were observed among Low-Income students and English Learners, indicating the need to strengthen pathway sequencing and academic support structures. Despite these challenges, CTE programs remain an important strategy for increasing student engagement and connecting learning to real-world applications.

3.5/3.6 – Recruit and Retain Teachers / Improve Attendance and Chronic Absenteeism

The district continued prioritizing the recruitment and retention of highly qualified educators through targeted onboarding, mentorship programs, and strategic hiring practices. At the same time, improving student attendance remained a key focus. In 2025/26, the district attendance rate was 89.9%, representing a slight decline from the previous year and remaining below the district's 92% target. While chronic absenteeism has improved slightly from baseline levels, attendance continues to impact academic outcomes across multiple student groups. Expanded outreach efforts, early intervention strategies, and increased collaboration between counselors, community attendance workers, and families will remain essential in improving student attendance and engagement.

3.7 – Student Support Centers

Student Support Centers continued to play a critical role in providing academic guidance, counseling services, and social-emotional support for students across the district. These centers supported students experiencing challenges related to trauma, housing instability, mental health needs, or academic disengagement. Site teams reported that these centers contributed to improved student connectedness and provided critical wraparound support for English Learners, Foster Youth, and Low-Income students, helping ensure students remained engaged in school and connected to available resources.

3.8 – Positive Behavior Intervention and Support (PBIS)

PBIS remained a cornerstone of the district's efforts to promote a positive and inclusive school climate. Schools continued refining their implementation of Tier II and Tier III supports while expanding recognition systems and social-emotional learning strategies. While PBIS practices continue to support student engagement and behavior improvement, suspension rates increased slightly to 7.4% for All Students, remaining above the district goal of 5%. Disparities remain for several student groups, including African American students (19.4%) and Foster Youth (23.9%), highlighting the need for continued refinement of PBIS strategies and targeted interventions.

3.9 – Classified Professional Development

Classified staff participated in professional development opportunities designed to strengthen their ability to support safe and inclusive school environments. Trainings focused on student behavior management, restorative practices, trauma-informed approaches, and effective communication strategies. These learning opportunities increased staff confidence in supporting students and reinforcing schoolwide expectations. These efforts contributed to positive student outcomes, as reflected in increasing graduation rates across all student groups, with All Students improving from to 85.8%, Foster Youth from to 73.7%, Low-Income students from to 84.9%, English Learners from 77.5%, and Students with Disabilities to 66.7%. These gains demonstrate the impact of strengthened supports, improved student engagement, and more inclusive school environments. Continued professional development for classified staff remains essential to sustain and build on these improvements.

3.10 – Safe, Secure, and Positive Learning Environments

The district continued to prioritize safe and supportive learning environments through collaborative systems of support and strategic staffing. Administrators, counselors, social workers, and student support staff worked together to address the academic, behavioral, and social-emotional needs of students. These efforts focused particularly on supporting English Learners, Foster Youth, and Low-Income students, who may face additional barriers to engagement. While improvements in graduation and college readiness indicators demonstrate increased student engagement, continued efforts are needed to address attendance and suspension disparities across student groups.

3.11 – Supplemental Interventions and Supports

Throughout the 2025/26 school year, the district continued implementing a coordinated system of supplemental interventions and supports aligned with key LCAP actions. School site administrators, teachers, counselors, and classified staff collaborated with district teams to address the academic and social-emotional needs of English Learners, Foster Youth, and Low-Income students. These supports were implemented through a network of interconnected LCAP actions that provided academic tutoring, counseling, and enrichment opportunities. This collaborative approach helped improve student engagement and strengthen connections between academic supports and school climate initiatives.

3.12 – Transportation

The district continued providing reliable transportation services through the implementation of the Go Pass, which provided a bus pass for every student, ensuring access to academic programs, extracurricular activities, and essential support services. This support remained particularly important for Foster Youth, Low-Income students, English Learners, and students with disabilities, as well as those attending alternative or Equity Multiplier sites, helping remove barriers to school attendance and participation. While transportation supports improved access, attendance rates declined slightly to 89.90%, indicating ongoing challenges in consistent student attendance. Additionally, chronic absenteeism, while improving overall (29.5% to 28.4%), remains elevated. These results suggest that while the Go Pass and transportation supports increased access and reduced barriers, additional strategies are needed to improve attendance and reduce chronic absenteeism. Continued focus on removing barriers and strengthening supports will remain critical to improving student participation and outcomes.

3.13 – Independent City and Resilient Scholars

The Independent City and Resilient Scholars program continued to provide essential mentoring and life skills development for students in foster care. Through regular meetings, workshops, and mentoring opportunities, students developed advocacy skills, financial literacy knowledge, and postsecondary planning strategies. The program remains an important support system for Foster Youth, helping students navigate academic challenges and build pathways toward college and career success.

3.14 – Diversity Training

The district continued to expand diversity and equity training initiatives to promote inclusive and culturally responsive school environments. Staff participated in professional learning opportunities designed to strengthen understanding of equity, identity, and belonging across school communities. While these trainings continue to support improved school climate, suspension disparities remain evident among several student groups. Ongoing diversity training and culturally responsive practices will remain important components of the district’s efforts to ensure that all students feel valued, supported, and connected to their school communities.

3.15 – Multi-Tiered System of Supports (MTSS)

MTSS implementation continued to expand across school sites, focusing on aligning academic, behavioral, and social-emotional supports for students. Site MTSS teams met regularly to review data, identify students in need of intervention, and coordinate services. This data-driven system supports early identification of students experiencing challenges related to attendance, behavior, or academic performance. Continued implementation of MTSS remains essential for improving outcomes for student groups experiencing disproportionate challenges, including Foster Youth, Students with Disabilities, and English Learners.

3.16 – Lower Suspension Rates

Reducing suspension rates remains a district priority. In 2025/26, the overall suspension rate increased slightly to 7.4%, remaining above the district goal of 5%. Several student groups continue to experience disproportionate suspension rates, including African American students (19.4%), Foster Youth (23.9%), and Students with Disabilities (13.2%). However, slight improvements were observed for English Learners (-0.3%) and students identified as Two or More Races (-0.1%). The district will continue strengthening MTSS implementation, restorative practices, and targeted behavioral supports to reduce suspension rates and create more inclusive learning environments for all students.

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

Informed by educational partner feedback, review of state and local data, and our continued commitment to student well-being and success, we will maintain the current Goal 3 LCAP actions and services without revision, as they remain aligned to identified needs and District priorities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Standards-Aligned Instructional Materials	Full compliance with instructional materials sufficiency as defined by Williams legislation.	\$12,526,004.00	No
2	Facilities in "Good" Repair	Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments.	\$43,641,237.00	No
3	Fully Credentialed and Appropriately Assigned Teachers	100% of teachers will be fully credentialed and appropriately assigned.	\$89,018,233.00	No
4	Career Technical	Provide teachers and staff for Career Technical Education programs to support students in CTE	\$3,028,684.00	No

	Education (CTE) Programs	pathways.		
5	Recruit and Retain Teachers	The Director of Personnel, in collaboration with the Coordinator of Position Control, will work closely with Antelope Valley Teacher Induction (AVTI) coordinators and various support staff from colleges, universities, and social media networks. Their aim is to provide more experienced teachers for hard-to-staff positions and programs such as ELD, Math, and Science, to support English Learner (EL), Foster Youth (FY), and Low Income (LI) students. These teachers will be trained to differentiate instruction, engage students in formative assessment practices, and monitor their progress. The ultimate goal is to increase student engagement, close achievement gaps, monitor student progress, and increase access to core content standards. This, in turn, will help to improve A-G and College/Career Readiness rates.	\$512,630.00	Yes
6	Improve Attendance and Chronic Absenteeism	AVUHSD certificated and classified staff will coordinate services with district and site Community Attendance Workers to implement tiered reengagement interventions for students experiencing Homelessness, English Learner (EL), Foster Youth (FY), and Low Income (LI) students to address attendance and chronic absenteeism using District-adopted attendance software tools, to increase communication with parents, increase attendance, and lower chronic absenteeism for English Learner (EL), Foster Youth (FY), and Low Income (LI) students.	\$1,622,938.00	Yes
7	Student Support Centers	District Program Coordinators will coordinate services with PBIS Coordinators, Student Support Coordinators, school counselors, social workers, site administrators, and various classified and certificated support personnel, to support the implementation of Multi-Tiered Systems of Support (MTSS) and proactively monitor, set goals, and provide academic, behavioral, and social-emotional tiered interventions to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in the Student Support Centers, to increase student engagement, academic achievement, behavioral, and social-emotional well-being, as evidenced on increased attendance and achievement, decreased suspensions, and improved local climate survey results.	\$1,301,365.00	Yes
8	Positive Behavior Intervention and Support (PBIS)	Coordinators in the Student Services Department will coordinate services with site PBIS Coordinators and various other support personnel, to provide Positive Behavior Interventions and Supports (e.g. Wolf Connection, et al.), to English Learner (EL), Foster Youth (FY), Low Income (LI) students, and students experiencing homelessness through a Multi-Tiered System of Support (MTSS) framework, that includes support for social-emotional learning through Habitudes curriculum, to increase student-well-being and decrease suspension rates.	\$1,168,781.00	Yes
9	Classified Professional Development	District and site administrative staff, including Instructional Partners and external consultants, will expand professional development opportunities to Classified staff, to support their understanding of the needs, conditions, and circumstances of English Learner (EL), Foster Youth (FY), and Low Income (LI) students, as they relate to the educational programs, interventions, actions, services, and objectives of the LCAP to increase student engagement and well-being, as evidenced on increased attendance and decreased truancy and suspension rates.	\$173,695.00	Yes
10	Safe, Secure, and Positive Learning Environments	The Director of Equity, along with District staff and various support personnel, will coordinate services with site Administrative Interns, Student Support Coordinators, PBIS Coordinators, and social workers, including additional certificated and classified support staff, to engage English Learner (EL), Foster Youth (FY), and Low Income (LI) students and families, with a more positive and connected learning experience by providing additional mentoring opportunities to address social-emotional, behavioral, and academic needs and build positive relationships with EL, FY, and LI students and families. Support staff will also proactively monitor the school environment to positively intervene as necessary, to increase attendance, reduce suspensions, increase safety, connectedness and well-being for EL, FY, and LI students and families.	\$7,914,366.00	Yes
11	Supplemental Interventions and Supports	District and site certificated and classified support staff will coordinate services in order to provide supplemental interventions and supports that align with the following LCAP actions to further	\$3,703,000.00	Yes

		<p>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:</p> <ul style="list-style-type: none"> - College and Career Field Trips - LCAP 1.1 - College Readiness Exams - LCAP 1.2 - AP Training and Tutoring - LCAP 1.3 - Expanded Learning Opportunities - LCAP 1.4 - EL Support and Services - LCAP 1.7 and 1.8 - Ancillary Instructional Materials - LCAP 1.12 - Targeted Intervention - 1.15 - Professional Development and Training - LCAP 1.14, 1.16, 1.17, 2.3, and 3.16 - CTE opportunities - LCAP 2.7 - Technology - LCAP 2.9 - STEAM - LCAP 2.10 - Additional staffing to meet the needs of targeted students - LCAP 3.7, 3.8, and 3.11 - Parent Engagement Activities - LCAP 4.4 and 4.6 		
12	Transportation	<p>Transportation will be provided to students experiencing Homelessness, Low Income (LI) students and Foster Youth (FY) students who are assigned to alternative schools for credit retrieval. Transportation will also be provided to LI and FY students attending before and after school tutoring and extracurricular events, so students can meaningfully participate in educational programs and have equitable access to interventions and enrichment options in order to improve attendance as indicated on attendance and chronic absenteeism rates.</p>	\$3,295,865.00	Yes
13	Independent City and Resilient Scholars	<p>Foster Youth (FY) students will receive a comprehensive mock simulation of adult life responsibilities from a variety of certificated and classified support personnel, including school counselors, teachers, administrators, and community members. This “Independent City” simulation will cover important topics such as career options, salaries, housing, budgets, financial literacy, and access to government agencies like healthcare and DMV. The aim of this program is to better prepare FY students for the transition to adulthood from foster care, resulting in increased graduation rates and post-secondary enrollment. In addition to this, enrichment activities will be organized to promote community resources, provide college and career information, and offer professional development opportunities focused on wellness and social-emotional well-being, as well as self-advocacy.</p>	\$39,071.00	Yes
14	Diversity Training	<p>Diversity training will be provided to administrative, certificated, and classified staff and students throughout the year, to increase awareness of our diverse student and community populations, to increase understanding and support for Foster Youth (FY) and Low Income (LI) students, so they can increase their meaningful participation in educational programs and have equitable access to interventions, rigorous courses, and enrichment options, to increase their Graduation rates, attendance rates, AP Participation, CTE pathway completion, and A-G completion rates.</p>	\$155,098.00	Yes
15	Multi-Tiered System of Supports (MTSS)	<p>The successful implementation of the district-wide Multi-Tiered System of Supports (MTSS) model and vision will be led by the Director of MTSS, along with District Coordinators, Directors, and various support personnel. This effort will focus on providing Tier 2 and Tier 3 interventions for English Learner (EL), Foster Youth (FY), and Low Income (LI) students in order to enhance their academic achievement, as well as their behavioral, and social-emotional well-being. They will support MTSS school site teams, provide professional training for school staff and teachers, offer resources related to MTSS, guide school-based processes, and monitor data to establish goals and provide academic, behavioral, and social-emotional tiered interventions to English Learner (EL), Foster Youth (FY), and Low Income (LI) students. This will enhance their academic achievement, as well as their behavioral and social-emotional well-being, which will be</p>	\$818,550.00	Yes

		demonstrated through improved academic achievement, increased attendance, decreased suspensions, and improved local climate survey results.		
16	Lower Suspension Rates	Administrative, certificated, and classified staff will receive professional development focused on implementing Multi-Tiered System of Supports (MTSS) specifically aimed at reducing suspension rates. This training will include strategies for creating inclusive, equitable, and supportive classroom environments, differentiated instruction, and proactive behavior management techniques to address diverse student needs effectively and promote positive behavioral outcomes, ultimately aimed at reducing suspension rates.	\$17,832.00	Yes

Goal

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

State priorities addressed by this goal.

3, 6, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Engagement in Decision Making (Priority 3)	10% of parents/guardians participating in at least one decision making activity, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc.	28% of parents/guardians participating in at least one decision making activity, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc. School Sites Self-Reporting 2024/25	43% of parents/guardians participating in at least one decision making activity, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc. School Sites Self-Reporting 2025/26	50% of parents/guardians participating in at least one decision making activity, i.e., Parent Conferences, Back-to-School Night, Open House, LCAP meetings, etc. School Sites Self-Reporting 2026/27	Progress: +33% (Increased)

2	Parent Participation in Programs for Unduplicated Pupils (Priority 3)	10% of parents/guardians participating in at least one program for unduplicated students, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc.	21% of parents/guardians participating in at least one program for unduplicated students, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc. School Sites Self-Reporting 2024/25	37% of parents/guardians participating in at least one program for unduplicated students, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc. School Sites Self-Reporting 2024/25	50% of parents/guardians participating in at least one program for unduplicated students, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc. School Sites Self-Reporting 2026/27	Progress: +27% (Increased)
3	Local Indicator - Parent Perception of Communication and Connectedness	1,300 responses to Fall Climate survey 95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 89% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 94% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2023-2024 Qualtrics	1,322 responses to Fall Climate survey 93% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 88% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 93% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2024-2025 Qualtrics	1,556 responses to Fall Climate survey 93% Agree or Strongly Agree – Intervention Support - "The school provides my student with resources to be successful." 89% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 92% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2025-2026 Qualtrics	2000 responses to Fall Climate survey 95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 90% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 95% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2026-2027 Qualtrics	Progress Responses: +256 Progress Intervention Support: -2% Progress Communication: -0% Progress Expectations: -1%

Goal Analysis for 2025-2026

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

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

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

All eight of the improved actions and services related to Goal 4 were effectively implemented. Our success and areas for improvement continue to be measured through three local indicators, including parent participation and family engagement metrics.

During the 2025/26 school year, AVUHSD maintained strong implementation of English Learner Parent Workshops (4.4) and Parent and Family Collaboration (4.6). Multilingual workshops and advisory opportunities continued to provide families with tools to support academic success, understand graduation and college requirements, and engage meaningfully in their child’s educational journey. Participation in advisory councils, site events, and focused workshops remained steady, reflecting continued collaboration between schools and families. These efforts reinforced school-home partnerships and supported increased awareness of academic expectations and opportunities.

Increase Communication (4.7) remains a key focus area as the District works to engage a broader cross-section of families across all school sites. AVUHSD has continued expanding multilingual communication tools, digital platforms, newsletters, and social media outreach to ensure timely and accessible information for families. Through these efforts, the District is intentionally refining outreach strategies, removing barriers to participation, and strengthening culturally responsive communication practices. While engagement has improved, increasing attendance at events and deepening family involvement in decision-making processes remains an ongoing priority supported through continued enhancement of Action 4.7.

Overall, Goal 4 implementation reflects continued progress in strengthening communication systems and family partnerships, with sustained efforts to expand engagement and ensure inclusive participation across all educational partners.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 4:

4.6 - Parent and Family Collaboration

Reason for Difference: In 2025/26, the district continued to partner with parent and family organizations to implement a comprehensive program promoting meaningful family engagement. A series of informative and engaging workshops were delivered to meet the needs and interests of families, and these efforts were successfully implemented. Expenditures came in under the budgeted amount due to strategic planning, efficient use of resources, and shared costs across actions, including Action 4.4. Moving forward, the district will continue to strengthen collaboration with families by evaluating the impact of workshops, exploring additional engagement opportunities, and leveraging community partnerships to expand this work.

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

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

4.1 – PowerSchool

PowerSchool continued to serve as a foundational platform for student information and data access during the 2025/26 school year. Teachers, students, and families utilized the system to monitor attendance, grades, and academic progress in real time. Access to timely information supported increased transparency and allowed families to respond proactively to student needs. While overall attendance remains below the district target at 89.9%, continued use of PowerSchool supports early identification of attendance

concerns and academic challenges, particularly for English Learners, Foster Youth, and Low-Income students. The platform remains an essential tool for strengthening communication and family engagement.

4.2 – Qualtrics

The district continued utilizing Qualtrics to gather feedback from students, staff, and families to inform decision-making and continuous improvement efforts. Survey data provided insight into school climate, communication effectiveness, and student needs, helping guide LCAP development and program refinement. The district saw an increase in participation in the Fall Climate Survey and the LCAP Roadshow survey, reflecting stronger engagement from educational partners and expanded opportunities for families to share input. Feedback from these surveys, including the expressed need for increased communication, continues to guide district priorities and strengthen two-way communication systems.

4.3 – Parent Link

Parent Link remained a key communication tool for providing timely updates to families regarding school events, safety notifications, and district initiatives. The platform's multilingual capabilities supported outreach to diverse families, including Spanish-speaking households and English Learner families. Continued use of text, email, and voice messaging helped ensure families remained informed and connected, supporting increased awareness of academic programs, student supports, and engagement opportunities.

4.4 – English Learner (EL) Parent Workshops

During the 2025/26 school year, the district continued to strengthen engagement with English Learner families through targeted parent workshops and outreach efforts. These sessions provided information on reclassification, academic expectations, and strategies to support student learning at home. Hundreds of parents participated in workshops, with approximately 1,000 families completing the Parent Institute for Quality Education (PIQE) program, demonstrating strong engagement and increased capacity among families to support student success. While English Learners demonstrated modest academic growth on CAASPP ELA (+3.7) and Math (+1.7), the English Learner Progress Indicator declined slightly to 35.2%, indicating the continued need to strengthen family engagement and academic supports. 43% of AVUHSD parents/guardians participated in at least one decision-making activity (e.g., ELAC, SSC, LCAP meetings), and 37% participated in at least one program for unduplicated pupils. These outcomes reflect continued progress in building inclusive, informed, and empowered school communities.

4.5 – Outreach to Spanish-Speaking Parents

Targeted outreach to Spanish-speaking families continued through bilingual communication, translated materials, and community engagement efforts. These strategies helped increase access to information and strengthened relationships between schools and families. Feedback from LCAP surveys highlighted the importance of clear and consistent communication, particularly for families of English Learners and Low-Income students. Continued outreach efforts remain essential to ensuring equitable access to information and increasing participation in school programs and decision-making opportunities.

