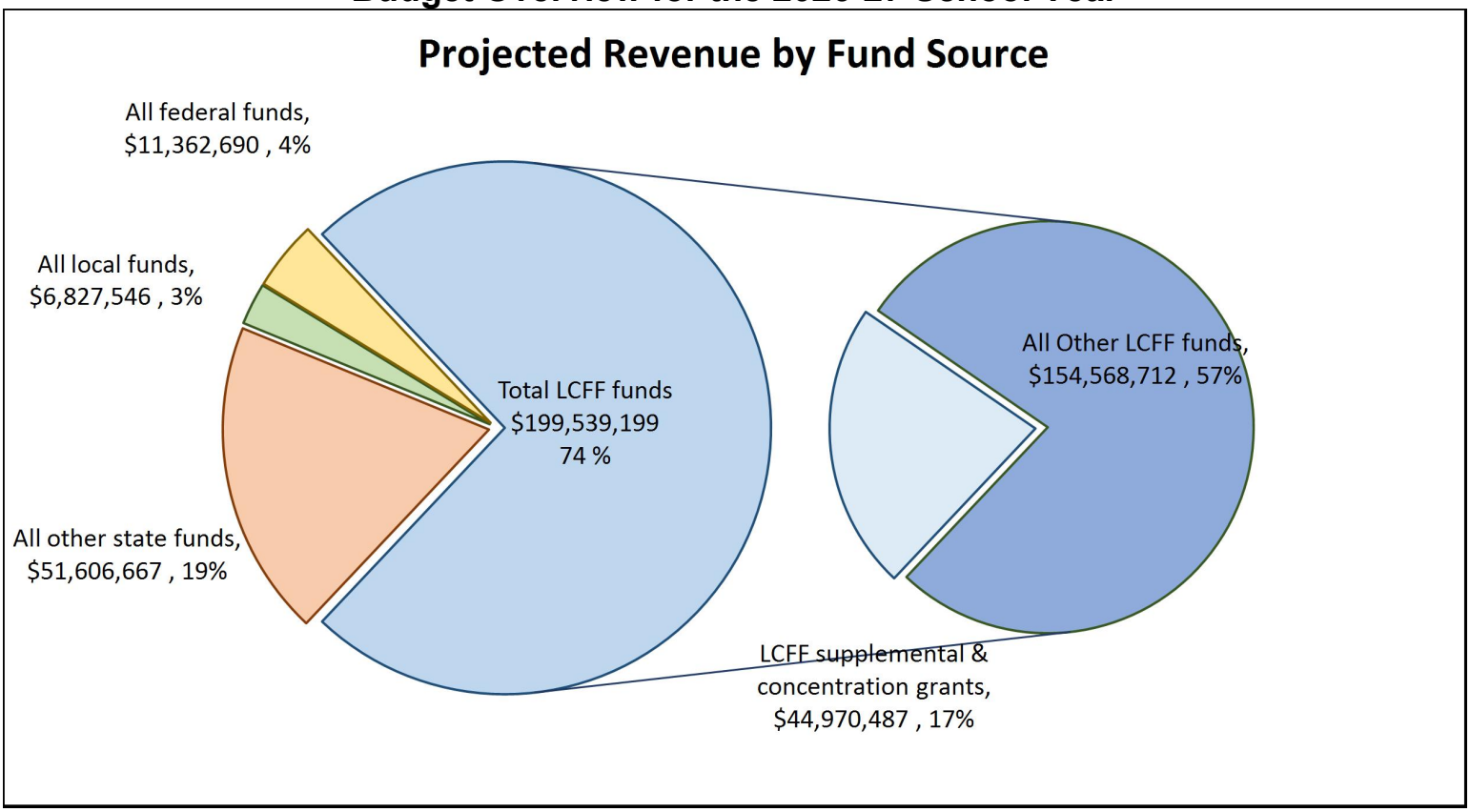
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Apple Valley Unified School District
CDS Code: 36-75077-0000000
School Year: 2026-27
LEA contact information:
Pat Schlosser
Assistant Superintendent
pat_schlosser@avusd.org
7602478001

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

Budget Overview for the 2026-27 School Year

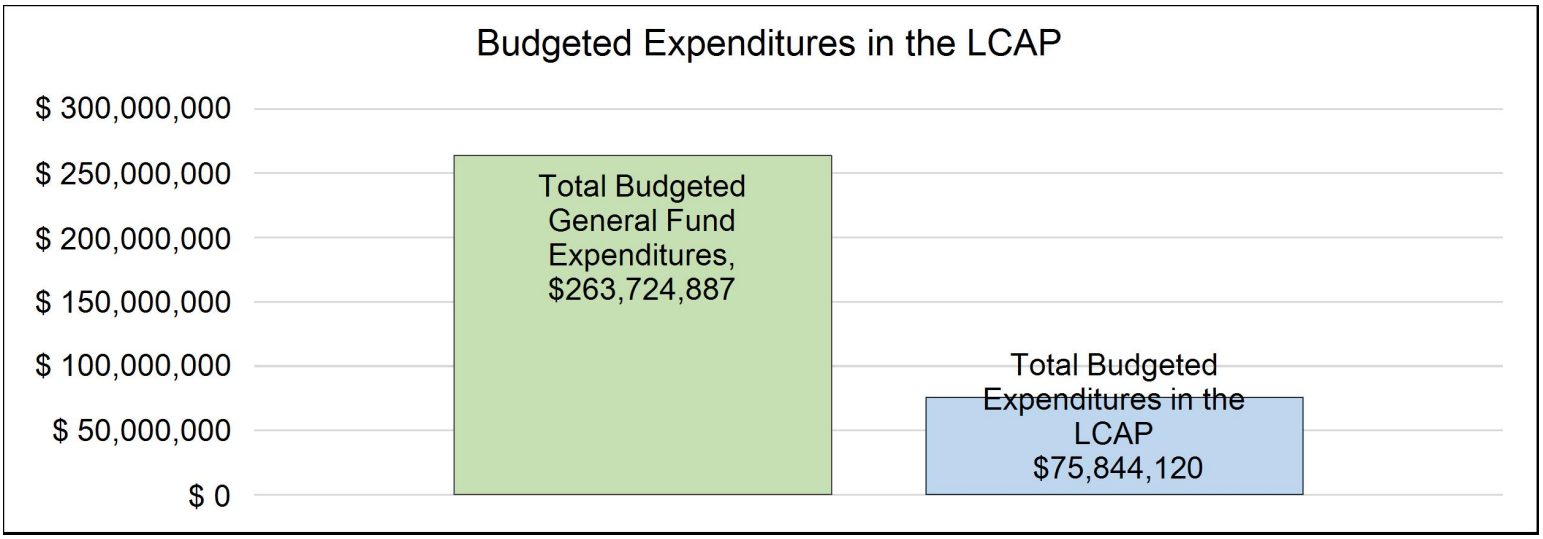


This chart shows the total general purpose revenue Apple Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Apple Valley Unified School District is $269,336,102, of which $199,539,199 is Local Control Funding Formula (LCFF), $51,606,667 is other state funds, $6,827,546 is local funds, and $11,362,690 is federal funds. Of the $199,539,199 in LCFF Funds, $44,970,487 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Apple Valley Unified School District plans to spend for 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: Apple Valley Unified School District plans to spend $263,724,887 for the 2026-27 school year. Of that amount, $75,844,120 is tied to actions/services in the LCAP and $187,880,767 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