4.6 – Parent and Family Collaboration

The district continued to foster meaningful collaboration with parents and families through LCAP engagement meetings, advisory committees, and community events. In response to ongoing efforts to strengthen family engagement, the district expanded outreach opportunities, resulting in hundreds of parents participating in workshops and approximately 1,000 parents graduating from Parent Institute for Quality Education (PIQE), demonstrating strong investment in student success. Additionally, increased participation in the Fall Climate Survey reflects growing family involvement and expanded opportunities for input. These efforts strengthened partnerships with families, particularly for English Learners, Foster Youth, and Low-Income students. 43% of parents/guardians participated in at least one decision-making activity (such as ELAC, SSC, or LCAP meetings), and 37% took part in at least one program specifically designed for unduplicated pupils. These outcomes highlight the district's ongoing commitment to building trusting, engaged relationships with families that support student success.

4.7 – Increase Communication

The district prioritized expanding communication across multiple platforms, including social media, newsletters, websites, and direct messaging systems, to ensure educational

partners received timely and relevant information. Feedback from LCAP surveys emphasized the need for improved communication so families better understand school site activities, programs, and student supports. In response, the district increased communication frequency and outreach efforts, resulting in greater participation in family engagement opportunities such as workshops and climate surveys. Continued focus on clear, consistent communication will be essential to strengthening relationships with families and supporting student success.

4.8 – Social-Emotional Learning (SEL) Supports

Social-emotional learning (SEL) supports remained a key component of the district’s efforts to foster a positive school climate and support student well-being. Communication with families regarding SEL resources, counseling services, and mental health supports continued to be prioritized. While these efforts support student engagement and well-being, ongoing challenges in attendance (89.9%) and suspension rates (7.4%) indicate the need to further strengthen SEL supports and family communication. Disproportionate suspension rates for Foster Youth (23.9%), African American students (19.4%), and Students with Disabilities (13.2%) highlight the importance of continued collaboration with families and targeted outreach to ensure students receive the social-emotional and behavioral supports needed to succeed.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PowerSchool	Maintain a Student Information System to provide timely communication and access to student achievement, attendance, and behavior.	\$316,950.00	No
2	Qualtrics	District and site support staff will utilize a survey data/analytics platform to better communicate important information to English Learner (EL), Foster Youth (FY), and Low Income (LI) students, and families. Responses can be disaggregated by teacher, subject, grade level, and student group, to garner feedback and assess academic, social-emotional, behavioral and physical needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students from various surveys, to increase student achievement, parent communication, parent access and usage of digital apps, district websites, and student information systems.	\$148,000.00	Yes
3	Parent Link	District and site staff will utilize a mass communication platform for messaging families in multiple languages (phone, text, email, and social media) to provide information, in multiple formats, to increase access to academic, intervention, enrichment, and extracurricular activities, for English Learner (EL), Foster Youth (FY), and Low Income (LI) students and families, to increase timely and effective communication practices as evidenced by usage reports and parent/student surveys.	\$80,000.00	Yes
4	English Learner (EL) Parent Workshops	EL district and site certificated and classified support staff will coordinate services with external consultants, such as "Disciplina Positiva" and PIQE (Parent Institute for Quality Education), as well as provide opportunities for parents to attend conferences, such as CABE, in order to provide	\$417,877.00	Yes

		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.		
5	Outreach to Spanish-Speaking Families	District EL certificated and classified support staff will partner with various community outreach channels, including a local Spanish language radio station, billboards, and other outreach methods in both English and Spanish to inform families about district educational programs, services, and highlights. This multifaceted approach aims to enhance communication and boost EL participation in educational programs and services. The success of these efforts will be measured by increased participation, completion, and pass rates in rigorous courses and programs such as CTE, AP, and the Seal of Biliteracy.	\$23,250.00	Yes
6	Parent and Family Collaboration	District certificated and classified support staff will coordinate services with various site certificated and classified staff and external consultants such as PIQE (Parent Institute for Quality Education), to provide virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences, parent orientation meetings, and community events, in order to increase contact and interaction with English Learner (EL), Foster Youth (FY), and Low Income (LI) students and their parents/guardians, to strengthen parent involvement and increase EL, FY, and LI student participation in rigorous courses, programs, interventions, and enrichment options, as evidenced by increased participation, completion, and pass rates in AP, CTE, and AVID elective sections.	\$76,668.00	Yes
7	Increase Communication	District communications staff will coordinate services with various district and site certificated and classified personnel, to better engage families and community partners of the schools and District, by utilizing various agencies to increase communication and outreach efforts of the district's educational programs, services, interventions, enrichment, and extra-curricular options, to increase participation of English Learner (EL), Foster Youth (FY), and Low Income (LI) students in rigorous courses and programs, as evidenced on positive local survey results and increased student participation, completion, and pass rates in AP, CTE, VAPA, AVID, enrichment, tutoring, and extracurricular activities.	\$851,330.00	Yes
8	Social-Emotional Learning (SEL) Supports	In order to better support and provide for the social- emotional, behavioral, and physical needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students, the district will implement a promotional campaign that focuses on the numerous SEL Supports that currently exist, in order to increase awareness and engagement with the families, educational and community partners of the district, as well as individual schools.	\$325,000.00	Yes

Goal

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

State priorities addressed by this goal.

2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	A-G Completion (Priority 4)	SWD - 8.8% DataQuest 2022-2023	SWD - 7.6% DataQuest 2023-2024	SWD - 11.6% DataQuest 2024-2025	SWD - 15% DataQuest 2025-2026	Progress: +2.8%
2	Graduation Rate (Priority 5)	SWD - 71.4% DataQuest 2022-2023	SWD - 65.8% DataQuest 2023-2024	SWD - 66.7% DataQuest 2024-2025	SWD - 73% DataQuest 2025-2026	Progress: -4.7%
3	Suspension Rate (Priority 6)	SWD - 14.6% DataQuest 2022-2023	SWD - 12.5% DataQuest 2023-2024	SWD - 15.4% DataQuest 2024-2025	SWD - 11% DataQuest 2025-2026	Progress: +0.8%

4	College & Career Indicator/CCI (Priority 8)	SWD - 2.8% College/Career Levels and Measures Report & Data - 2023	SWD - 3% College/Career Levels and Measures Report & Data - 2024	SWD - 6.7% College/Career Levels and Measures Report & Data - 2025	SWD - 10% College/Career Levels and Measures Report & Data - 2026	Progress: +3.9%
5	Local Indicator - Reading Assessment: NWEA MAP (All SWD)	SWD - High & High Average = 5% Fall NWEA Local Assessment 2023-2024	SWD - High & High Average = 8% Fall NWEA Local Assessment 2024-2025	SWD - High & High Average = 13% Fall NWEA Local Assessment 2025-2026	SWD - High & High Average = 15% Fall NWEA Local Assessment 2026-2027	Progress: +8%
6	Local Indicator - Math Assessment: NWEA MAP (All SWD)	SWD - High & High Average = 3% Fall NWEA Local Assessment 2023-2024	SWD - High & High Average = 6% Fall NWEA Local Assessment 2024-2025	SWD - High & High Average = 7% Fall NWEA Local Assessment 2025-2026	SWD - High & High Average = 10% Fall NWEA Local Assessment 2026-2027	Progress: +4%

Goal Analysis for 2025-2026

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

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

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

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

During the 2025/26 school year, AVUHSD continued strengthening supports for Students with Disabilities (SWD). Increased Academic Support (5.02) demonstrated measurable impact through expanded intervention opportunities, targeted instructional strategies, and improved access to grade-level content. These efforts supported steady progress in academic performance indicators and reinforced equitable access to college and career readiness pathways.

Special Education Staff Support (5.3) also remained a strong area of implementation. Ongoing professional development, coaching, and collaborative planning opportunities enhanced staff capacity to meet diverse academic, behavioral, and social-emotional needs. Improved collaboration between general and special education teams promoted inclusive practices and more support for students with disabilities across sites.

Lowering Suspension Rates (5.5) continues to be an area of ongoing challenge, particularly related to disproportionality. While proactive supports and inclusive practices have strengthened overall systems, suspension rates among Students with Disabilities remain an area requiring continued focus. The District will maintain efforts to align behavioral supports, restorative practices, and professional development to reduce disparities and ensure equitable outcomes.

Overall, Goal 5 implementation reflects continued progress in expanding academic access, strengthening inclusive practices, and supporting positive school climates for Students with Disabilities, while maintaining focus on reducing discipline disparities.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 5:

5.2 - Increased Academic Support

Reason for Difference: In 2025/26, this action was implemented to support equitable access and a positive learning environment in general education courses. Targeted academic supports for students with disabilities contributed to continued growth on local assessments and improvements in college and career readiness outcomes. Expenditures came in under the budgeted amount due to efficient staffing and alignment with supports provided through other actions. While progress is evident, CAASPP performance for students with disabilities remains below standard, indicating a continued need to refine and expand supports to close achievement gaps and improve outcomes on state assessments.

5.3 - Special Education Staff Support

Reason for Difference: The district continued to provide support to Special Education staff, with an emphasis on improving instructional practices and student outcomes. This included professional development, targeted support, and access to specialized resources to strengthen inclusive practices and student success. While the initiative was successfully implemented, expenditures came in under the budgeted amount due to more efficient use of resources, strategic coordination, and alignment with other LCAP actions that supported similar efforts. The district remains committed to continuing and refining this work to sustain impact while maintaining cost-effective approaches.

5.4 - Workshops for Parents of Students with Disabilities

Reason for Difference: In 2025/26, workshops and parent surveys for students with disabilities were provided through the collaborative efforts of SELPA, ERICS counselors, school psychologists, and district leadership. By leveraging existing staff and resources, these activities were implemented effectively at no cost. Families were also able to access and participate in a variety of parent workshops offered at school sites and through other LCAP actions, further expanding available supports. As a result, expenditures came in well below the budgeted amount, demonstrating the district's ability to provide meaningful support for students with disabilities and their families through strategic and cost-efficient use of existing resources.

5.5 - Lower Suspension Rate

Reason for Difference: Targeted professional development specific to Special Education staff aimed at reducing suspension rates was not implemented as a standalone action as originally planned. However, elements of this work did occur through aligned actions and goals within the LCAP, including broader MTSS implementation, behavior training, and professional development for both certificated and classified staff. Expenditures came in below the budgeted amount due to these efforts being integrated into other actions rather than funded and delivered separately. Moving forward, the district will prioritize refining and tailoring this work more specifically for students with disabilities to ensure targeted supports, strengthen inclusive practices, and more effectively reduce suspension rates for this student group.

5.6 - English Language Arts and Math Proficiency

Reason for Difference: In 2025/26, professional development and classroom walkthrough feedback were successfully delivered to Special Education teachers, supporting instructional improvement and contributing to gains in student achievement in both ELA and Math. While the initiative was implemented as outlined in Action 5.03, expenditures came in significantly under the budgeted amount due to strategic coordination and the effective use of existing personnel and PD offerings. These efforts were also aligned with actions across other LCAP goals, reflecting a cohesive and cost-efficient approach to improving outcomes for students with disabilities.

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

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

5.1 – Access to Least Restrictive Environment (LRE)

Throughout the 2025/26 school year, the district continued to prioritize increasing access for students with disabilities to the least restrictive environment (LRE). Site and IEP teams collaborated to ensure appropriate placement and increased opportunities for students to participate in general education settings with necessary supports. These

inclusive practices contributed to improved access to rigorous coursework and academic experiences, as reflected in growth in A-G completion rates for students with disabilities, increasing from 7.6% to 11.6%. While progress is evident, the district will continue to expand inclusive practices to further increase access and improve outcomes for students with disabilities.

5.2 – Increased Academic Support

Targeted academic supports for students with disabilities contributed to measurable gains across multiple indicators. Students demonstrated continued growth on local assessments, including NWEA MAP Reading, with High/High Average increasing from 5% to 13% (+8%), and NWEA MAP Math increasing from 3% to 7% (+4%). Additionally, college and career readiness outcomes improved, with CCI increasing from 3% to 6.7%. Despite these gains, CAASPP performance for students with disabilities remains below standard, indicating that while foundational skills and college and career readiness are improving, achievement gaps persist. These results reflect the positive impact of individualized supports, targeted interventions, and extended learning opportunities; however, continued expansion and refinement of these supports will be necessary to improve outcomes on state assessments.

5.3 – Special Education Staff Support

The district continued to invest in professional development, instructional coaching, and program support for special education staff to ensure high-quality instruction and compliance with IEPs. Collaboration between general and special education teachers supported inclusive instructional practices and differentiation strategies. These efforts contributed to improved student outcomes, including gains in A-G completion for students with disabilities (increasing from 7.6% to 11.6%) and CCI (increasing from 3% to 6.7%). Staff reported increased confidence in delivering specialized instruction and supporting diverse student needs. Continued investment in staff training and collaboration will be critical to sustaining and expanding these improvements.

5.4 – Workshops for Parents of Students with Disabilities

During the 2025/26 school year, the district continued to prioritize family engagement by providing parents of students with disabilities access to a range of workshops and support opportunities through both AVUHSD and the Antelope Valley SELPA. These sessions focused on key areas such as understanding the IEP process, navigating special education services, advocating for student needs, and supporting learning at home. In addition, families were encouraged to participate in districtwide workshops focused on college and career readiness, social-emotional learning, and academic supports, promoting inclusive access to resources. These efforts helped strengthen family capacity to support student success and align with continued improvements in outcomes for students with disabilities. The district will continue expanding outreach and participation to ensure all families feel informed, supported, and empowered.

5.5 – Lower Suspension Rate

Efforts to reduce suspension rates for students with disabilities show limited effectiveness during the 2025/26 school year. Suspension rates increased to 15.4%, reflecting continued challenges in redirecting student behavior and supporting engagement. Districtwide strategies such as restorative practices, MTSS implementation, and increased access to student support services are in place; however, suspension rates for students with disabilities remain disproportionately high and above district targets. These outcomes highlight the need for more consistent and targeted implementation. Strengthening Tier 2 and Tier 3 behavioral supports, targeted professional development, and collaboration with families will remain a critical focus area to reduce disproportionality and improve student outcomes.

5.6 – English Language Arts and Math Proficiency

Students with disabilities demonstrated continued academic growth in both English Language Arts and Mathematics, as evidenced by improvements in NWEA MAP assessments, with Reading increasing by +8% and Math by +4% in the High/High Average bands. These gains indicate progress in foundational skill development and the effectiveness of differentiated instructional strategies. Additionally, slight improvements in graduation rates to 66.7% reflect increased academic persistence. While progress is evident, students with disabilities continue to perform below standard on CAASPP assessments, reinforcing the need for continued targeted instruction, intervention, and support to accelerate academic achievement.

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

Informed by educational partner feedback, review of state and local data, and our continued commitment to supporting Students with Disabilities, we will maintain the current Goal 5 LCAP actions and services without changes, as they remain aligned to identified needs and District priorities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Least Restrictive Environment (LRE)	Increase access to the Least Restrictive Environment (LRE) by providing additional counseling support, staff professional development, and additional support classes to serve Students with Disabilities within the general education setting.	\$1,344,354.00	No
2	Increased Academic Support	Increase the number of Instructional Aides, Paraprofessionals, and/or additional staff to ensure equitable access and a positive learning environment in general education courses (CTE, Electives, non-English, and Math).	\$29,616,147.00	No
3	Special Education Staff Support	Provide teachers, staff, supplies, services, professional development, and other operating expenditures to fulfill the requirements of our Special Education program.	\$45,394,817.00	No
4	Workshops for Parents of Students with Disabilities	Workshops and resources for parents of Students with Disabilities will be provided and delivered by District Coordinators, ERICS social workers and psychologists, SPED staff, and/or the Antelope Valley SELPA, in order to increase awareness, provide resources, and increase parent support of SWD. Parent surveys will also be administered in order to obtain the most accurate feedback regarding student needs and how to best serve those needs.	\$1,957,995.00	No
5	Lower Suspension Rate	Professional development will be provided to administrators, teachers, and support staff to train on the implementation of MTSS in Special Education, with the goal of reducing suspension rates in the future. This training initiative aims to proactively address and mitigate suspension rates among students in Special Education by equipping staff with enhanced skills and knowledge, including other means of correction, in addition to IEP supports and services. Through this professional development, staff will be better prepared to provide effective support, interventions, and guidance, fostering a more inclusive and supportive learning environment that promotes positive behavior and reduces the need for disciplinary actions like suspensions.	\$1,964,341.00	No
6	English Language Arts and Math Proficiency	District and site leadership and Instructional Partners will provide professional development and classroom walkthrough feedback to teachers within the special education department, so that students can increase their achievement in ELA and Math, as evidenced by walkthrough data, increased NWEA growth scores, A-G completion rates, and CAASPP scores.	\$1,958,357.00	No

Goal

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

State priorities addressed by this goal.

2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	CAASPP ELA (Priority 4)	Desert Winds High School 129.9 points below standard Phoenix High School - Unavailable R. Rex Parris High School 96.4 points below standard California Dashboard 2023 Antelope Valley High School 56.9 points below standard California Dashboard 2024	Desert Winds High School 152.8 points below standard Progress: -22.9 points (Declined Significantly) Phoenix High School Unavailable R. Rex Parris High School 112 points below standard Progress: - 15.6 points (Declined Significantly) Antelope Valley High School N/A California Dashboard 2024	Desert Winds High School - 127.7 points below standard Progress: +25.1 points (increased) Phoenix High School - Unavailable R. Rex Parris High School - 118 points below standard Progress: -6.6 points (Declined) Antelope Valley High School - 64.3 points below standard Progress: -7.4 points (Declined) California Dashboard 2025	Desert Winds High School 120 points below standard Phoenix High School - Unavailable R. Rex Parris High School 90.4 points below standard Antelope Valley High School 20 points below standard California Dashboard 2026	Progress Desert Winds HS: +2.2 points Progress Phoenix HS: Unavailable Progress R. Rex Parris HS: -21.6 points Progress Antelope Valley HS: -7.4 points
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2	CAASPP Math (Priority 4)	<p>Desert Winds High School - 213.9 points below standard</p> <p>Phoenix High School - Unavailable</p> <p>R. Rex Parris High School - 184.3 points below standard</p> <p>California Dashboard 2023</p> <p>Antelope Valley High School - 159.9 points below standard</p> <p>California Dashboard 2024</p>	<p>Desert Winds High School - 224 points below standard Progress: - 10.1 points (Declined)</p> <p>Phoenix High School - Unavailable</p> <p>R. Rex Parris High School - 201.3 points below standard Progress: +3.1 points (Declined Significantly)</p> <p>Antelope Valley High School - N/A</p> <p>California Dashboard 2024</p>	<p>Desert Winds High School - 204.2 points below standard Progress: +19.8 points (Increased)</p> <p>Phoenix High School - Unavailable</p> <p>R. Rex Parris High School - 204.8 points below standard Progress: -3.5 points (Declined)</p> <p>Antelope Valley High School - 115.8 points below standard Progress: +4 points (Increased)</p> <p>California Dashboard 2025</p>	<p>Desert Winds High School - 205 points below standard</p> <p>Phoenix High School - Unavailable</p> <p>R. Rex Parris High School - 180 points below standard</p> <p>Antelope Valley High School - 120 points below standard</p> <p>California Dashboard 2026</p>	<p>Progress Desert Winds HS: +9.7 points</p> <p>Progress Phoenix HS: Unavailable</p> <p>Progress R. Rex Parris HS: -20.5 points</p> <p>Progress Antelope Valley HS: +44.1 points</p>
3	Graduation Rate (Priority 5)	<p>Desert Winds High School - 55.8%</p> <p>Phoenix High School - 45.5%</p> <p>R. Rex Parris High School - 56.0%</p> <p>DataQuest 2022-2023</p> <p>Antelope Valley High School - 82.5%</p> <p>Dataquest 2023-2024</p>	<p>Desert Winds High School - 36.4%</p> <p>Phoenix High School - Unavailable</p> <p>R. Rex Parris High School - 42.5%</p> <p>Antelope Valley High School - N/A</p> <p>DataQuest 2023-2024</p>	<p>Desert Winds High School - 29.1%</p> <p>Phoenix High School - Unavailable</p> <p>R. Rex Parris High School - 45.3%</p> <p>Antelope Valley High School - 84.7%</p> <p>DataQuest 2024-2025</p>	<p>Desert Winds High School - 60%</p> <p>Phoenix High School - 50%</p> <p>R. Rex Parris High School - 60%</p> <p>Antelope Valley High School - 90%</p> <p>DataQuest 2025-2026</p>	<p>Progress Desert Winds High School: -26.7%</p> <p>Progress Phoenix High School: Unavailable</p> <p>Progress R. Rex Parris High School: -10.7%</p> <p>Progress Antelope Valley High School: +2.2%</p>

4	Suspension Rate (Priority 6)	Desert Winds High School - 8.7% Phoenix High School - 35.4% R. Rex Parris High School - 5.2% DataQuest 2022-2023 Antelope Valley High School - 14.2% Dataquest 2023-2024	Desert Winds High School - 8.2% Phoenix High School - 48.8% R. Rex Parris High School - 4.3% Antelope Valley High School - N/A DataQuest 2023-2024	Desert Winds High School - 8.4% Phoenix High School - 28% R. Rex Parris High School - 3.5% Antelope Valley High School - 16.9% DataQuest 2024-2025	Desert Winds High School - 5% Phoenix High School - 30% R. Rex Parris High School - 1% Antelope Valley High School - 5% DataQuest 2025-2026	Progress Desert Winds High School: -0.3% Progress Phoenix High School: -7.4% Progress R. Rex Parris High School: -1.7% Progress Antelope Valley High School: +2.7%
5	College & Career Indicator/CCI (Priority 8)	Desert Winds High School - 0.7% Phoenix High School - Student group consists of 1-10 students which is below the minimum size for any reporting. R. Rex Parris High School - 0.4% College/Career Levels and Measures Report & Data - 2023 Antelope Valley High School - 16.4% College/Career Levels and Measures Report & Data - 2024	Desert Winds High School - 0.8% Phoenix High School - Unavailable R. Rex Parris High School - 0% Antelope Valley High School = N/A College/Career Levels and Measures Report & Data - 2024	Desert Winds High School - 1.1% Phoenix High School - Unavailable R. Rex Parris High School - 3.8% Antelope Valley High School = 33.7% College/Career Levels and Measures Report & Data - 2025	Desert Winds High School - 15% Phoenix High School - 5% R. Rex Parris High School - 15% Antelope Valley High School - 20% College/Career Levels and Measures Report & Data - 2026	Progress Desert Winds High School: +0.4% Progress Phoenix High School: Unavailable Progress R. Rex Parris High School: +3.4% Progress Antelope Valley High School: +17.3%

6	Local Indicator - Reading Assessment: NWEA MAP	<p>Desert Winds High School High & High Average = 9%</p> <p>Phoenix High School High & High Average = 8%</p> <p>R. Rex Parris High School High & High Average = 15%</p> <p>2023-2024 Fall NWEA Local Assessment</p> <p>Antelope Valley High School High & High Average = 19%</p> <p>2024-2025 Fall NWEA Local Assessment</p>	<p>Desert Winds High School High & High Average = 11%</p> <p>Phoenix High School High & High Average = 0%</p> <p>R. Rex Parris High School High & High Average = 5%</p> <p>Antelope Valley High School = N/A</p> <p>2024-2025 Fall NWEA Local Assessment</p>	<p>Desert Winds High School High & High Average = 21%</p> <p>Phoenix High School High & High Average = 0%</p> <p>R. Rex Parris High School High & High Average = 22%</p> <p>Antelope Valley High School = 34% High & High Average</p> <p>2025-2026 Fall NWEA Local Assessment</p>	<p>Desert Winds High School High & High Average = 50%</p> <p>Phoenix High School High & High Average = 50%</p> <p>R. Rex Parris High School High & High Average = 50%</p> <p>Antelope Valley High School High & High Average = 50%</p> <p>2026-2027 Fall NWEA Local Assessment</p>	<p>Progress Desert Winds High School: +12%</p> <p>Progress Phoenix High School: -8%</p> <p>Progress R. Rex Parris High School: +7%</p> <p>Progress Antelope Valley High School: +15%</p>
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7	Local Indicator - Math Assessment: NWEA Map	Desert Winds High School High & High Average = 5% Phoenix High School High & High Average = 8% R. Rex Parris High School High & High Average = 6% 2023-2024 Fall NWEA Local Assessment Antelope Valley High School High & High Average = 14% 2024-2025 Fall NWEA Local Assessment	Desert Winds High School High & High Average = 5% Phoenix High School High & High Average = 0% R. Rex Parris High School High & High Average = 10% Antelope Valley High School = N/A 2024-2025 Fall NWEA Local Assessment	Desert Winds High School High & High Average = 10% Phoenix High School High & High Average = 0% R. Rex Parris High School High & High Average = 12% Antelope Valley High School = 21% High & High Average 2025-2026 Fall NWEA Local Assessment	Desert Winds High School High & High Average = 50% Phoenix High School High & High Average = 50% R. Rex Parris High School High & High Average = 50% Antelope Valley High School High & High Average = 50% 2026-2027 Fall NWEA Local Assessment	Progress Desert Winds High School: +5% Progress Phoenix High School: -8% Progress R. Rex Parris High School: +6% Progress Antelope Valley High School: +7%
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Goal Analysis for 2025-2026

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

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

Goal 6 – “Enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites, with a specific focus on meeting the needs of the lowest-achieving students.”

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

During the 2025/26 school year, Enhancing ELA and Math Proficiency (6.01) remained a strong focus at Equity Multiplier sites. Targeted interventions, small-group instruction, and expanded academic supports were implemented to address identified learning gaps among the lowest-achieving students. These efforts contributed to measurable growth in formative assessment data and strengthened alignment to core instructional priorities.

Building Positive Relationships and School Culture (6.07), a newer action, also demonstrated meaningful impact. Sites emphasized student connectedness, mentoring, and relationship-centered practices to foster engagement and improve school climate. These efforts supported improved student participation and reinforced the foundation necessary for academic growth and postsecondary planning.

Increasing Graduation Rates (6.3) remains a key priority and ongoing challenge. While targeted supports and Equity Multiplier resources have provided valuable academic interventions and expanded opportunities for students, graduation outcomes at EM sites continue to require sustained focus. Moving forward, the District will continue leveraging Equity Multiplier funding to implement strategic, data-informed supports aimed at accelerating credit attainment and improving long-term graduation outcomes.

Overall, Goal 6 implementation reflects continued commitment to targeted academic intervention, strengthened school culture, and strategic resource allocation to meet the needs of students at Equity Multiplier sites.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 6:

6.1 - English Language Arts and Math Proficiency

Reason for Difference: In 2025/26, this action continued to support students at Equity Multiplier sites through access to quality instruction, tutoring, counseling, and mental health services tailored to student needs. The initiative was successfully implemented, and expenditures came in under the budgeted amount due to efficient use of resources and strategic coordination of services.

6.2 - College and Career Readiness

Reason for Difference: This action continued to support college, career, and vocational readiness programs at Equity Multiplier sites. Services included career exploration, post-secondary planning, and targeted supports to strengthen College and Career Indicator outcomes. The initiative was successfully implemented, and expenditures came in under the budgeted amount due to efficient planning and the use of other funding sources and one-time grants.

6.3 - Increase Graduation Rates

Reason for Difference: Increasing graduation rates remained a key focus, particularly at Equity Multiplier sites, where progress continued through targeted support efforts. The action was successfully implemented, providing students with academic and support opportunities to promote persistence and completion. Expenditures came in under the budgeted amount due to the strategic use and braiding of one-time funding sources, including A-G grant resources, as well as alignment with supports funded through other LCAP goals. Additionally, many parents participated in Parent Institute for Quality Education (PIQE) classes supported through Goal 4, further contributing to student success and graduation outcomes.

6.4 - Lower Suspension Rates

Reason for Difference: In 2025/26, this action continued to provide professional development and support aligned to Multi-Tiered Systems of Support to reduce suspension rates at Equity Multiplier sites. The initiative was implemented and expenditures came in under the budgeted amount due to use of existing structures and the leveraging of other funding sources and one-time grants.

6.5 - Transportation

Reason for Difference: Transportation services continued to be implemented at Equity Multiplier sites to support improved attendance, participation in before- and after-school tutoring, and access to extracurricular opportunities. The initiative was carried out and expenditures came in under the budgeted amount due to efficient routing, coordination, and the use of Go Passes supported through Goal 3. While progress has been made, this remains an area the EM sites and district need to continue to strengthen. The district will explore additional transportation options to better meet student needs and further reduce chronic absenteeism while promoting equitable access for all students.

6.7 - Building Positive Relationships and School Culture

Reason for Difference: In 2025/26, this new action was successfully implemented to increase engagement and connectedness for students and families at the EM sites. Certificated and classified staff provided mentoring opportunities, strengthened relationships with families, and implemented proactive supports to improve attendance, reduce suspensions, and promote a safe and supportive school environment. These efforts made a meaningful difference across campuses by enhancing student connection and overall school climate. Expenditures came in just under the budgeted amount due to efficient implementation and coordination of services, while still maintaining strong support and meaningful opportunities for students and families.

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

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

6.1 - English Language Arts and Math Proficiency

During the 2025/26 school year, Equity Multiplier (EM) sites continued implementing targeted instructional strategies to address skill gaps in English Language Arts (ELA) and Math. CAASPP results showed improvement at Desert Winds in ELA (+25.1 points) and Math (+19.8 points), while R. Rex Parris declined in both ELA (-6.6 points) and Math (-3.5 points) and Antelope Valley High School declined in ELA (-7.4 points) but improved in Math (+4 points). Local NWEA MAP data showed continued growth in foundational skills, with Reading ranging from 21%–34% High/High Average and Math from 10%–21% across sites. While progress is evident, achievement remains inconsistent, highlighting the need for continued targeted support.

6.2 - College and Career Readiness

EM sites strengthened college and career readiness through expanded access to CTE pathways and individualized student planning. These efforts contributed to improved College and Career Indicator (CCI) outcomes, with Desert Winds at 1.1%, R. Rex Parris at 3.8%, and Antelope Valley High School at 33.7%. While progress is evident, CCI levels at EM sites remain below district averages, and continued expansion of college and career opportunities will be critical.

6.3 - Increase Graduation Rates

Graduation rates remain an area of need across EM sites. Based on the most recent data, Desert Winds (29.1%) and R. Rex Parris (45.3%) remain significantly below district expectations, while Antelope Valley High School demonstrated stronger outcomes at 84.7%. Schools continued to implement credit recovery, tutoring, and individualized graduation planning to support students who are off track. Continued focus on early intervention and sustained academic supports will be essential to improving graduation outcomes.

6.4 - Lower Suspension Rates

EM sites continued implementing MTSS, restorative practices, and targeted behavioral supports to reduce suspensions. Current data shows R. Rex Parris at 3.5% and Desert Winds at 8.4%, while Phoenix remains high at 28%, they did see a decline of 28.8% from the previous year, and Antelope Valley High School at 16.9%. While some sites demonstrate improvement, suspension rates remain elevated overall, indicating the need for continued focus on Tier 2 and Tier 3 interventions and consistent implementation of behavioral supports.

6.5 - Transportation

Transportation remained a critical support for students at EM sites, helping reduce barriers to attendance and access to academic programs. These services supported participation in tutoring, credit recovery, and enrichment opportunities, which are especially important given ongoing challenges in graduation rates at Desert Winds (29.1%) and R. Rex Parris (45.3%). Transportation continues to play a key role in increasing access and student engagement.

6.6 - Professional Development

6.6 - Professional Development

Professional development at EM sites focused on strengthening instructional practices, data use, and targeted interventions. These efforts are reflected in NWEA MAP performance, with Reading High/High Average levels reaching 21% at Desert Winds, 22% at R. Rex Parris, and 34% at Antelope Valley, and Math ranging from 10%–21% across sites. While these gains indicate progress in foundational skills, continued variability in CAASPP results highlights the need for ongoing alignment between professional learning and classroom instruction.

6.7 - Building Positive Relationships and School Culture

EM sites continued to prioritize building positive relationships and fostering supportive school environments to improve student engagement. Lower suspension rates at some sites, such as R. Rex Parris (3.5%), reflect progress in school climate. However, elevated rates at Phoenix (28%) and Antelope Valley High School (16.9%), along with ongoing challenges in academic performance and graduation rates, indicate the need to further strengthen student connectedness, mentoring, and social-emotional supports.

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

Guided by educational partner feedback, analysis of state and local data, and our continued commitment to supporting the lowest-achieving students at our Equity Multiplier sites designated by the California Department of Education, the District identified a need to strengthen collaboration and instructional coherence across sites.

Action 6.8 – Professional Learning Communities (PLCs) has been added to Goal 6 to formalize and expand structured collaboration among educators focused on data analysis, targeted intervention, and the implementation of high-impact instructional strategies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Arts and Math Proficiency	Students at equity multiplier sites will have access to high-quality instruction, tutoring, counseling, and mental health services, aimed at addressing their unique needs and ensuring that all students have the opportunity to thrive academically and beyond, despite their challenging circumstances. This comprehensive support aims to enable students to succeed academically and graduate from high school, empowering them to reach their full potential. Additionally, tutors will be available for English and Math classes during the school day.	\$292,158.00	No
2	College and Career Readiness	At equity multiplier sites, administrators, school counselors, and teachers will initiate comprehensive college, career, and vocational readiness programs to bolster the College and Career Indicator. This entails delivering personalized career counseling, vocational training opportunities, and hosting workshops covering college application procedures, financial aid possibilities, and career exploration. Collaboratively, site and district staff will organize and supervise job shadowing and internship opportunities, guaranteeing students engage in meaningful experiences aligned with their career interests and aspirations.	\$876,475.00	No
3	Increase Graduation Rates	At equity multiplier sites, certificated and classified staff will work together to implement personalized academic counseling. They will identify at-risk students based on academic data and behavior indicators, and then provide targeted interventions and support services. This tailored assistance will help students overcome challenges and stay on track towards graduation. Regular progress monitoring and goal setting will ensure that students receive the necessary support to succeed academically and achieve their graduation goals.	\$876,475.00	No
4	Lower Suspension Rates	Administration, teachers, and classified staff at equity multiplier sites will participate in professional development focused on implementing MTSS, with the goal of reducing suspension rates in the future. This initiative aims to proactively address and mitigate suspension rates among students at these sites by enhancing the skills and knowledge of all staff involved. Through this comprehensive training, staff members will be better equipped to provide effective support, interventions, and guidance, fostering a more inclusive and supportive learning environment that promotes positive behavior and reduces the necessity for disciplinary actions such as suspensions. Additionally, a Student Support Center mentor will oversee and manage the Student Support Center to address student behaviors and needs.	\$876,475.00	No

5	Transportation	Transportation will be provided to students at equity multiplier sites to improve attendance, attend before and after school tutoring, and extra-curricular events, so they can meaningfully participate in educational programs, have equitable access to interventions and enrichment options, and feel connectedness to their school site, in order to improve academic achievement, school engagement, access to enrichment programs, and overall attendance as indicated on attendance and chronic absenteeism rates.	\$584,323.00	No
6	Professional Development	Certificated and classified staff will engage in professional development to enhance their ability to support English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This training will deepen their understanding of these students' unique needs, strengthen subject matter expertise, and improve their implementation of differentiated instruction, formative assessment, and intervention strategies aligned with California State Standards. Through ongoing development, staff will foster positive relationships, proactively monitor the school environment, and implement strategies to raise academic achievement, improve attendance, reduce suspensions, and create a safe, connected, and supportive learning environment that promotes student engagement and well-being.	\$876,475.00	No
7	Building Positive Relationships and School Culture	Certificated and classified support staff will actively engage English Learner (EL), Foster Youth (FY), and Low-Income (LI) students and families by fostering a more positive and connected learning experience. They will provide additional mentoring opportunities to support students' social-emotional, behavioral, and academic growth while strengthening relationships with EL, FY, and LI families. Additionally, support staff will proactively monitor the school environment, implementing positive interventions as needed to enhance attendance, reduce suspensions, and promote a safe, inclusive, and supportive atmosphere that prioritizes the well-being and connectedness of EL, FY, and LI students and families.	\$626,475.00	No
8	Professional Learning Communities (PLCs)	Administration, teachers, and classified staff at equity multiplier sites will participate in ongoing Professional Learning Communities (PLCs) focused on analyzing student achievement, attendance, and behavior data to inform instructional decisions and improve student outcomes. This initiative aims to strengthen staff capacity to interpret multiple data sources, course performance, chronic absenteeism, and suspension trends, in order to identify learning gaps and implement timely, targeted supports. Through structured PLC cycles grounded in collaboration and continuous improvement, staff will use disaggregated data to ensure that students receive equitable access to rigorous instruction and appropriate interventions.	\$250,000.00	No

Goal

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

State priorities addressed by this goal.

2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	CAASPP ELA (Priority 4)	<p>All Students - 45.6 points below standard</p> <p>African American - 84.7 points below standard English Learners - 121.4 points below standard Foster Youth - 110.7 points below standard Hispanic/Latino - 45.6 points below standard Homeless - 90.1 points below standard Long Term English Learners - 143.8 points below standard Low Income - 54.3 points below standard Students with Disabilities - 143.2 points below standard</p> <p>Desert Winds HS - 152.8 points below standard Eastside HS - 50 points below standard Littlerock HS - 75.5 points below standard Palmdale HS - 58.6 points below standard R. Rex Parris HS - 109.7 points below standard</p> <p>2024 California Dashboard</p>	N/A	<p>All Students - 41.3 points below standard</p> <p>African American – 86.3 points below standard English Learners – 117.7 points below standard Foster Youth – 104.7 points below standard Hispanic/Latino - 40 points below standard Homeless – 66.1 points below standard Long Term English Learners – 141.3 points below standard Low Income – 55.6 points below standard Students with Disabilities – 130.8 points below standard</p> <p>Desert Winds HS – 127.7 points below standard Eastside HS – 20.4 points below standard Littlerock HS – 54.3 points below standard Palmdale HS – 54 points below standard R. Rex Parris HS – 118.5 points below standard</p> <p>2025 California Dashboard</p>	<p>All Students - 47 points below standard</p> <p>African American - 74 points below standard English Learners - 109 points below standard Foster Youth - 109.8 points below standard Hispanic Latino - 35 points below standard Homeless - 80 points below standard Long Term English Learners - 133 points below standard Low Income - 55.9 points below standard Students with Disabilities - 133 points below standard</p> <p>Desert Winds HS - 120 points below standard Eastside HS - 15 points below standard Littlerock HS - 65 points below standard Palmdale HS - 48 points below standard R. Rex Parris HS - 90.4 points below standard</p> <p>2026 California Dashboard</p>	<p>All Students Progress: +4.3 points</p> <p>African American: -1.6 points English Learners: +3.7 points Foster Youth: +6.0 points Hispanic/Latino: +5.6 points Homeless: +24.0 points Long-Term English Learners: +2.5 points Low Income: -1.3 points Students with Disabilities: +12.4 points</p> <p>Desert Winds HS: +25.1 points Eastside HS: +29.6 points Littlerock HS: +21.2 points Palmdale HS: +4.6 points R. Rex Parris HS: -6.6 points</p>
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2	CAASPP Math (Priority 4)	<p>All Students - 143.4 points below standard</p> <p>African American - 179.2 points below standard English Learners - 203.7 points below standard Filipino - 63.6 points below standard Foster Youth - 197.6 points below standard Hispanic/Latino - 146.7 points below standard Homeless - 183.9 points below standard Long Term English Learners - 220.1 points below standard Low Income - 152.9 points below standard Students with Disabilities - 210.9 points below standard Two or More Races - 128 points below standard</p> <p>Desert Winds HS - 224 points below standard Eastside HS - 158.9 points below standard Lancaster HS - 146.3 points below standard Littlerock HS - 159.7 points below standard R. Rex Parris HS - 201.3 points below standard</p> <p>2024 California Dashboard</p>	N/A	<p>All Students - 136.3 points below standard</p> <p>African American – 170.4 points below standard English Learners – 200.2 points below standard Filipino – 8.3 points below standard Foster Youth – 203.5 points below standard Hispanic/Latino – 139.6 points below standard Homeless – 162.8 points below standard Long-Term English Learners – 208.5 points below standard Low Income – 151.4 points below standard Students with Disabilities – 204.8 points below standard Two or More Races - 123.2 points below standard</p> <p>Desert Winds HS – 204.2 points below standard Eastside HS – 141.1 points below standard Lancaster HS – 134.7 points below standard Littlerock HS – 149.9 points below standard R. Rex Parris HS – 204.8 points below standard</p> <p>2025 California Dashboard</p>	<p>All Students - 145 points below standard</p> <p>African American - 169 points below standard English Learners - 195 points below standard Filipino - 53 points below standard Foster Youth - 194 points below standard Hispanic/Latino - 136 points below standard Homeless - 173 points below standard Long Term English Learners - 210 points below standard Low Income - 140 points below standard Students with Disabilities - 200 points below standard Two or More Races - 118 points below standard</p> <p>Desert Winds HS - 205 points below standard Eastside HS - 148 points below standard Lancaster HS - 125 points below standard Littlerock HS - 149 points below standard R. Rex Parris HS - 180 points below standard</p> <p>2026 California Dashboard</p>	<p>All Students Progress: +7.1 points</p> <p>African American: +8.8 points English Learners: +3.5 points Filipino: +55.4 points Foster Youth: -5.9 points Hispanic/Latino: +7.1 points Homeless: +21.1 points Long-Term English Learners: +11.6 points Low Income: +1.5 points Students with Disabilities: +6.1 points Two or More Races: +5 points</p> <p>Desert Winds HS: +19.8 points Eastside HS: +17.8 points Lancaster HS: +11.6 points Littlerock HS: +9.8 points R. Rex Parris HS: -3.5 points</p>
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3	Graduation Rate (Priority 5)	Foster Youth - 66.1% Students with Disabilities - 65.8% Desert Winds HS - 36.4% R. Rex Parris - 42.5% 2024 California Dashboard	N/A	Foster Youth – 73.7% Students with Disabilities – 66.7% Desert Winds HS – 43.2% R. Rex Parris – 56.9% 2025 California Dashboard	Foster Youth - 75% Students with Disabilities - 71.4% Desert Winds HS - 60% R. Rex Parris - 60% 2026 California Dashboard	Foster Youth Progress: +7.6% Students with Disabilities Progress: +0.9% Desert Winds HS Progress: +6.8% R. Rex Parris HS Progress: +14.4%
4	Suspension Rate (Priority 6)	All Students - 7.3% African American - 16.9% American Indian - 21.8% English Learners - 7.4% Foster Youth - 21% Hispanic/Latino - 5.4% Homeless - 13.8% Long Term English Learners - 8.4% Low Income - 8.1% Students with Disabilities - 12.5% Two or More Races - 8.6% White - 4.1% Antelope Valley HS - 14.2% Phoenix HS - 48.8% 2024 California Dashboard	N/A	All Students - 7.4% African American – 19.4% American Indian – 15.1% English Learners - 7.1% Foster Youth – 23.9% Hispanic/Latino – 4.9% Homeless – 15.6% Long Term English Learners – 7.8% Low Income - 8.8% Students with Disabilities – 13.2% Two or More Races - 8.5% White – 3.8% Antelope Valley HS – 12.6% Phoenix HS – 26% 2025 California Dashboard	All Students - 5% African American - 5% American Indian - 15% English Learners - 5% Foster Youth - 15% Hispanic/Latino - 0% Homeless - 5% Long Term English Learners - 5% Low Income - 5% Students with Disabilities - 10% Two or More Races - 5% White - 2% Antelope Valley HS - 5% Phoenix HS - 30% 2026 California Dashboard	All Students Progress: +0.1% African American: +2.4% American Indian: -6.7% English Learners: -0.3% Foster Youth: +2.9% Hispanic/Latino: -0.5% Homeless: +1.8% Long Term English Learners: -0.6% Low Income: +0.6% Students with Disabilities: +0.6% Two or More Races: -0.1% White: -0.3% Antelope Valley HS: -1.6% Phoenix HS: -22.8

5	College & Career Indicator/CCI (Priority 8)	<p>All Students - 23.6%</p> <p>African American - 11.2%</p> <p>English Learners - 9.3%</p> <p>Foster Youth - 5.7%</p> <p>Hispanic/Latino - 24.4%</p> <p>Long Term English Learners - 8.2%</p> <p>Students with Disabilities - 3%</p> <p>Two or More Races - 20%</p> <p>Desert Winds HS - 0.8%</p> <p>R. Rex Parris HS - 0%</p> <p>2024 - College/Career Levels and Measures Report & Data</p>	N/A	<p>All Students – 35.5%</p> <p>African American – 19.6%</p> <p>English Learners – 18.7%</p> <p>Foster Youth - 16%</p> <p>Hispanic/Latino – 36.6%</p> <p>Long Term English Learners – 17.3%</p> <p>Students with Disabilities – 6.7%</p> <p>Two or More Races – 38.7%</p> <p>Desert Winds HS – 1.1%</p> <p>R. Rex Parris HS – 3.8%</p> <p>2025 - College/Career Levels and Measures Report & Data</p>	<p>All Students - 40%</p> <p>African American - 20%</p> <p>English Learners - 15%</p> <p>Foster Youth - 15%</p> <p>Hispanic/Latino - 35%</p> <p>Long Term English Learners - 15%</p> <p>Students with Disabilities - 5%</p> <p>Two or More Races - 40%</p> <p>Desert Winds HS - 15%</p> <p>R. Rex Parris HS - 15%</p> <p>2026 - College/Career Levels and Measures Report & Data</p>	<p>All Students Progress: +11.9%</p> <p>African American: +8.4%</p> <p>English Learner: +9.4%</p> <p>Foster Youth: +10.3%</p> <p>Hispanic/Latino: +12.2%</p> <p>Long Term English Learners: +9.1%</p> <p>Students with Disabilities: +3.7%</p> <p>Two or More Races: +18.7%</p> <p>Desert Winds HS: +0.3%</p> <p>R. Rex Parris: +3.8%</p>
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Goal Analysis for 2025-2026

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

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

Goal 7 – Learning Recovery Emergency Block Grant – “Accelerate learning recovery and address the academic and social-emotional impacts of the pandemic.”

AVUHSD implemented all actions and services related to Goal 7. Progress and ongoing monitoring are measured through relevant state and local indicators, including academic performance data, attendance trends, and student engagement metrics aligned to learning recovery efforts.

During the 2025/26 school year, Close Learning Gaps (7.2) demonstrated strong implementation across sites. Schools utilized grant resources to provide targeted academic interventions, expanded instructional time, credit recovery opportunities, and differentiated supports designed to address unfinished learning. These efforts strengthened progress monitoring systems and ensured that supports were strategically aligned to identified areas of need.

Health, Counseling, and Mental Health Supports (7.3) also showed meaningful impact. Sites leveraged funding to expand access to counselors, mental health professionals, wellness resources, and coordinated student services. Increased availability of social-emotional supports contributed to improved student engagement and strengthened school connectedness across campuses.

A continued priority area remains focused on student groups identified through needs assessment data and Differentiated Assistance, specifically African American students, Foster Youth, and Students with Disabilities. While progress has been made, accelerating outcomes and reducing disparities for these groups remains an ongoing challenge. The District will continue to strategically align Learning Recovery Emergency Block Grant resources to ensure sustained, data-informed support for these priority student populations.

Overall, Goal 7 reflects intentional implementation of grant resources to accelerate learning recovery while maintaining a focused commitment to equitable outcomes for student groups with the greatest needs.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 7:

7.1 - Additional Instructional Learning Time

Reason for Difference: In 2025/26, this action was fully implemented to expand instructional learning time through extended days/minutes, summer school, intersession programs, and evidence-based strategies to enhance instructional services to mitigate learning loss. These efforts supported improved academic achievement, increased attendance, and greater access to high-quality instruction, particularly for students with the greatest needs. Expenditures exceeded the budgeted amount due to strong implementation, expanded program offerings, and increased student participation. These services were supported through one-time Learning Recovery funding, allowing the district to significantly expand opportunities and impact for students.

7.2 - Close Learning Gaps

Reason for Difference: This action was successfully implemented to accelerate progress in closing learning gaps through evidence-based supports, including tutoring, learning recovery programs, and targeted professional development in Mathematics and English Language Arts/English Language Development. These efforts strengthened instructional services, expanded learning opportunities, and supported student achievement and language proficiency growth. Expenditures came in under the budgeted amount due to efficient implementation and alignment with similar supports provided through other LCAP actions within Goal 1, allowing the district to maximize impact while minimizing duplicative costs.

7.3 - Health, Counseling, and Mental Health Services and Supports

Reason for Difference: This action was successfully implemented to provide integrated, evidence-based supports addressing students' academic, social-emotional, and well-being needs. Services included expanded access to counseling and mental health supports, before- and after-school programs, and social-emotional learning and trauma-informed practices to promote a safe and supportive learning environment. Expenditures came in under the budgeted amount due to efficient implementation and alignment with similar supports provided through other LCAP actions within Goals 2 and 3. This action enhanced and supplemented those efforts, allowing the district to maximize impact while minimizing duplicative costs.

7.5 - Additional Academic Services

Reason for Difference: In 2025/26, this action was minimally implemented as key components, including diagnostic and benchmark assessments (e.g., NWEA), were funded and supported through an action in Goal 1. While some elements of progress monitoring and data-informed instruction occurred, expenditures came in under the budgeted amount due to this alignment. Moving forward, the district will explore additional tools and strategies to expand assessment and progress monitoring efforts to further support student achievement and data-driven decision-making.

7.6 - Needs Assessment

Reason for Difference: This action was implemented, and the district invested in new data analysis and needs assessment tools using the existing student information system funded in Goal 4, strengthening data-informed decision-making and support for student learning. Key assessment components were also supported through other LCAP actions. Expenditures came in under the budgeted amount due to this alignment and the strategic use of existing systems and resources, while still enhancing the district's ability to monitor progress and respond to student needs.

7.7 - Supplemental Interventions and Supports

Reason for Difference: In 2025/26, this action was implemented through coordinated supports provided by district and site staff to address students' academic, social-emotional, and behavioral needs. Expenditures came in under the budgeted amount because many of these services were supported through other actions within this goal, resulting in lower direct costs for this action while maintaining full implementation.

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

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

7.1 - Additional Instructional Learning Time

The district expanded additional instructional learning time through site-based intersession and Saturday School programs, providing targeted academic support for students needing acceleration. These school-site efforts increased access to focused instruction and intervention beyond the regular school day, with a focus on improving academic achievement, closing opportunity gaps, and ensuring equitable access to high-quality instruction. However, CAASPP results indicate that All Students remain 136.3 points below standard, with significantly larger gaps for English Learners (-200.2), Long-Term English Learners (-208.5), Foster Youth (-203.5), Students with Disabilities (-204.8), African American students (-170.4), Low-Income students (-151.4), and Homeless students (-162.8). While these site-based programs improved access to additional learning time, continued refinement and targeted implementation will be necessary to accelerate learning recovery for the highest-need student groups.

7.2 - Close Learning Gaps

Progress in closing learning gaps was supported through the implementation, expansion, and enhancement of evidence-based learning supports, including additional tutoring, small group instruction, expanded learning opportunities, and targeted interventions at school sites. These efforts focused on improving student achievement, while also strengthening instructional services and providing targeted professional development in Mathematics and English Language Arts/English Language Development. While these strategies increased access to academic supports, significant achievement gaps persist, particularly for Long-Term English Learners (-208.5), English Learners (-200.2), Foster Youth (-203.5), Students with Disabilities (-204.8), African American students (-170.4), Low-Income students (-151.4), and Homeless students (-162.8). Progress will continue to be measured through student academic performance, and ongoing refinement and increased intensity of supports will be necessary to effectively close learning gaps.

7.3 - Health, Counseling, and Mental Health Services and Supports

Evidence-based student supports were implemented at school sites to remove barriers to learning and address students' academic, social-emotional, and well-being needs. These efforts included expanded access to health, counseling, and mental health services, before and after-school programs, trauma-informed practices, social-emotional learning initiatives, and strengthened referral systems for students and families. While these supports increased access and contributed to improved systems of care, suspension data indicates that improvement has been limited and disproportionality persists, with higher rates among Foster Youth (23.9%), African American students (19.4%), Students with Disabilities (13.2%), Homeless students (15.6%), and American Indian students (15.1%), compared to All Students (7.4%). Progress will continue to be measured through attendance, suspension indicators, and academic performance, and strengthening Tier 2 and Tier 3 supports will remain a key focus area to improve outcomes and ensure equitable access to a safe and supportive learning environment.

7.4 - Instruction for Credit-Deficient Students

The district prioritized credit recovery and alternative pathways for credit-deficient students. Outcomes show Foster Youth graduation rates at 73.7% and Students with Disabilities at 66.7%, demonstrating some progress. However, site-level data indicates continued challenges at Desert Winds (43.2%) and R. Rex Parris (56.9%), highlighting the need for earlier intervention and more intensive supports for students most at risk of not graduating.

7.5 - Additional Academic Services

Access to instruction for credit-deficient students was expanded through credit recovery programs, extended learning opportunities, targeted academic interventions, and academic counseling at school sites to support graduation and college readiness. These efforts increased access to the resources necessary for students to stay on track; however, graduation outcomes indicate mixed effectiveness, with Foster Youth at 73.7% and Students with Disabilities at 66.7%. While expanded supports have improved access, disparities in graduation rates persist, indicating the need for earlier identification and more intensive, targeted interventions. Progress will continue to be measured through graduation rates and College and Career Indicator (CCI) outcomes, and improving outcomes for the most at-risk students will remain a key focus area moving forward.

7.6 - Needs Assessment

The district utilized multiple data sources, including CAASPP, suspension rates, graduation rates, and CCI, to identify and respond to student needs. Data continues to highlight persistent disparities across student groups, including English Learners, Long-Term English Learners, Foster Youth, Students with Disabilities, African American students, Low-Income students, and Homeless students, as well as site-level needs. These findings continue to guide resource allocation and targeted supports.

7.7 - Supplemental Interventions and Supports

Supplemental interventions, including targeted academic supports, counseling, and enrichment opportunities, were implemented at various school sites to accelerate learning recovery. These efforts increased student engagement and access to support; however, academic outcomes remain below standard across most student groups, particularly for English Learners, Long-Term English Learners, Foster Youth, Students with Disabilities, African American students, and Low-Income students. These results indicate that while access has improved, the impact on closing achievement gaps has been limited. Continued refinement, expansion, and increased targeting of these supports will be necessary to improve student outcomes and ensure equitable access to high-quality instruction.

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

Goal 7 has been revised to a Focus Goal within the LCAP, with minor revisions to ensure clarity, coherence, and alignment to reflect the District’s strategic prioritization of Learning Recovery efforts. This change is grounded in educational partner feedback, comprehensive needs assessment data, student groups currently identified for Differentiated Assistance through LACOE, and alignment with the allowable uses of the Learning Recovery Emergency Block Grant. This refinement ensures that resources remain intentionally targeted to accelerate learning recovery and address the most significant areas of student need.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Additional Instructional Learning Time	Instructional learning time will be increased by extending the number of instructional days or minutes, providing summer school and intersessional instructional programs, or implementing evidence-based strategies that enhance instructional services and reduce staff-to-pupil ratios based on student learning needs. These efforts will focus on improving academic achievement, closing opportunity gaps, and ensuring equitable access to high-quality instruction. Progress will be measured through student attendance and academic performance indicators.	\$196,546.00	No
2	Close Learning Gaps	Progress in closing learning gaps will be accelerated through the implementation, expansion, and enhancement of evidence-based learning supports that improve student achievement and language proficiency. Strategies may include tutoring and small group instruction provided by certificated and classified staff, as well as learning recovery programs and materials designed to accelerate academic progress and English language development. Additional supports will focus on expanding learning opportunity programs, strengthening instructional services, and providing targeted professional development and coaching in Mathematics and English Language Arts/English Language Development. These efforts aim to address learning disparities and ensure equitable access to high-quality instruction. Progress will be measured through student academic performance and English language proficiency growth.	\$2,963,743.00	No
3	Health, Counseling, and Mental Health Services and	Evidence-based student supports will be integrated to remove barriers to learning and provide staff with the necessary training and supports to address students' academic, social-emotional,	\$2,921,323.00	No

	Supports	and well-being needs. Strategies may include expanding access to health, counseling, and mental health services, providing before and after-school programs that offer academic and enrichment opportunities. Additional supports may include implementing trauma-informed programs and social-emotional learning initiatives, as well as establishing referral systems for students and families to connect with essential support services. These efforts will focus on fostering a safe, supportive, and inclusive learning environment that promotes student success. Progress will be measured through student attendance, suspension indicators, and academic performance.		
4	Access to Instruction for Credit-Deficient Students	Access to instruction for credit-deficient students will be expanded to support graduation, grade promotion, and college eligibility. Strategies may include credit recovery programs, extended learning opportunities, and targeted academic interventions to help students meet graduation requirements. Additional supports will focus on personalized academic counseling, tutoring, and access to college preparatory courses to improve college readiness, along with opportunities that strengthen college and career awareness and support students in understanding postsecondary pathways as part of their academic planning. These efforts will ensure that all students have the necessary resources to stay on track for graduation and postsecondary success. Progress will be measured through graduation rates and college and career readiness indicators.	\$377,015.00	No
5	Additional Academic Services	Additional academic services will be expanded to support student learning through diagnostic assessments, progress monitoring, and benchmark assessments. Strategies may include implementing evidence-based diagnostic tools to identify student strengths and areas for growth, conducting regular progress monitoring to inform instruction, and utilizing benchmark assessments to measure student learning and readiness for grade-level standards. Additional supports will focus on providing targeted interventions, personalized instruction, and data-driven decision-making to improve academic outcomes. These efforts will ensure that all students receive the necessary support to meet academic expectations and succeed. Progress will be measured through assessment performance and academic growth indicators.	\$709,233.00	No
6	Needs Assessment	A comprehensive needs assessment will be conducted to identify and address barriers to student success, ensuring equitable access to resources and support services. Strategies may include gathering and analyzing data on student performance, engagement, and well-being; soliciting input from educational partners through surveys, focus groups, and meetings; and evaluating the effectiveness of existing programs and interventions. Additional efforts will focus on using the findings to inform decision-making, prioritize resources, and develop targeted strategies to improve student outcomes. These efforts will ensure that students receive the necessary support to thrive. Progress will be measured through data analysis, feedback, and the implementation of evidence-based improvements aligned with assessment findings.	\$446,688.00	No
7	Supplemental Interventions and Supports	District and site certificated and classified support staff will coordinate services to provide supplemental interventions and supports that address students' academic, social-emotional, and behavioral needs, ensuring equitable outcomes for all students. These efforts will align with the following LCAP actions to maximize impact and effectiveness: <ul style="list-style-type: none"> - Additional Instructional Learning Time - 7.1 - Close Learning Gaps - 7.2 - Health, Counseling, and Mental Health Services and Supports - 7.3 - Instruction for Credit-Deficient Students - 7.4 - Additional Academic Service - 7.5 - Needs Assessment - 7.6 	\$2,696,188.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$49,284,226.00	\$3,852,339.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.75%	2.85%	\$6,911,799.74	22.60%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1 - Student Field Trips	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is that unduplicated students, including English Learners, Foster Youth, and Low Income, often face barriers to accessing higher education due to limited exposure to college, university, and career-related opportunities. The identified need is to provide these students with firsthand experiences and exposure to higher education environments and career-related destinations to broaden their horizons and aspirations.</p>	<p>The action of escorting students on guided tours to college, university, and career-related destinations is designed to directly address the identified need by providing students with immersive experiences in higher education settings. These tours aim to expose students to the possibilities and opportunities available in higher education and various career paths. By offering these tours on an LEA or schoolwide basis, all students, especially those from unduplicated student groups, have equal access to these valuable experiences, ensuring equity in educational opportunities.</p>	<ul style="list-style-type: none"> - A-G Completion - CTE Completion - CTE Pathway Completion
1.2 - College Readiness Exams	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to assess college readiness and provide preparation for standardized tests like the SAT. This action aims to support unduplicated student groups in preparing for college-level coursework and success on standardized tests.</p>	<p>Teachers and various classified support personnel will administer the PSAT annually to students in grades 10 and 11 and the SAT annually to students in grade 11. The PSAT serves as a preparatory assessment, helping students familiarize themselves with the format and content of the SAT. Administering the SAT in grade 11 allows students to gauge their college readiness and identify areas for improvement before taking the official SAT for college admissions. This action is designed to provide students, including unduplicated student groups, with valuable experience and preparation for college entrance exams, contributing to their overall college readiness and success.</p>	<ul style="list-style-type: none"> - A-G Completion - CTE Completion - CTE Pathway Completion
1.3 - Advanced Placement (AP) Training and Tutoring	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to increase access to higher education for unduplicated student groups by providing them with the necessary support and resources to succeed in Advanced Placement (AP) classes and exams.</p>	<p>AP teachers will attend AP training annually to enhance their understanding of the latest AP resources and instructional strategies. The goal is to equip teachers with the knowledge and tools needed to effectively implement AP curriculum, provide targeted tutoring supports, and create a conducive learning environment for AP students. This action is designed to support AP students in grades 9-12, including unduplicated student groups, by ensuring that teachers are well-prepared to deliver high-quality AP instruction and increase students’ success rates in AP classes and exams.</p>	<ul style="list-style-type: none"> - A-G Completion - CTE Completion - CTE Pathway Completion - AP Exams with Qualifying Score - AP Students in District - AP Exams Taken

<p>1.4 - Expanded Learning Opportunities</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to support unduplicated students in grades 9-12 who are facing challenges in conceptual understanding of ELA and Math standards, leading to achievement gaps as indicated by their NWEA MAP assessment growth scores and CAASPP assessments. These students often require additional support to bridge gaps in their learning and reach proficiency in these core subjects.</p>	<p>The action involves providing extended day tutoring virtually seven days a week and in-person before and after school on a weekly basis. This approach is designed to maximize accessibility and flexibility for students, ensuring they have ample opportunities to receive support regardless of their schedules or learning preferences. By offering both virtual and in-person options, the program can cater to a wider range of students' needs and circumstances, promoting inclusivity and equity. Providing this support schoolwide ensures that all eligible students can benefit, aligning with the school's commitment to addressing achievement gaps and promoting academic success for all students.</p>	<ul style="list-style-type: none"> - CAASPP Scores - EAP Percentage - California Science Test - NWEA Map Assessments
<p>1.5 - Formative Assessment</p>	<p>Analysis of our CAASPP ELA data shows our “All” student group at 41.3 points below standard compared to 104.7 points below standard for Foster Youth, 55.6 points below standard for Low Income, and 117.7 points below standard for English Learner students. Similarly, analysis of our CAASPP math data shows our “All” student group at 136.3 points below standard compared to 203.5 points below standard for Foster Youth, 151.4 points below standard for Low Income, and 200.2 points below standard for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to ensure that students in grades 9-12, particularly those from unduplicated student groups such as English Learners, Low Income students, Foster Youth, and students with disabilities, have equitable access to core content standards in Math, ELA, and Science. These students may face challenges in mastering these standards and require targeted interventions to address skill gaps and improve proficiency in these subjects.</p>	<p>The action involves administering NWEA Map assessments three times per year in Math, ELA, and Science to students in grades 9-12. The results of these assessments are then used formatively to provide students with "best first" instruction and targeted interventions tailored to their individual skill gaps. This approach is provided schoolwide to ensure that all students, especially those from unduplicated student groups, receive the support they need to access and master core content standards effectively. By using formative assessment data from the NWEA Map assessments, teachers and support personnel can identify specific areas of strength and weakness for each student. This personalized approach allows for targeted interventions that address the unique needs of students, helping to close achievement gaps and improve overall proficiency in Math, ELA, and Science.</p>	<ul style="list-style-type: none"> - NWEA Map Assessments

<p>1.6 - English Language Arts and Math Supports</p>	<p>Analysis of our CAASPP ELA data shows our “All” student group at 41.3 points below standard compared to 104.7 points below standard for Foster Youth, 55.6 points below standard for Low Income, and 117.7 points below standard for English Learner students. Similarly, analysis of our CAASPP math data shows our “All” student group at 136.3 points below standard compared to 203.5 points below standard for Foster Youth, 151.4 points below standard for Low Income, and 200.2 points below standard for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is that EL, FY, and LI students often face challenges in accessing higher education due to various barriers. EL students may struggle with language proficiency and navigating college application processes. FY students may lack stable support systems or financial resources for college. LI students may face financial barriers and limited exposure to college opportunities. These factors contribute to lower rates of college enrollment and completion among these student groups.</p>	<p>The action of coordinating services between school counselors and site administrative teams to place EL, FY, and LI students in reduced class sizes in ELA and Math, along with providing daily small group instruction using alternative curricula, is designed to directly address the identified need of closing achievement gaps and improving academic outcomes. Reduced class sizes and personalized instruction cater to the diverse learning needs of these students, while alternative curricula like Read 180 and project-based learning offer targeted support to accelerate learning and close achievement gaps.</p>	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - EAP Percentage - NWEA Map Assessments
<p>1.9 - Student-Free Professional Development Days</p>	<p>Analysis of our CAASPP ELA data shows our “All” student group at 41.3 points below standard compared to 104.7 points below standard for Foster Youth, 55.6 points below standard for Low Income, and 117.7 points below standard for English Learner students. Similarly, analysis of our CAASPP math data shows our “All” student group at 136.3 points below standard compared to 203.5 points below standard for Foster Youth, 151.4 points below standard for Low Income, and 200.2 points below standard for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to support teachers in grades 9 -12 in effectively addressing the diverse learning needs of students, particularly those from unduplicated student groups. These students may require specialized strategies and interventions to access rigorous academic content standards and achieve success in their academic endeavors.</p>	<p>The action involves providing three student-free professional development days per teacher during the school year. These days focus on enhancing teachers' skills and knowledge in areas such as differentiated instruction, best first instruction, engagement strategies, formative assessment practices, monitoring student progress, implementing interventions, and incorporating Social-Emotional Learning (SEL) strategies. This comprehensive approach is designed to empower teachers with the tools and strategies needed to meet the diverse needs of students, particularly those from unduplicated student groups, effectively. Providing this professional development schoolwide ensures that all teachers, regardless of grade level or subject area, have access to the training and resources needed to create inclusive and effective learning environments. By equipping teachers with these skills, the school aims to increase equitable access to rigorous academic content standards and ultimately raise student achievement across the board.</p>	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - EAP Percentage - NWEA Map Assessments

<p>1.10 - Variable Credit Recovery</p>	<p>Analysis of our A-G completion data shows our “All” student group at a 39% completion rate compared to 22.2% for Foster Youth, 36.8% for Low Income, and 23.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to support students in grades 9 -12 who have been unsuccessful in traditional core content classes. These students may come from various backgrounds and face challenges that have hindered their success in these classes. The need for credit retrieval options is particularly crucial for students from unduplicated student groups, who may require additional attempts and alternative time frames to master core content and pass their core classes. This initiative aims to increase A-G completion rates and graduation rates among these student groups.</p>	<p>The action involves providing credit retrieval options for identified students in grades 9-12 who need additional attempts in alternative time frames to master core content and pass their core classes. These options may include credit recovery courses, extended learning opportunities, tutoring support, flexible scheduling, and personalized learning plans. The design of this action is centered on providing targeted interventions and support to help students overcome academic challenges and achieve success in their core classes. It is provided to address the specific needs of students who may have struggled in traditional classroom settings and require alternative pathways to meet graduation requirements and A-G completion criteria.</p>	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - EAP Percentage - NWEA Map Assessments
<p>1.11 - Enhanced Data Systems</p>	<p>Analysis of our A-G completion data shows our “All” student group at a 39% completion rate compared to 22.2% for Foster Youth, 36.8% for Low Income, and 23.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to improve student achievement by enhancing data-driven decision-making processes to ensure equitable access to rigorous education. This includes addressing the diverse needs of students, particularly those from unduplicated student groups who may benefit from proactive monitoring and targeted interventions.</p>	<p>The AVUHSD Coordinator will work with district and site leadership and other personnel to strengthen data systems, enhance the effective use of the district’s student information system, and provide training that builds staff capacity to access, analyze, and apply student performance data. This is designed to facilitate consistent and meaningful use of relevant data by district and site teams, enabling them to implement data-driven monitoring, targeted intervention, and goal-setting practices. Training on data systems is provided to ensure that district and site teams have the necessary skills and knowledge to retrieve data effectively, analyze trends, and make informed decisions that improve outcomes and reduce achievement gaps across the district.</p>	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - English Learner Progress Indicator - English Learner Reclassification Rate - EAP Percentage - Seal of Biliteracy - NWEA Map Assessments

<p>1.12 - Ancillary Instructional Materials</p>	<p>Analysis of our A-G completion data shows our “All” student group at a 39% completion rate compared to 22.2% for Foster Youth, 36.8% for Low Income, and 23.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to ensure that all students, including those from unduplicated student groups, have access to ancillary instructional materials and supplies for both classroom and home use. These materials are essential for students to effectively access the core curriculum and engage meaningfully in core content classes. By addressing this need, teachers aim to increase equitable access to supplemental instructional materials, promoting meaningful participation and ultimately improving student achievement.</p>	<p>Teachers will provide students with ancillary instructional materials and supplies that complement the core curriculum and support students' learning both in the classroom and at home. These materials may include textbooks, workbooks, digital resources, art supplies, manipulatives, and other tools that enhance the learning experience. The design of this action is rooted in the understanding that access to supplemental instructional materials is crucial for students' academic success, particularly for those facing barriers due to economic or other challenges. By providing these materials on an LEA-wide basis, teachers aim to create a more inclusive learning environment and ensure that all students have the resources they need to engage meaningfully with the core content.</p>	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - English Learner Progress Indicator - English Learner Reclassification Rate - EAP Percentage - Seal of Biliteracy - NWEA Map Assessments
<p>1.13 - Enhancing English Language Arts and Mathematics through Professional Development</p>	<p>Analysis of our CAASPP ELA data shows our “All” student group at 41.3 points below standard compared to 104.7 points below standard for Foster Youth, 55.6 points below standard for Low Income, and 117.7 points below standard for English Learner students. Similarly, analysis of our CAASPP math data shows our “All” student group at 136.3 points below standard compared to 203.5 points below standard for Foster Youth, 151.4 points below standard for Low Income, and 200.2 points below standard for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide specialized support and tailored interventions for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students to improve their literacy, writing, and math skills. These students may have diverse learning styles and specific needs that require targeted strategies and resources.</p>	<p>Teachers participating in professional development workshops focusing on effective literacy, writing, and math instruction will receive training in tailored intervention programs designed to meet the specific needs of EL, FY, and LI students. The workshops will emphasize strategies to address diverse learning styles and provide high-quality instruction to improve students' English Language Arts (ELA) and Math skills. Collaboration between site and district staff to analyze formative data will enhance teachers' abilities to deliver effective instruction and provide targeted support.</p>	<ul style="list-style-type: none"> - CAASPP Scores - A-G Completion - CTE Completion - English Learner Progress Indicator - English Learner Reclassification Rate - EAP Percentage - Seal of Biliteracy - NWEA Map Assessments

<p>1.14 - Targeted Intervention</p>	<p>Analysis of our CAASPP ELA data shows our “All” student group at 41.3 points below standard compared to 104.7 points below standard for Foster Youth, 55.6 points below standard for Low Income, and 117.7 points below standard for English Learner students. Similarly, analysis of our CAASPP math data shows our “All” student group at 136.3 points below standard compared to 203.5 points below standard for Foster Youth, 151.4 points below standard for Low Income, and 200.2 points below standard for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide targeted support and interventions for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students to enhance their English Language Arts (ELA) and Mathematics skills. These students may require additional resources and personalized activities to improve their reading, writing, language, mathematical reasoning, problem-solving, and critical thinking abilities.</p>	<p>English Learners, Foster Youth, and Low-Income students will have access to a targeted intervention period during either a 0 or 7th period, where they will receive small group instruction, one-on-one tutoring, access to technology-based programs, and personalized activities to enhance their ELA and Mathematics skills. The design of these actions recognizes the diverse learning needs of these student groups and provides tailored support to address their specific challenges and promote academic growth.</p>	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - EAP Percentage - NWEA Map Assessments
<p>2.2 - Enhanced Counseling and Student Support</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to proactively address the academic, social-emotional, behavioral, and physical well-being of identified students, particularly those from unduplicated student groups such as Low Income (LI) students, English Learners (EL), and Foster Youth (FY). These students may face barriers that impact their academic success, well-being, and readiness for college and career opportunities.</p>	<p>Additional school counselors, social workers, and classified personnel will provide tiered supports to identified students. These supports are designed to address the diverse needs of students across academic, social-emotional, behavioral, and physical domains. The design of this action is rooted in the Multi-Tiered System of Support (MTSS) framework, which aims to provide proactive and targeted interventions to meet the specific needs of students at different levels of support. By increasing these supports, each site can implement a more comprehensive MTSS approach that focuses on academic, college and career, social-emotional, and behavioral needs, promoting equitable access to growth and readiness.</p>	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma

<p>2.3 - Professional Development</p>	<p>Analysis of our A-G completion data shows our “All” student group at a 39% completion rate compared to 22.2% for Foster Youth, 36.8% for Low Income, and 23.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide teachers with increased opportunities for professional development and access to expertise, particularly focusing on teachers' development, depth of knowledge about their students, and subject matter competence. This is crucial for meeting the diverse needs of students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY), and aligning instructional practices with State Standards curriculum and assessments.</p>	<p>Curriculum and Professional Development Coordinators will collaborate to plan and provide teachers with increased opportunities for professional development. This includes accessing internal and external expertise to enhance teachers' development, knowledge about students, and subject matter competence. The design of this action emphasizes the importance of ongoing professional development that aligns with State Standards curriculum and assessments. By providing teachers with access to expertise and opportunities for growth, educators can enhance their effectiveness in delivering differentiated, best first instruction, formative assessment, and intervention strategies that improve academic outcomes for all students, including those from unduplicated student groups.</p>	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - NWEA Map Assessments
<p>2.4 - Targeted AV Teacher Induction Mentoring and Supports</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide additional differentiated and formative assessment tiered supports and monitoring strategies for EL, FY, and LI students. These students may require targeted interventions and personalized support to address achievement gaps, improve academic performance, and enhance social-emotional well-being.</p>	<p>The AVTI Coordinator, Teacher Induction Mentors, and support personnel will mentor AVTI teachers and new administrators to increase their effectiveness in addressing the identified needs of EL, FY, and LI students. This includes providing differentiated and formative assessment tiered supports, monitoring strategies, and personalized interventions tailored to the diverse learning needs of these student groups. The design of these district-wide actions aims to improve teacher and administrator effectiveness in supporting student achievement and social-emotional well-being.</p>	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - NWEA Map Assessments

<p>2.5 - Classroom Walkthroughs</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to ensure effective implementation of State Standards, 21st-century teaching practices (rigor, relevance, relationships), Common Core practices (communication, critical thinking, collaboration, creativity), and best practices for social-emotional learning (SEL). This is essential for meeting the diverse needs of students, including those from unduplicated student groups, and promoting equitable access to high-quality education.</p>	<p>Site and district instructional teams will utilize classroom walk-through tools to conduct observations, gather evidence, and provide feedback on various instructional practices. The design of this action is based on the need for ongoing monitoring and support to ensure effective implementation of State Standards, 21st-century teaching practices, Common Core practices, and best practices for social-emotional learning. By using classroom walk-through tools district-wide, instructional teams can systematically observe classrooms, gather data on instructional practices, and provide targeted feedback to educators, promoting continuous improvement in teaching and learning.</p>	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs
<p>2.6 - AP Placement, Exams, and Tutoring</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to increase access to Advanced Placement (AP) classes and support underserved student groups, including Low Income (LI), in preparing for and succeeding on AP exams.</p>	<p>School counselors will collaborate with site administration teams to enhance access to AP classes for LI students. The goal is to ensure that underserved student groups have equitable opportunities to enroll in AP courses, which can significantly impact their college readiness and access to higher education. Teachers will provide differentiated instruction tailored to meet the diverse needs of students, including extended school day AP prep tutoring hours. Additionally, teachers will work to increase students' access to AP exams at reduced costs, addressing financial barriers that may limit students' ability to take multiple AP exams. This action is designed to prepare students effectively for success on AP exams, thereby increasing their participation in AP coursework and improving pass rates.</p>	<ul style="list-style-type: none"> - College and Career Indicator - AP Exams with Qualifying Score - AP Students in District - AP Exams Taken
<p>2.7 - Career Technical Education (CTE) Opportunities</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to increase access to Career Technical Education (CTE) courses and pathways for underserved student groups, including Low-Income (LI), Foster Youth (FY), and English Learners (EL).</p>	<p>School counselors will collaborate with CTE support staff and site administrative teams to enhance access to CTE courses and pathways for LI, FY, and EL students. The goal is to be intentional about increasing student access to CTE programs, recognizing the potential of CTE to provide valuable career readiness skills and pathways for underserved student populations. CTE course sections will be increased to accommodate the growing number of LI, FY, and EL students participating in CTE courses and pathways. This action ensures that there are sufficient opportunities for these student groups to engage in CTE coursework aligned with their career interests and goals.</p>	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator

<p>2.8 - AVID Elective</p>	<p>Analysis of our A-G completion data shows our “All” student group at a 39% completion rate compared to 22.2% for Foster Youth, 36.8% for Low Income, and 23.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to ensure equitable outcomes for Low-Income (LI) students, English Learners (EL), and Foster Youth (FY) in the AVID elective program. These students may face specific challenges that impact their academic success and college readiness and thus require targeted support and coordination.</p>	<p>AVID elective sections will be offered to all students, providing an opportunity for targeted support and college readiness preparation, particularly for LI, EL, and FY students. School counselors will coordinate services with AVID Site Teams and site administrative teams each semester. This coordination involves counseling with students, reviewing student performance, and providing targeted support to ensure equitable outcomes for LI, EL, and FY students in the AVID elective program. The design of this action is rooted in the AVID program's proven strategies for promoting college readiness, academic achievement, and social-emotional growth. By offering AVID electives to all students, including those from unduplicated student groups, schools can ensure equitable access to resources and support that foster academic success and college readiness.</p>	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator - A-G Completion
<p>2.9 - Technology</p>	<p>Analysis of our CAASPP ELA data shows our “All” student group at 41.3 points below standard compared to 104.7 points below standard for Foster Youth, 55.6 points below standard for Low Income, and 117.7 points below standard for English Learner students. Similarly, analysis of our CAASPP math data shows our “All” student group at 136.3 points below standard compared to 203.5 points below standard for Foster Youth, 151.4 points below standard for Low Income, and 200.2 points below standard for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to ensure equitable access to technology and academic resources for all students, particularly focusing on lowering student-to-device ratios and providing renovated classrooms with updated technology, wireless capacity, and online access. This action aims to engage students, support rigorous curriculum delivery, and accelerate student learning, benefiting students from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY).</p>	<p>District and site support staff will ensure that teachers are provided with renovated classrooms equipped with technology, wireless capacity, and online access. This includes lowering student-to-device ratios district-wide, enhancing engagement, and supporting rigorous curriculum delivery. The design of this action recognizes the transformative impact of technology in education, particularly in engaging students, providing access to digital resources, and facilitating personalized learning experiences. By renovating classrooms and providing increased access to technology, educators can create dynamic learning environments that promote student engagement, academic exploration, and accelerated learning.</p>	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - CAASPP Scores - A-G Completion - NWEA Map Assessments

<p>2.10 - STEAM Integration</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to increase STEAM (Science, Technology, Engineering, Arts, and Mathematics) opportunities for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students in grades 9-12 district wide. These students may benefit from hands-on, project-based experiences to enhance their teamwork skills, increase relevance to coursework, and deepen conceptual understanding in rigorous academic content standards.</p>	<p>STEM and VAPA (STEAM) teachers, supported by district and site staff, will collaborate to expand STEAM integration and increase student access to interdisciplinary learning opportunities, including the districtwide STEM Expo, related showcases, and competitions for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students in grades 9–12. Through intentional cross-disciplinary planning, students will engage in hands-on, project-based learning experiences that build teamwork, enhance the relevance of coursework, and deepen conceptual understanding of rigorous academic standards. These efforts will expand participation in STEAM-related electives and CTE pathways, while increasing student success in A-G courses, Advanced Placement (AP), and College and Career Indicator (CCI) measures, aligning with district goals to strengthen math and language arts achievement.</p>	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores - A-G Completion
<p>2.11 - Dual Enrollment and Internships</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to increase access to low-cost dual enrollment and no-cost work-based learning internship options for underserved student groups, including Low-Income (LI), Foster Youth (FY), and English Learners (EL).</p>	<p>The Director will partner with colleges and industries to provide opportunities for EL, FY, and LI students to participate in low-cost dual enrollment programs and no-cost work-based learning internships. This partnership aims to broaden students' post-secondary options and provide real-world experiences that align with their career interests, addressing barriers related to cost and access. School counselors and site administrative teams will counsel students, review their needs and performance, and collaborate with the Director to identify suitable dual enrollment and internship options. This collaborative approach ensures that all students receive personalized support and guidance in accessing these opportunities.</p>	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator
<p>2.12 - Enrichment Options</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to increase academic and enrichment options for EL, FY, and LI students who have limited access during the regular school day. These students may face barriers to accessing advanced courses, enrichment opportunities, and support services and therefore require additional coordination and placement in courses beyond the standard six-period day.</p>	<p>School counselors will coordinate services with site administrative teams to provide and place EL, FY, and LI students in academic and enrichment courses virtually and in person, before and after school. This includes offering courses above and beyond the regular six-period day to increase students' academic and enrichment options. The design of these actions aims to address the specific needs of these student groups and provide them with opportunities to excel academically, increase achievement, and access specialized programs such as A-G, AP, CCI, Grad Rates, and Golden State Merit Seal Diploma options.</p>	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - A-G Completion

<p>2.13 - Student Achievement Support</p>	<p>Analysis of our CAASPP ELA data shows our “All” student group at 41.3 points below standard compared to 104.7 points below standard for Foster Youth, 55.6 points below standard for Low Income, and 117.7 points below standard for English Learner students. Similarly, analysis of our CAASPP math data shows our “All” student group at 136.3 points below standard compared to 203.5 points below standard for Foster Youth, 151.4 points below standard for Low Income, and 200.2 points below standard for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to enhance teacher effectiveness in core content classes to support increased achievement for all students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and others. This action aims to provide targeted support and feedback to improve instructional practices and student outcomes.</p>	<p>Instructional Partners and other support personnel will provide professional development sessions and conduct classroom walkthroughs to give feedback to teachers. The design of this action is based on the understanding that ongoing professional development and targeted feedback are essential for improving teaching practices and student achievement. By providing teachers with opportunities to enhance their instructional strategies and receive feedback, educators can better meet the diverse needs of students and promote academic success.</p>	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores
<p>2.14 - Next Generation Science Standards (NGSS) Supports</p>	<p>Analysis of our CAST data shows our “All” student group at 15.39% Met or Exceeded standard compared to 7.44% for Foster Youth, 11.23% for Low Income, and 0.97% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to support the implementation and assessment of Next Generation Science Standards (NGSS) in science classrooms. This action aims to provide targeted professional development, feedback, and lesson planning support to science teachers, benefiting all students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and others.</p>	<p>The AVUHSD teacher on special assignment will plan, collaborate, and observe science classrooms with district curriculum coordinators to provide additional support. The design of this action is based on the recognition that effective implementation of NGSS requires ongoing professional development, feedback, and collaboration. By working closely with science teachers, providing feedback, and assisting in lesson planning, educators can enhance their instructional practices, assessment strategies, and curriculum alignment with NGSS, ultimately improving student outcomes.</p>	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores

<p>2.15 - Visual and Performing Arts (VAPA) Support</p>	<p>Analysis of our CAASPP ELA data shows our “All” student group at 41.3 points below standard compared to 104.7 points below standard for Foster Youth, 55.6 points below standard for Low Income, and 117.7 points below standard for English Learner students. Similarly, analysis of our CAASPP math data shows our “All” student group at 136.3 points below standard compared to 203.5 points below standard for Foster Youth, 151.4 points below standard for Low Income, and 200.2 points below standard for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide effective differentiated instructional strategies in visual and performing arts (VAPA) classrooms for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to support the implementation and assessment of California Arts standards, benefiting students from unduplicated student groups.</p>	<p>Designated VAPA support staff will coordinate services with arts teachers and other certificated personnel to plan, collaborate, and observe VAPA classrooms and programs. The design of this action is based on the understanding that effective implementation of California Arts Standards requires ongoing professional development, feedback, and collaboration. By providing additional support, feedback, and lesson planning assistance, educators can enhance their instructional practices, assessment strategies, and differentiation techniques, ultimately improving student outcomes for EL, FY, and LI students in VAPA courses.</p>	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator - CAASPP Scores
<p>2.16 - Improving Graduation Rates</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide personalized academic counseling and targeted interventions for at-risk students, including English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. These students may face academic challenges and behavioral indicators that require tailored assistance to stay on track toward graduation and achieve their career goals.</p>	<p>Administrators, school counselors, and teachers will collaborate to implement personalized academic counseling for at-risk students based on academic data and behavior indicators. This initiative aims to identify students who may be at risk of falling behind academically or not graduating on time. Through targeted interventions and support services, students will receive tailored assistance to overcome challenges, improve academic performance, and stay on track toward graduation. The design of these actions recognizes the importance of early intervention and personalized support to address the unique needs of at-risk students and promote academic success.</p>	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion

<p>2.17 - College and Career Readiness Programs</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to enhance college and career readiness for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students by providing personalized career counseling, workshops on college application processes and financial aid options, access to college credit/dual credit opportunities, and career exploration activities. These students may face barriers to accessing post-secondary education and career pathways and require tailored support to navigate the college and career planning process effectively.</p>	<p>School counselors will implement comprehensive college and career readiness programs aimed at enhancing the College and Career Indicator (CCI). This includes providing personalized career counseling to help students identify their interests, strengths, and career goals, as well as conducting workshops on college application processes, financial aid options, college credit/dual credit opportunities, and career exploration. The design of these actions aims to address the specific needs of EL, FY, and LI students and empower them to make informed decisions about their education and career pathways.</p>	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
<p>3.5 - Recruit and Retain Teachers</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide more experienced teachers for hard-to-staff positions and programs, such as English Language Development (ELD), Math, and Science, to support English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. These students may require specialized instruction, differentiated learning approaches, and ongoing support to close achievement gaps and increase access to core content standards.</p>	<p>The Director of Personnel and the Coordinator of Position Control will collaborate with AVTI coordinators, colleges, universities, and social media networks to recruit and train experienced teachers for hard-to-staff positions. These teachers will be trained to differentiate instruction, engage students in formative assessment practices, and monitor their progress. The design of these actions aims to address the specific needs of EL, FY, and LI students by providing them with experienced educators who can deliver high-quality instruction, close achievement gaps, increase student engagement, and improve access to core content standards.</p>	<ul style="list-style-type: none"> - High School Dropout Rate - Teacher Perception of School Safety and Connectedness - Graduation Rate - College and Career Indicator - A-G Completion

<p>3.6 - Improve Attendance and Chronic Absenteeism</p>	<p>Analysis of our chronic absenteeism data shows our “All” student group at 28.4% compared to 46.3% for Foster Youth, 32.4% for Low Income, and 31.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to address attendance and chronic absenteeism among students, particularly focusing on English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to implement tiered reengagement interventions to improve attendance rates and reduce chronic absenteeism, benefiting students from unduplicated student groups.</p>	<p>Certificated and classified district staff will coordinate services with site Community Attendance Workers and support personnel to implement tiered reengagement interventions using District-adopted attendance software tools. The design of this action is based on the understanding that chronic absenteeism can have significant impacts on academic achievement and student well-being. By implementing tiered interventions and utilizing data-based tools, educators and support personnel can identify at-risk students, engage with parents, and provide targeted support to improve attendance and reduce chronic absenteeism.</p>	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Student Perception of School Safety and Connectedness
<p>3.7 - Student Support Centers</p>	<p>Analysis of our chronic absenteeism data shows our “All” student group at 28.4% compared to 46.3% for Foster Youth, 32.4% for Low Income, and 31.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide comprehensive support and interventions for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students using Multi-Tiered Systems of Support (MTSS). These students may require academic, behavioral, and social-emotional interventions tailored to their specific needs to increase student engagement, academic achievement, behavioral outcomes, and social-emotional well-being.</p>	<p>District Program Coordinators will coordinate services with PBIS Coordinators, Student Support Coordinators, school counselors, social workers, site administrators, and various classified and certificated support personnel to implement MTSS. This initiative aims to proactively monitor students, set goals, and provide tiered interventions in Student Support Centers to address the unique needs of EL, FY, and LI students. The design of these actions recognizes the importance of collaboration, data-driven decision-making, and tiered interventions to support student success across academic, behavioral, and social-emotional domains.</p>	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator
<p>3.8 - Positive Behavior Intervention and Support (PBIS)</p>	<p>Analysis of our chronic absenteeism data shows our “All” student group at 28.4% compared to 46.3% for Foster Youth, 32.4% for Low Income, and 31.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide positive behavioral interventions and supports (PBIS) to identified students, particularly focusing on English Learner (EL), Foster Youth (FY), and Low Income (LI) students. This action aims to implement PBIS within a Multi-Tiered Systems of Support (MTSS) framework, incorporating support for social-emotional learning (SEL) through the Habitudes curriculum to improve student well-being and decrease suspension rates.</p>	<p>The Coordinator of Student Services will coordinate services with site PBIS Coordinators and support personnel to provide PBIS interventions within an MTSS framework. The design of this action is based on the understanding that addressing behavioral needs requires a comprehensive approach that integrates PBIS strategies, MTSS principles, and SEL components. By utilizing PBIS interventions, implementing MTSS structures, and incorporating SEL through the Habitudes curriculum, educators can create a supportive environment that promotes positive behavior, enhances student well-being, and reduces suspension rates, particularly among EL, FY, and LI students.</p>	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator

<p>3. 9 - Classified Professional Development</p>	<p>Analysis of our chronic absenteeism data shows our “All” student group at 28.4% compared to 46.3% for Foster Youth, 32.4% for Low Income, and 31.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to enhance the understanding of the needs, conditions, and circumstances of unduplicated students, including English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, among Classified staff. This action aims to provide professional development opportunities that support Classified staff in aligning their work with the educational programs, interventions, actions, services, and objectives outlined in the Local Control and Accountability Plan (LCAP).</p>	<p>District and site administrative staff, along with instructional partners and external consultants, will expand professional development opportunities for Classified staff. The design of this action is based on the recognition that Classified staff play a crucial role in supporting unduplicated students. By providing professional development focused on understanding student needs and aligning efforts with LCAP objectives, Classified staff can better contribute to the success and well-being of EL, FY, and LI students.</p>	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
<p>3.10 - Safe, Secure, and Positive Learning Environments</p>	<p>Analysis of our chronic absenteeism data shows our “All” student group at 28.4% compared to 46.3% for Foster Youth, 32.4% for Low Income, and 31.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to create a more positive, safe, and secure learning environment for all students, including English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to address concerns related to campus safety, connectedness, positive relationships, and proactive monitoring, with a focus on reducing suspensions and increasing a sense of safety, belonging, and well-being among students, staff, and families.</p>	<p>District Coordinators from Student Services will coordinate services with site administrative interns, PBIS Coordinators, and additional certificated and classified support staff. The design of this action is based on the understanding that a positive and safe learning environment is essential for student success. By coordinating efforts to make campus improvements, increase visibility, build positive relationships, and proactively monitor the school environment, educators can create a culture that supports student well-being, reduces disciplinary incidents like suspensions, and fosters a sense of safety and belonging for students, staff, and families, including those from unduplicated student groups.</p>	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion

<p>3.11 - Supplemental Interventions and Supports</p>	<p>Analysis of our CAASPP ELA data shows our “All” student group at 41.3 points below standard compared to 104.7 points below standard for Foster Youth, 55.6 points below standard for Low Income, and 117.7 points below standard for English Learner students. Similarly, analysis of our CAASPP math data shows our “All” student group at 136.3 points below standard compared to 203.5 points below standard for Foster Youth, 151.4 points below standard for Low Income, and 200.2 points below standard for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to address the academic, social-emotional, and behavioral needs of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, with a focus on increasing equitable outcomes for unduplicated students. This action aims to provide supplemental interventions and supports aligned with specific actions outlined in the Local Control and Accountability Plan (LCAP) to meet the diverse needs of these student groups.</p>	<p>District and site certificated and classified support staff will coordinate services to provide supplemental interventions and supports. The design of this action is based on the recognition that EL, FY, and LI students may require additional support to achieve equitable outcomes. By coordinating efforts and aligning interventions with specific LCAP actions targeting academic, social-emotional, and behavioral needs, support staff can provide targeted and effective assistance to unduplicated students, fostering their academic success and well-being.</p>	<ul style="list-style-type: none"> - A-G Completion - CTE Completion - CTE Pathway Completion - AP Exams with Qualifying Score - AP Students in District - AP Exams Taken - CAASPP Scores - EAP Percentage - California Science Test - NWEA Map Assessments - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - Classroom Walkthroughs - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
<p>3.12 - Transportation</p>	<p>Analysis of our chronic absenteeism data shows our “All” student group at 28.4% compared to 46.3% for Foster Youth, 32.4% for Low Income, and 31.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide transportation assistance to students who require additional support to attend school activities and events. This action aims to address transportation barriers faced by some students, including English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, ensuring they can participate in school activities and events.</p>	<p>Transportation services will be provided above and beyond what is required to assist students in getting to school events. The design of this action is based on the understanding that transportation barriers can hinder students' participation in school activities. By offering additional transportation support, schools can ensure equitable access for all students, regardless of their transportation needs or circumstances, promoting inclusivity and engagement in school events and extracurricular activities.</p>	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Student Perception of School Safety and Connectedness - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion

<p>3.14 - Diversity Training</p>	<p>Analysis of our chronic absenteeism data shows our “All” student group at 28.4% compared to 46.3% for Foster Youth, 32.4% for Low Income, and 31.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to increase awareness and understanding of the diverse student and community populations, specifically focusing on supporting Foster Youth (FY) and Low-Income (LI) students. This action aims to address barriers and challenges faced by these student groups, ensuring they have equitable access to interventions, rigorous courses, enrichment options, and educational programs.</p>	<p>Diversity training will be provided to administrative, certificated, and classified staff, as well as students, throughout the year. The design of this action is based on the recognition that fostering a culture of inclusivity and understanding is crucial for supporting the diverse needs of students. By providing comprehensive diversity training, schools can increase awareness, promote empathy, and build support networks that enhance the meaningful participation of FY and LI students in educational programs. This training also aims to improve graduation rates, attendance rates, AP participation, CTE pathway completion, and A-G completion rates for these student groups.</p>	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
<p>3.15 - Multi-Tiered System of Supports (MTSS)</p>	<p>Analysis of our chronic absenteeism data shows our “All” student group at 28.4% compared to 46.3% for Foster Youth, 32.4% for Low Income, and 31.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to provide Tier 2 and Tier 3 interventions for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students to enhance their academic achievement, behavioral outcomes, and social-emotional well-being. These students may require targeted support and interventions to address academic challenges, behavioral issues, and social-emotional needs, leading to improved outcomes across these domains.</p>	<p>The Director of MTSS, District Coordinators, Directors, and support personnel will lead the implementation of MTSS by providing Tier 2 and Tier 3 interventions for EL, FY, and LI students. This effort will focus on supporting MTSS school site teams, offering professional training for school staff and teachers, providing resources related to MTSS, guiding school-based processes, and monitoring data to establish goals and provide tiered interventions. The design of these actions aims to address the specific needs of EL, FY, and LI students by implementing evidence-based practices, promoting collaboration among stakeholders, and fostering a supportive environment to enhance academic achievement and well-being.</p>	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
<p>3.16 - Lower Suspension Rates</p>	<p>Analysis of our suspension data shows our “All” student group at 9.2% compared to 26.9% for Foster Youth, 10.6% for Low Income, and 9.0% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to reduce suspension rates for all students, with a specific focus on English Learner (EL), Foster Youth (FY), and Low Income (LI) students who may be disproportionately affected by disciplinary actions. These students may face challenges related to behavior management, classroom engagement, and social-emotional well-being, requiring targeted strategies and support to reduce suspension rates and promote positive behavioral outcomes.</p>	<p>Administrative, certificated, and classified staff will receive professional development focused on implementing MTSS with a specific emphasis on reducing suspension rates. This training will include strategies for creating inclusive, equitable, and supportive classroom environments, differentiated instruction, and proactive behavior management techniques. The design of these actions aims to address the diverse needs of students, including EL, FY, and LI students, by equipping staff with the knowledge and skills to effectively manage behavior, engage students, and promote positive behavioral outcomes, ultimately leading to a reduction in suspension rates.</p>	<ul style="list-style-type: none"> - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator

<p>4.2 - Qualtrics</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to improve communication and support for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students and their families. These students and families may require targeted information, resources, and support to address academic, social-emotional, behavioral, and physical needs effectively, leading to increased student achievement, parent communication, and access to digital resources.</p>	<p>District and site support staff will utilize a survey data/analytics platform to gather feedback and assess the needs of EL, FY, and LI students and families. This platform allows responses to be disaggregated by teacher, subject, grade level, and student group, providing valuable insights into academic, social-emotional, behavioral, and physical needs. The design of these actions aims to improve communication, tailor support services, and increase parent access and usage of digital apps, district websites, and student information systems to enhance student achievement and parent engagement.</p>	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
<p>4.3 - Parent Link</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to enhance communication and increase access to academic, intervention, enrichment, and extracurricular activities for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students and their families. These students and families may face barriers to accessing information and resources, and targeted communication strategies are needed to improve engagement and participation in school activities.</p>	<p>District and site staff will utilize a mass communications platform, which includes messaging families via phone, text, and email, and coordinating social media channels. This comprehensive approach provides information in multiple formats to ensure that EL, FY, and LI students and families can easily access academic, intervention, enrichment, and extracurricular activities. The design of these actions aims to increase timely and effective communication practices, promote engagement, and improve access to resources and opportunities for targeted student groups.</p>	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness

<p>4.6 - Parent and Family Collaboration</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to strengthen parent involvement and increase participation of English Learner (EL), Foster Youth (FY), and Low Income (LI) students in rigorous courses, programs, interventions, and enrichment options. These students and their parents/guardians may benefit from targeted workshops, collaboration meetings, community forums, conferences, and events to enhance communication, engagement, and understanding of available educational opportunities.</p>	<p>District certificated and classified support staff will coordinate services with site staff and external consultants such as PIQE to provide virtual and in-person parent workshops, collaboration meetings, advisory meetings, community forums, conferences, orientation meetings, and events. These initiatives aim to increase contact and interaction with EL, FY, and LI students and their parents/guardians, fostering stronger parent involvement and engagement. The design of these actions recognizes the importance of collaboration, communication, and partnership between schools, families, and external organizations to support student success and participation in rigorous educational offerings.</p>	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
<p>4.7- Increase Communication</p>	<p>Analysis of our College and Career Indicator shows our “All” student group at 35.5% prepared for college and career compared to 16% for Foster Youth, 33% for Low Income, and 18.7% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to engage families and community partners effectively to increase participation of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students in rigorous courses and programs. These students may require targeted communication and outreach efforts to ensure they are aware of and can access educational programs, services, interventions, enrichment, and extracurricular options offered by the district.</p>	<p>District communications staff will coordinate services with district and site personnel to engage families and community partners through various agencies and communication channels. This includes utilizing agencies to enhance communication and outreach efforts, disseminating information about educational programs and services, and promoting participation in rigorous courses and programs. The design of these actions aims to improve awareness, accessibility, and engagement among EL, FY, and LI students and their families, fostering positive local survey results and increased participation rates in educational options.</p>	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness - CAASPP Scores - California Science Test - A-G Completion - CTE Completion

<p>4.8 - Social-Emotional Learning (SEL) Supports</p>	<p>Analysis of our chronic absenteeism data shows our “All” student group at 28.4% compared to 46.3% for Foster Youth, 32.4% for Low Income, and 31.2% for English Learner students.</p> <p>Based on Educational Partner feedback, the identified need is to support the social-emotional, behavioral, and physical needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students. These students may require targeted interventions and supports to address their unique challenges and enhance their overall well-being.</p>	<p>The district will implement a promotional campaign focusing on the numerous Social-Emotional Learning (SEL) supports available to EL, FY, and LI students. This campaign aims to increase awareness and engagement with families, educational partners, and community partners about the existing SEL resources and programs. The design of these actions recognizes the importance of promoting SEL supports to address the diverse needs of students and create a supportive and inclusive learning environment.</p>	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
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Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.7 - English Learner (EL) Program</p>	<p>The identified need is to improve equitable participation and accelerate progress for English Learners (ELs) and Long-Term English Learners (LTELs) in educational programs.</p> <p>This action aims to ensure proper initial placement, testing, and monitoring of ELs and LTELs, with a focus on enhancing their English proficiency, biliteracy, and academic achievement.</p>	<p>Additional EL site and district support staff will collaborate systematically on the administration of the English Language Proficiency Assessments for California (ELPAC). They will also provide additional enrollment and monitoring support. This design is based on the recognition of the critical role of accurate placement, testing, and monitoring in supporting ELs and LTELs. By collaborating and utilizing data systems effectively, staff can ensure that ELs and LTELs receive appropriate support and interventions to accelerate their progress toward English proficiency and academic success.</p>	<ul style="list-style-type: none"> - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy

<p>1.8 - English Learner (EL) Reclassification Support and Monitoring</p>	<p>The identified need is to ensure that students who have exited an English Learner (EL) program are academically supported and not prematurely exited, addressing any academic deficits incurred during the EL program.</p> <p>This action aims to promote equitable participation and academic success comparable to their never-EL peers.</p>	<p>Designated EL support staff will utilize database systems to systematically monitor the academic progress of students who have exited the EL program. The purpose is to track these students' progress for at least four years, ensuring they are not prematurely exited and that any academic deficits resulting from the EL program are addressed. This design is essential to provide ongoing academic support and interventions tailored to the specific needs of students who have transitioned out of the EL program. It aims to ensure their meaningful participation in the district's educational programs and comparable academic achievement to their peers.</p>	<ul style="list-style-type: none"> - A-G Completion - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy - AP Students in District
<p>1.15 - Professional Development for Long-Term English Learner (LTEL) Support</p>	<p>The identified need is to provide specialized support for Long-Term English Learners (LTELs) who may require additional strategies and resources to enhance their English language development and academic success.</p>	<p>Teachers will engage in specialized professional development sessions focused on effective English language development strategies, formative data analysis, culturally responsive teaching techniques, and the incorporation of bilingual resources. These sessions are designed to equip teachers with the knowledge, skills, and tools necessary to support LTELs effectively in their academic journey. The design of these actions recognizes the unique needs of LTELs and the importance of targeted professional development to enhance teachers' abilities to address these needs comprehensively.</p>	<ul style="list-style-type: none"> - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy
<p>1.16 - Improving English Learner (EL) Proficiency</p>	<p>The identified need is that English Learner (EL) students often face challenges in acquiring proficiency in English while keeping up with academic content.</p> <p>They may require specialized support in language development, cultural understanding, and access to bilingual resources to ensure their academic success.</p>	<p>The action of providing professional development for teachers focusing on effective English language development strategies, formative data analysis, culturally responsive teaching methods, and the use of bilingual resources is designed to address the unique needs of EL students. By equipping teachers with the knowledge and tools to support EL students effectively, the action aims to improve language acquisition, academic performance, and overall engagement.</p>	<ul style="list-style-type: none"> - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy
<p>3.13 - Independent City and Resilient Scholars</p>	<p>The identified need is to better prepare Foster Youth (FY) students for the transition to adulthood from foster care.</p> <p>These students often face unique challenges related to independent living, financial literacy, accessing government agencies, and navigating career options. Therefore, providing a comprehensive mock simulation of adult life responsibilities is crucial to equip FY students with essential life skills and knowledge.</p>	<p>FY students will receive a comprehensive mock simulation of adult life responsibilities conducted by certificated and classified support personnel, including school counselors, teachers, administrators, and community members. This "Independent City" simulation covers important topics such as career options, salaries, housing, budgets, financial literacy, and access to government agencies like healthcare and the DMV. The aim of this program is to provide FY students with practical experiences and information that will better prepare them for the challenges of adulthood, resulting in increased graduation rates and post-secondary enrollment. The design of these actions recognizes the need for hands-on learning experiences and targeted support to empower FY students in their transition to independence.</p>	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion

4.4 - English Learner (EL) Workshops	<p>The identified need is to increase equitable access to educational opportunities for English Learners (EL) and foster positive parent-teacher partnerships for non-English speaking parents.</p> <p>Non-English speaking parents of EL students may face barriers to accessing college information, goal setting, financial aid resources, and parenting workshops, requiring targeted support and opportunities to engage with educational services and resources effectively.</p>	<p>District and site certificated and classified support staff will coordinate services with external consultants, such as "Disciplina Positiva" and PIQE (Parent Institute for Quality Education), and provide opportunities for parents to attend conferences like CAFE (California Association for Bilingual Education). These initiatives aim to provide college information, goal setting, financial aid resources, and parenting workshops specifically tailored for non-English speaking parents of EL students. The design of these actions recognizes the importance of targeted support and engagement opportunities to bridge language and cultural barriers, increase equitable access to educational opportunities, and promote positive parent-teacher partnerships.</p>	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
4.5 - Outreach to Spanish-Speaking Families	<p>The identified need is to enhance communication and increase participation of English Learners (EL) in educational programs and services offered by the district.</p> <p>EL students and their families may require targeted outreach and information dissemination in both English and Spanish to ensure they are aware of available educational programs, services, and highlights provided by the district.</p>	<p>District EL certificated and classified support staff will partner with various community outreach channels, including a local Spanish-language radio station, billboards, and other outreach methods in English and Spanish. This multifaceted approach aims to inform families about district educational programs, services, and highlights, addressing language and accessibility barriers faced by EL families. The design of these actions recognizes the importance of targeted outreach and communication to boost EL participation, engagement, and awareness of available educational opportunities.</p>	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness

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

N/A

Additional Concentration Grant Funding

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

AVUHSD has received additional concentration grant funding, which will be used to increase or maintain the number of certificated and classified staff who directly support students on campus, including custodial and maintenance staff. The majority of school sites, except for Quartz Hill and SOAR High School, have more than 55 percent of their students coming from Low Income, English Learners, and/or Foster Youth backgrounds. These schools are:

- Antelope Valley High School
- Eastside High School
- Highland High School
- William J. "Pete" Knight High School
- Lancaster High School
- Littlerock High School
- Palmdale High School
- Desert Winds High School
- Phoenix High School
- R. Rex Parris High School

LCAP Goal 1.7 - English Learner (EL) Program

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

AVUHSD will utilize additional concentration grant funds to increase or retain staffing for the following positions:

- (7) Bilingual Aides

LCAP Goal 2.2 - Enhanced Counseling and Student Support Services

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

AVUHSD will utilize additional concentration grant funds to increase or retain staffing for the following positions:

- (2) Counselors (Eastside High School. & Alternative Sites)
- (6) Social Workers
- (3) School Psychologists
- Coordinator of Psychological Services
- Coordinator of Guidance Services

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Quartz Hill & SOAR High Schools: 1:34	AVUHSD (with the exception of Quartz Hill & SOAR High Schools): 1:24
Staff-to-student ratio of certificated staff providing direct services to students	Quartz Hill & SOAR High Schools: 1:27	AVUHSD (with the exception of Quartz Hill & SOAR High Schools): 1:25

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	\$249,584,612.00	\$49,284,226.00	19.75%	2.85%	22.60%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$304,277,961.00	\$13,643,549.00	\$0.00	\$1,111,006.00	\$319,032,516.00	\$249,977,804.00	\$69,054,712.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Student Field Trips	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$4,500	\$52,000	\$56,500	\$0	\$0	\$0	\$56,500	0.00%
1	2	College Readiness Exams	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 10th/11th Graders Only	Ongoing	\$64,465	\$550,650	\$615,115	\$0	\$0	\$0	\$615,115	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$18,235	\$119,939	\$138,174	\$0	\$0	\$0	\$138,174	0.00%

1	4	Expanded Learning Opportunities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$65,000	\$0	\$65,000	\$0	\$0	\$0	\$65,000	0.00%
1	5	Formative Assessment	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$22,628	\$300,000	\$322,628	\$0	\$0	\$0	\$322,628	0.00%
1	6	English Language Arts and Math Supports	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$432,314	\$435,000	\$589,010	\$0	\$0	\$278,304	\$867,314	0.00%
1	7	English Learner (EL) Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$2,401,920	\$65,320	\$2,467,240	\$0	\$0	\$0	\$2,467,240	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$852,766	\$8,000	\$860,766	\$0	\$0	\$0	\$860,766	0.00%
1	9	Student-Free Professional Development Days	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$1,256,403	\$10,000	\$1,266,403	\$0	\$0	\$0	\$1,266,403	0.00%
1	10	Variable Credit Recovery	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$364,868	\$0	\$364,868	\$0	\$0	\$0	\$364,868	0.00%
1	11	Enhanced Data Systems	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$370,178	\$35,000	\$405,178	\$0	\$0	\$0	\$405,178	0.00%

1	12	Ancillary Instructional Materials	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$156,000	\$156,000	\$0	\$0	\$0	\$156,000	0.00%
1	13	Enhancing English Language Arts and Mathematics through Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	\$93,878	\$25,000	\$118,878	\$0	\$0	\$0	\$118,878	0.00%
1	14	Targeted Intervention	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$8,500	\$8,500	\$17,000	\$0	\$0	\$0	\$17,000	0.00%
1	15	Professional Development for Long-Term English Learner (LTEL) Support	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$38,550	\$6,000	\$44,550	\$0	\$0	\$0	\$44,550	0.00%
1	16	Improving English Learner (EL) Proficiency	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$3,500	\$1,000	\$4,500	\$0	\$0	\$0	\$4,500	0.00%
2	1	School Counselors	All	No				Ongoing	\$6,851,099	\$0	\$6,851,099	\$0	\$0	\$0	\$6,851,099	0.00%
2	2	Enhanced Counseling and Student Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$14,589,673	\$0	\$14,589,673	\$0	\$0	\$0	\$14,589,673	0.00%
2	3	Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$857,473	\$652,035	\$1,177,035	\$0	\$0	\$332,473	\$1,509,508	0.00%

2	4	Targeted AV Teacher Induction Mentoring and Supports	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$1,241,422	\$33,000	\$1,274,422	\$0	\$0	\$0	\$1,274,422	0.00%
2	5	Classroom Walkthroughs	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$32,870	\$21,880	\$0	\$0	\$10,990	\$32,870	0.00%
2	6	AP Placement, Exams, and Tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$8,564	\$539,490	\$548,054	\$0	\$0	\$0	\$548,054	0.00%
2	7	Career Technical Education (CTE) Opportunities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$5,786,549	\$3,168,061	\$617,931	\$8,336,679	\$0	\$0	\$8,954,610	0.00%
2	8	AVID Elective	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$2,527,563	\$0	\$2,447,299	\$0	\$0	\$80,264	\$2,527,563	0.00%
2	9	Technology	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$568,650	\$1,568,540	\$2,137,190	\$0	\$0	\$0	\$2,137,190	0.00%
2	10	STEAM Integration	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$13,905	\$30,013	\$43,918	\$0	\$0	\$0	\$43,918	0.00%
2	11	Dual Enrollment and Internships	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$114,019	\$149,769	\$263,788	\$0	\$0	\$0	\$263,788	0.00%

2	12	Enrichment Options	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$53,745	\$7,500	\$61,245	\$0	\$0	\$0	\$61,245	0.00%
2	13	Student Achievement Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$2,894,689	\$34,750	\$2,560,464	\$0	\$0	\$368,975	\$2,929,439	0.00%
2	14	Next Generation Science Standards (NGSS) Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$187,756	\$0	\$187,756	\$0	\$0	\$0	\$187,756	0.00%
2	15	Visual and Performing Arts (VAPA) Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$122,994	\$64,980	\$139,960	\$48,014	\$0	\$0	\$187,974	0.00%
2	16	Improving Graduation Rates	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	\$9,388	\$4,000	\$13,388	\$0	\$0	\$0	\$13,388	0.00%
2	17	College and Career Readiness Programs	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	\$93,878	\$74,000	\$167,878	\$0	\$0	\$0	\$167,878	0.00%
3	1	Access to Standards-Aligned Instructional Materials	All	No				Ongoing	\$0	\$12,526,004	\$12,526,004	\$0	\$0	\$0	\$12,526,004	0.00%
3	2	Facilities in "Good" Repair	All	No				Ongoing	\$19,196,392	\$24,444,845	\$43,641,237	\$0	\$0	\$0	\$43,641,237	0.00%
3	3	Fully Credentialed and Appropriately Assigned Teachers	All	No				Ongoing	\$89,018,233	\$0	\$89,018,233	\$0	\$0	\$0	\$89,018,233	0.00%
3	4	Career Technical Education (CTE) Programs	All	No				Ongoing	\$3,028,684	\$0	\$3,028,684	\$0	\$0	\$0	\$3,028,684	0.00%

3	5	Recruit and Retain Teachers	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$461,850	\$50,780	\$512,630	\$0	\$0	\$0	\$512,630	0.00%
3	6	Improve Attendance and Chronic Absenteeism	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$1,597,938	\$25,000	\$1,622,938	\$0	\$0	\$0	\$1,622,938	0.00%
3	7	Student Support Centers	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$1,105,365	\$196,000	\$1,301,365	\$0	\$0	\$0	\$1,301,365	0.00%
3	8	Positive Behavior Intervention and Support (PBIS)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$923,781	\$245,000	\$1,168,781	\$0	\$0	\$0	\$1,168,781	0.00%
3	9	Classified Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$98,195	\$75,500	\$173,695	\$0	\$0	\$0	\$173,695	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$7,616,845	\$297,521	\$7,914,366	\$0	\$0	\$0	\$7,914,366	0.00%
3	11	Supplemental Interventions and Supports	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$1,518,648	\$2,184,352	\$3,703,000	\$0	\$0	\$0	\$3,703,000	0.00%

3	12	Transportation	Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	\$0	\$3,295,865	\$3,295,865	\$0	\$0	\$0	\$3,295,865	0.00%
3	13	Independent City and Resilient Scholars	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	\$3,071	\$36,000	\$39,071	\$0	\$0	\$0	\$39,071	0.00%
3	14	Diversity Training	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	\$25,654	\$129,444	\$155,098	\$0	\$0	\$0	\$155,098	0.00%
3	15	Multi-Tiered System of Supports (MTSS)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$423,550	\$395,000	\$818,550	\$0	\$0	\$0	\$818,550	0.00%
3	16	Lower Suspension Rates	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$14,082	\$3,750	\$17,832	\$0	\$0	\$0	\$17,832	0.00%
4	1	PowerSchool	All	No				Ongoing	\$0	\$316,950	\$316,950	\$0	\$0	\$0	\$316,950	0.00%
4	2	Qualtrics	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$148,000	\$148,000	\$0	\$0	\$0	\$148,000	0.00%
4	3	Parent Link	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$80,000	\$40,000	\$0	\$0	\$40,000	\$80,000	0.00%
4	4	English Learner (EL) Parent Workshops	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$30,990	\$386,887	\$417,877	\$0	\$0	\$0	\$417,877	0.00%
4	5	Outreach to Spanish-Speaking Families	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$0	\$23,250	\$23,250	\$0	\$0	\$0	\$23,250	0.00%

4	6	Parent and Family Collaboration	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$13,668	\$63,000	\$76,668	\$0	\$0	\$0	\$76,668	0.00%
4	7	Increase Communication	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$299,876	\$551,454	\$851,330	\$0	\$0	\$0	\$851,330	0.00%
4	8	Social-Emotional Learning (SEL) Supports	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$325,000	\$325,000	\$0	\$0	\$0	\$325,000	0.00%
5	1	Access to Least Restrictive Environment (LRE)	Student with Disabilities (SWD)	No				Ongoing	\$221,500	\$1,122,854	\$1,344,354	\$0	\$0	\$0	\$1,344,354	0.00%
5	2	Increased Academic Support	Student with Disabilities (SWD)	No				Ongoing	\$28,524,512	\$1,091,635	\$29,616,147	\$0	\$0	\$0	\$29,616,147	0.00%
5	3	Special Education Staff Support	Student with Disabilities (SWD)	No				Ongoing	\$42,913,790	\$2,481,027	\$45,394,817	\$0	\$0	\$0	\$45,394,817	0.00%
5	4	Workshops for Parents of Students with Disabilities	Student with Disabilities (SWD)	No				Ongoing	\$1,640,646	\$317,349	\$1,957,995	\$0	\$0	\$0	\$1,957,995	0.00%
5	5	Lower Suspension Rate	Student with Disabilities (SWD)	No				Ongoing	\$1,640,646	\$323,695	\$1,964,341	\$0	\$0	\$0	\$1,964,341	0.00%
5	6	English Language Arts and Math Proficiency	Student with Disabilities (SWD)	No				Ongoing	\$1,640,646	\$317,711	\$1,958,357	\$0	\$0	\$0	\$1,958,357	0.00%
6	1	English Language Arts and Math Proficiency	All	No				Ongoing	\$292,158	\$0	\$0	\$292,158	\$0	\$0	\$292,158	0.00%
6	2	College and Career Readiness	All	No				Ongoing	\$292,158	\$584,317	\$0	\$876,475	\$0	\$0	\$876,475	0.00%
6	3	Increase Graduation Rates	All	No				Ongoing	\$292,158	\$584,317	\$0	\$876,475	\$0	\$0	\$876,475	0.00%

6	4	Lower Suspension Rates	All	No				Ongoing	\$292,158	\$584,317	\$0	\$876,475	\$0	\$0	\$876,475	0.00%
6	5	Transportation	All	No				Ongoing	\$0	\$584,323	\$0	\$584,323	\$0	\$0	\$584,323	0.00%
6	6	Professional Development	All	No				Ongoing	\$292,158	\$584,317	\$0	\$876,475	\$0	\$0	\$876,475	0.00%
6	7	Building Positive Relationships and School Culture	All	No				Ongoing	\$292,158	\$334,317	\$0	\$626,475	\$0	\$0	\$626,475	0.00%
6	8	Professional Learning Communities (PLCs)	All	No				Ongoing	\$150,000	\$100,000	\$0	\$250,000	\$0	\$0	\$250,000	0.00%
7	1	Additional Instructional Learning Time	All	No				Ongoing	\$80,620	\$115,926	\$196,546	\$0	\$0	\$0	\$196,546	0.00%
7	2	Close Learning Gaps	All	No				Ongoing	\$1,084,460	\$1,879,283	\$2,963,743	\$0	\$0	\$0	\$2,963,743	0.00%
7	3	Health, Counseling, and Mental Health Services and Supports	All	No				Ongoing	\$1,234,043	\$1,687,280	\$2,921,323	\$0	\$0	\$0	\$2,921,323	0.00%
7	4	Access to Instruction for Credit-Deficient Students	All	No				Ongoing	\$159,819	\$217,196	\$377,015	\$0	\$0	\$0	\$377,015	0.00%
7	5	Additional Academic Services	All	No				Ongoing	\$308,174	\$401,059	\$709,233	\$0	\$0	\$0	\$709,233	0.00%
7	6	Needs Assessment	All	No				Ongoing	\$181,557	\$265,131	\$446,688	\$0	\$0	\$0	\$446,688	0.00%
7	7	Supplemental Interventions and Supports	All	No				Ongoing	\$1,148,549	\$1,547,639	\$2,696,188	\$0	\$0	\$0	\$2,696,188	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$249,584,612.00	\$49,284,226.00	19.75%	2.85%	22.60%	\$56,349,007.00	0.00%	22.58%	Total:	\$56,349,007.00
								LEA-wide Total:	\$52,491,753.00
								Limited Total:	\$3,857,254.00
								Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Student Field Trips	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$56,500.00	0.00%
1	2	College Readiness Exams	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 10th/11th Graders Only	\$615,115.00	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$138,174.00	0.00%
1	4	Expanded Learning Opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$65,000.00	0.00%
1	5	Formative Assessment	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$322,628.00	0.00%

1	6	English Language Arts and Math Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$589,010.00	0.00%
1	7	English Learner (EL) Program	Yes	Limited	English learner (EL)	All Schools	\$2,467,240.00	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	Limited	English learner (EL)	All Schools	\$860,766.00	0.00%
1	9	Student-Free Professional Development Days	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,266,403.00	0.00%
1	10	Variable Credit Recovery	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$364,868.00	0.00%
1	11	Enhanced Data Systems	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$405,178.00	0.00%
1	12	Ancillary Instructional Materials	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$156,000.00	0.00%
1	13	Enhancing English Language Arts and Mathematics through Professional Development	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$118,878.00	0.00%
1	14	Targeted Intervention	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$17,000.00	0.00%
1	15	Professional Development for Long-Term English Learner (LTEL) Support	Yes	Limited	English learner (EL)	All Schools	\$44,550.00	0.00%
1	16	Improving English Learner (EL) Proficiency	Yes	Limited	English learner (EL)	All Schools	\$4,500.00	0.00%
2	2	Enhanced Counseling and Student Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$14,589,673.00	0.00%
2	3	Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,177,035.00	0.00%
2	4	Targeted AV Teacher Induction Mentoring and Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,274,422.00	0.00%
2	5	Classroom Walkthroughs	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$21,880.00	0.00%
2	6	AP Placement, Exams, and Tutoring	Yes	LEA-wide	Low Income	All Schools	\$548,054.00	0.00%

2	7	Career Technical Education (CTE) Opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$617,931.00	0.00%
2	8	AVID Elective	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,447,299.00	0.00%
2	9	Technology	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,137,190.00	0.00%
2	10	STEAM Integration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$43,918.00	0.00%
2	11	Dual Enrollment and Internships	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$263,788.00	0.00%
2	12	Enrichment Options	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$61,245.00	0.00%
2	13	Student Achievement Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,560,464.00	0.00%
2	14	Next Generation Science Standards (NGSS) Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$187,756.00	0.00%
2	15	Visual and Performing Arts (VAPA) Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$139,960.00	0.00%
2	16	Improving Graduation Rates	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$13,388.00	0.00%
2	17	College and Career Readiness Programs	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$167,878.00	0.00%
3	5	Recruit and Retain Teachers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$512,630.00	0.00%
3	6	Improve Attendance and Chronic Absenteeism	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,622,938.00	0.00%
3	7	Student Support Centers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,301,365.00	0.00%
3	8	Positive Behavior Intervention and Support (PBIS)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,168,781.00	0.00%
3	9	Classified Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$173,695.00	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$7,914,366.00	0.00%
3	11	Supplemental Interventions and Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$3,703,000.00	0.00%

3	12	Transportation	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$3,295,865.00	0.00%
3	13	Independent City and Resilient Scholars	Yes	Limited	Foster Youth	All Schools	\$39,071.00	0.00%
3	14	Diversity Training	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$155,098.00	0.00%
3	15	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$818,550.00	0.00%
3	16	Lower Suspension Rates	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$17,832.00	0.00%
4	2	Qualtrics	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$148,000.00	0.00%
4	3	Parent Link	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$40,000.00	0.00%
4	4	English Learner (EL) Parent Workshops	Yes	Limited	English learner (EL)	All Schools	\$417,877.00	0.00%
4	5	Outreach to Spanish-Speaking Families	Yes	Limited	English learner (EL)	All Schools	\$23,250.00	0.00%
4	6	Parent and Family Collaboration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$76,668.00	0.00%
4	7	Increase Communication	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$851,330.00	0.00%
4	8	Social-Emotional Learning (SEL) Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$325,000.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$338,949,590.00	\$263,507,948.41

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Student Field Trips	Yes	\$58,700.00	\$49,885.12
1	2	College Readiness Exams	Yes	\$502,177.00	\$425,026.00
1	3	Advanced Placement (AP) Training and Tutoring	Yes	\$138,174.00	\$82,236.68
1	4	Expanded Learning	Yes	\$122,206.00	\$61,528.00

		Opportunities			
1	5	Formative Assessment	Yes	\$322,628.00	\$318,600.00
1	6	English Language Arts and Math Supports	Yes	\$799,469.00	\$707,795.00
1	7	English Learner (EL) Program	Yes	\$2,453,690.00	\$2,304,218.00
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	\$860,766.00	\$839,260.00
1	9	Student-Free Professional Development Days	Yes	\$1,980,914.00	\$1,905,730.00
1	10	Variable Credit Recovery	Yes	\$364,868.00	\$365,000.00
1	11	Enhanced Data Systems	Yes	\$548,570.00	\$550,138.56
1	12	Ancillary Instructional Materials	Yes	\$236,000.00	\$119,586.00
1	13	Focus on Writing	Yes	\$34,937.00	\$0.00
1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	\$103,878.00	\$101,862.00
1	15	Targeted Intervention	Yes	\$24,082.00	\$0.00
1	16	Professional Development for Long-Term English Learner (LTEL) Support	Yes	\$57,633.00	\$22,609.20
1	17	Improving English Learner (EL) Proficiency	Yes	\$7,582.00	\$492.00
2	1	School Counselors	No	\$7,230,021.00	\$4,698,697.00
2	2	Enhanced Counseling and Student Support Services	Yes	\$15,737,092.00	\$11,807,105.00
2	3	Professional Development	Yes	\$1,256,180.00	\$2,276,992.57
2	4	Targeted AV Teacher Induction Mentoring and Supports	Yes	\$1,274,422.00	\$1,086,396.00
2	5	Classroom Walkthroughs	Yes	\$21,980.00	\$21,980.00
2	6	AP Placement, Exams, and Tutoring	Yes	\$588,867.00	\$21,656.12
2	7	Career Technical Education (CTE) Opportunities	Yes	\$8,461,604.00	\$5,086,364.00
2	8	AVID Elective	Yes	\$2,972,744.00	\$3,388,985.00
2	9	Technology	Yes	\$906,938.00	\$2,246,428.00

2	10	STEAM Support	Yes	\$43,918.00	\$32,795.00
2	11	Dual Enrollment and Internships	Yes	\$263,788.00	\$200,123.00
2	12	Enrichment Options	Yes	\$61,245.00	\$35,623.19
2	13	Student Achievement Support	Yes	\$2,921,216.00	\$1,819,980.00
2	14	Next Generation Science Standards (NGSS) Support	Yes	\$187,756.00	\$10,172.00
2	15	Visual and Performing Arts (VAPA) Support	Yes	\$375,161.00	\$128,757.00
2	16	Improving Graduation Rates	Yes	\$13,388.00	\$3,272.50
2	17	College and Career Readiness Programs	Yes	\$108,878.00	\$151,022.93
3	1	Access to Standards-Aligned Instructional Materials	No	\$17,001,574.00	\$6,275,541.00
3	2	Facilities in "Good" Repair	No	\$43,641,237.00	\$38,566,143.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	No	\$89,018,233.00	\$75,168,365.00
3	4	Career Technical Education (CTE) Programs	No	\$2,426,913.00	\$3,028,685.00
3	5	Recruit and Retain Teachers	Yes	\$512,630.00	\$317,367.00
3	6	Improve Attendance and Chronic Absenteeism	Yes	\$1,622,938.00	\$1,307,582.00
3	7	Student Support Centers	Yes	\$1,547,084.00	\$1,521,949.00
3	8	Positive Behavior Intervention and Support (PBIS)	Yes	\$1,381,152.00	\$1,082,927.79
3	9	Classified Professional Development	Yes	\$152,698.00	\$190,155.00
3	10	Safe, Secure, and Positive Learning Environments	Yes	\$7,865,894.00	\$6,961,855.99
3	11	Supplemental Interventions and Supports	Yes	\$3,701,826.00	\$2,500,000.00
3	12	Transportation	Yes	\$2,923,841.00	\$4,253,540.00
3	13	Independent City and Resilient Scholars	Yes	\$43,071.00	\$29,748.84
3	14	Diversity Training	Yes	\$123,196.00	\$159,249.62
3	15	Multi-Tiered System of Supports (MTSS)	Yes	\$903,421.00	\$318,533.07

3	16	Lower Suspension Rates	Yes	\$17,832.00	\$6,900.00
4	1	PowerSchool	No	\$297,000.00	\$316,937.00
4	2	Qualtrics	Yes	\$141,000.00	\$147,837.00
4	3	Parent Link	Yes	\$80,000.00	\$77,259.00
4	4	English Learner (EL) Parent Workshops	Yes	\$417,877.00	\$418,031.50
4	5	Outreach to Spanish-Speaking Families	Yes	\$23,250.00	\$23,610.04
4	6	Parent and Family Collaboration	Yes	\$116,668.00	\$23,610.04
4	7	Increase Communication	Yes	\$851,330.00	\$732,955.11
4	8	Social-Emotional Learning (SEL) Supports	Yes	\$325,000.00	\$327,079.00
5	1	Access to Least Restrictive Environment (LRE)	No	\$1,344,354.00	\$1,466,542.00
5	2	Increased Academic Support	No	\$29,616,147.00	\$38,958,472.00
5	3	Special Education Staff Support	No	\$45,394,817.00	\$29,485,019.00
5	4	Workshops for Parents of Students with Disabilities	No	\$1,957,995.00	\$4,150.00
5	5	Lower Suspension Rate	No	\$1,957,995.00	\$102,483.00
5	6	English Language Arts and Math Proficiency	No	\$1,958,357.00	\$3,075.00
6	1	English Language Arts and Math Proficiency	No	\$1,451,685.00	\$333,040.00
6	2	College and Career Readiness	No	\$1,451,685.00	\$72,948.00
6	3	Increase Graduation Rates	No	\$1,451,685.00	\$33,941.00
6	4	Lower Suspension Rates	No	\$1,451,685.00	\$336,421.00
6	5	Transportation	No	\$967,786.00	\$100,011.00
6	6	Professional Development	No	\$1,451,685.00	\$126,297.00
6	7	Building Positive Relationships and School Culture	No	\$1,451,685.00	\$447,896.00
7	1	Additional Instructional Learning Time	No	\$397,733.00	\$1,745,049.00
7	2	Close Learning Gaps	No	\$5,997,458.00	\$1,967,652.00
7	3	Health, Counseling, and	No	\$5,911,602.00	\$1,134,744.00

		Mental Health Services and Supports			
7	4	Instruction for Credit-Deficient Students	No	\$762,933.00	\$869,150.00
7	5	Additional Academic Services	No	\$1,435,213.00	\$25,862.00
7	6	Needs Assessment	No	\$903,923.00	\$622,350.00
7	7	Supplemental Interventions and Supports	No	\$5,456,030.00	\$1,046,669.54

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$50,527,681.00	\$57,677,726.00	\$45,487,446.25	\$12,190,279.75	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Student Field Trips	Yes	\$58,700.00	\$49,855.12	0.00%	0.00%
1	2	College Readiness Exams	Yes	\$502,177.00	\$425,025.50	0.00%	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Yes	\$138,174.00	\$82,236.68	0.00%	0.00%
1	4	Expanded Learning Opportunities	Yes	\$122,206.00	\$61,528.00	0.00%	0.00%
1	5	Formative Assessment	Yes	\$322,628.00	\$318,600.00	0.00%	0.00%
1	6	English Language Arts and Math Supports	Yes	\$503,801.00	\$338,012.44	0.00%	0.00%
1	7	English Learner (EL) Program	Yes	\$2,453,690.00	\$2,058,198.00	0.00%	0.00%

1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	\$860,766.00	\$813,672.83	0.00%	0.00%
1	9	Student-Free Professional Development Days	Yes	\$1,980,914.00	\$9,800.00	0.00%	0.00%
1	10	Variable Credit Recovery	Yes	\$364,868.00	\$365,000.00	0.00%	0.00%
1	11	Enhanced Data Systems	Yes	\$548,570.00	\$550,138.56	0.00%	0.00%
1	12	Ancillary Instructional Materials	Yes	\$236,000.00	\$119,585.58	0.00%	0.00%
1	13	Focus on Writing	Yes	\$34,937.00	\$0.00	0.00%	0.00%
1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	\$103,878.00	\$101,861.73	0.00%	0.00%
1	15	Targeted Intervention	Yes	\$24,082.00	\$0.00	0.00%	0.00%
1	16	Professional Development for Long-Term English Learner (LTEL) Support	Yes	\$57,633.00	\$22,609.20	0.00%	0.00%
1	17	Improving English Learner (EL) Proficiency	Yes	\$7,582.00	\$400.00	0.00%	0.00%
2	2	Enhanced Counseling and Student Support Services	Yes	\$15,737,092.00	\$11,807,104.24	0.00%	0.00%
2	3	Professional Development	Yes	\$923,707.00	\$1,645,505.07	0.00%	0.00%
2	4	Targeted AV Teacher Induction Mentoring and Supports	Yes	\$1,274,422.00	\$1,021,527.59	0.00%	0.00%
2	5	Classroom Walkthroughs	Yes	\$10,990.00	\$10,990.00	0.00%	0.00%
2	6	AP Placement, Exams, and Tutoring	Yes	\$588,867.00	\$21,656.12	0.00%	0.00%
2	7	Career Technical Education (CTE) Opportunities	Yes	\$792,559.00	\$741,583.84	0.00%	0.00%
2	8	AVID Elective	Yes	\$2,892,480.00	\$367,832.47	0.00%	0.00%
2	9	Technology	Yes	\$906,938.00	\$2,246,323.35	0.00%	0.00%
2	10	STEAM Support	Yes	\$43,918.00	\$29,770.17	0.00%	0.00%
2	11	Dual Enrollment and Internships	Yes	\$263,788.00	\$198,893.41	0.00%	0.00%
2	12	Enrichment Options	Yes	\$61,245.00	\$35,623.19	0.00%	0.00%
2	13	Student Achievement Support	Yes	\$2,560,464.00	\$1,657,627.52	0.00%	0.00%
2	14	Next Generation Science Standards (NGSS) Support	Yes	\$187,756.00	\$4,150.00	0.00%	0.00%

2	15	Visual and Performing Arts (VAPA) Support	Yes	\$279,920.00	\$128,756.33	0.00%	0.00%
2	16	Improving Graduation Rates	Yes	\$13,388.00	\$3,272.50	0.00%	0.00%
2	17	College and Career Readiness Programs	Yes	\$108,878.00	\$151,022.93	0.00%	0.00%
3	5	Recruit and Retain Teachers	Yes	\$512,630.00	\$317,366.09	0.00%	0.00%
3	6	Improve Attendance and Chronic Absenteeism	Yes	\$1,622,938.00	\$1,307,581.99	0.00%	0.00%
3	7	Student Support Centers	Yes	\$1,547,084.00	\$1,502,187.92	0.00%	0.00%
3	8	Positive Behavior Intervention and Support (PBIS)	Yes	\$1,381,152.00	\$1,082,927.79	0.00%	0.00%
3	9	Classified Professional Development	Yes	\$152,698.00	\$190,154.83	0.00%	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Yes	\$7,865,894.00	\$6,961,855.99	0.00%	0.00%
3	11	Supplemental Interventions and Supports	Yes	\$3,701,826.00	\$2,284,293.54	0.00%	0.00%
3	12	Transportation	Yes	\$2,923,841.00	\$4,252,187.73	0.00%	0.00%
3	13	Independent City and Resilient Scholars	Yes	\$43,071.00	\$29,748.84	0.00%	0.00%
3	14	Diversity Training	Yes	\$123,196.00	\$159,249.62	0.00%	0.00%
3	15	Multi-Tiered System of Supports (MTSS)	Yes	\$903,421.00	\$318,533.07	0.00%	0.00%
3	16	Lower Suspension Rates	Yes	\$17,832.00	\$6,900.00	0.00%	0.00%
4	2	Qualtrics	Yes	\$141,000.00	\$147,836.67	0.00%	0.00%
4	3	Parent Link	Yes	\$40,000.00	\$16,170.00	0.00%	0.00%
4	4	English Learner (EL) Parent Workshops	Yes	\$417,877.00	\$418,031.50	0.00%	0.00%
4	5	Outreach to Spanish-Speaking Families	Yes	\$23,250.00	\$20,668.00	0.00%	0.00%
4	6	Parent and Family Collaboration	Yes	\$116,668.00	\$23,610.04	0.00%	0.00%
4	7	Increase Communication	Yes	\$851,330.00	\$732,955.11	0.00%	0.00%
4	8	Social-Emotional Learning (SEL) Supports	Yes	\$325,000.00	\$327,025.15	0.00%	0.00%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$242,519,289.00	\$50,527,681.00	0.78%	21.61%	\$45,487,446.25	0.00%	18.76%	\$6,911,799.74	2.85%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$634,340.00	\$181,805.00	\$278,304.00	\$16,557.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Student Field Trips	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$56,500.00
1	2	College Readiness Exams	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$615,115.00
1	3	Advanced Placement (AP) Training and Tutoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$138,174.00
1	4	Expanded Learning Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,000.00
1	5	Formative Assessment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$322,628.00
1	6	English Language Arts and Math Supports	\$0.00	\$0.00	\$278,304.00	\$0.00	\$0.00	\$0.00	\$867,314.00
1	7	English Learner (EL) Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,467,240.00
1	8	English Learner	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$860,766.00

		(EL) Reclassification Support and Monitoring							
1	9	Student-Free Professional Development Days	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,266,403.00
1	10	Variable Credit Recovery	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$364,868.00
1	11	Enhanced Data Systems	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$405,178.00
1	12	Ancillary Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$156,000.00
1	13	Enhancing English Language Arts and Mathematics through Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$118,878.00
1	14	Targeted Intervention	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,000.00
1	15	Professional Development for Long-Term English Learner (LTEL) Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$44,550.00
1	16	Improving English Learner (EL) Proficiency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00
2	1	School Counselors	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,851,099.00
2	2	Enhanced Counseling and Student Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,589,673.00
2	3	Professional Development	\$169,312.00	\$163,161.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,509,508.00
2	4	Targeted AV Teacher Induction Mentoring and Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,274,422.00
2	5	Classroom Walkthroughs	\$10,990.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,870.00
2	6	AP Placement, Exams, and	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$548,054.00

		Tutoring							
2	7	Career Technical Education (CTE) Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,954,610.00
2	8	AVID Elective	\$80,264.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,527,563.00
2	9	Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,137,190.00
2	10	STEAM Integration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,918.00
2	11	Dual Enrollment and Internships	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$263,788.00
2	12	Enrichment Options	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$61,245.00
2	13	Student Achievement Support	\$333,774.00	\$18,644.00	\$0.00	\$16,557.00	\$0.00	\$0.00	\$2,929,439.00
2	14	Next Generation Science Standards (NGSS) Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$187,756.00
2	15	Visual and Performing Arts (VAPA) Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$187,974.00
2	16	Improving Graduation Rates	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,388.00
2	17	College and Career Readiness Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$167,878.00
3	1	Access to Standards-Aligned Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,526,004.00
3	2	Facilities in "Good" Repair	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,641,237.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$89,018,233.00
3	4	Career Technical Education (CTE) Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,028,684.00
3	5	Recruit and Retain Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$512,630.00
3	6	Improve Attendance and Chronic Absenteeism	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,622,938.00

3	7	Student Support Centers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,301,365.00
3	8	Positive Behavior Intervention and Support (PBIS)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,168,781.00
3	9	Classified Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$173,695.00
3	10	Safe, Secure, and Positive Learning Environments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,914,366.00
3	11	Supplemental Interventions and Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,703,000.00
3	12	Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,295,865.00
3	13	Independent City and Resilient Scholars	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$39,071.00
3	14	Diversity Training	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$155,098.00
3	15	Multi-Tiered System of Supports (MTSS)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$818,550.00
3	16	Lower Suspension Rates	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,832.00
4	1	PowerSchool	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$316,950.00
4	2	Qualtrics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$148,000.00
4	3	Parent Link	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,000.00
4	4	English Learner (EL) Parent Workshops	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$417,877.00
4	5	Outreach to Spanish-Speaking Families	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$23,250.00
4	6	Parent and Family Collaboration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$76,668.00
4	7	Increase Communication	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$851,330.00
4	8	Social-Emotional Learning (SEL) Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$325,000.00
5	1	Access to Least Restrictive	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,344,354.00

		Environment (LRE)							
5	2	Increased Academic Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,616,147.00
5	3	Special Education Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,394,817.00
5	4	Workshops for Parents of Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,957,995.00
5	5	Lower Suspension Rate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,964,341.00
5	6	English Language Arts and Math Proficiency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,958,357.00
6	1	English Language Arts and Math Proficiency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$292,158.00
6	2	College and Career Readiness	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$876,475.00
6	3	Increase Graduation Rates	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$876,475.00
6	4	Lower Suspension Rates	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$876,475.00
6	5	Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$584,323.00
6	6	Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$876,475.00
6	7	Building Positive Relationships and School Culture	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$626,475.00
7	1	Additional Instructional Learning Time	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$196,546.00
7	2	Close Learning Gaps	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,963,743.00
7	3	Health, Counseling, and Mental Health Services and Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,921,323.00
7	4	Access to Instruction for Credit-Deficient Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$377,015.00
7	5	Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$709,233.00

		Academic Services							
7	6	Needs Assessment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$446,688.00
7	7	Supplemental Interventions and Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,696,188.00

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to

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

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

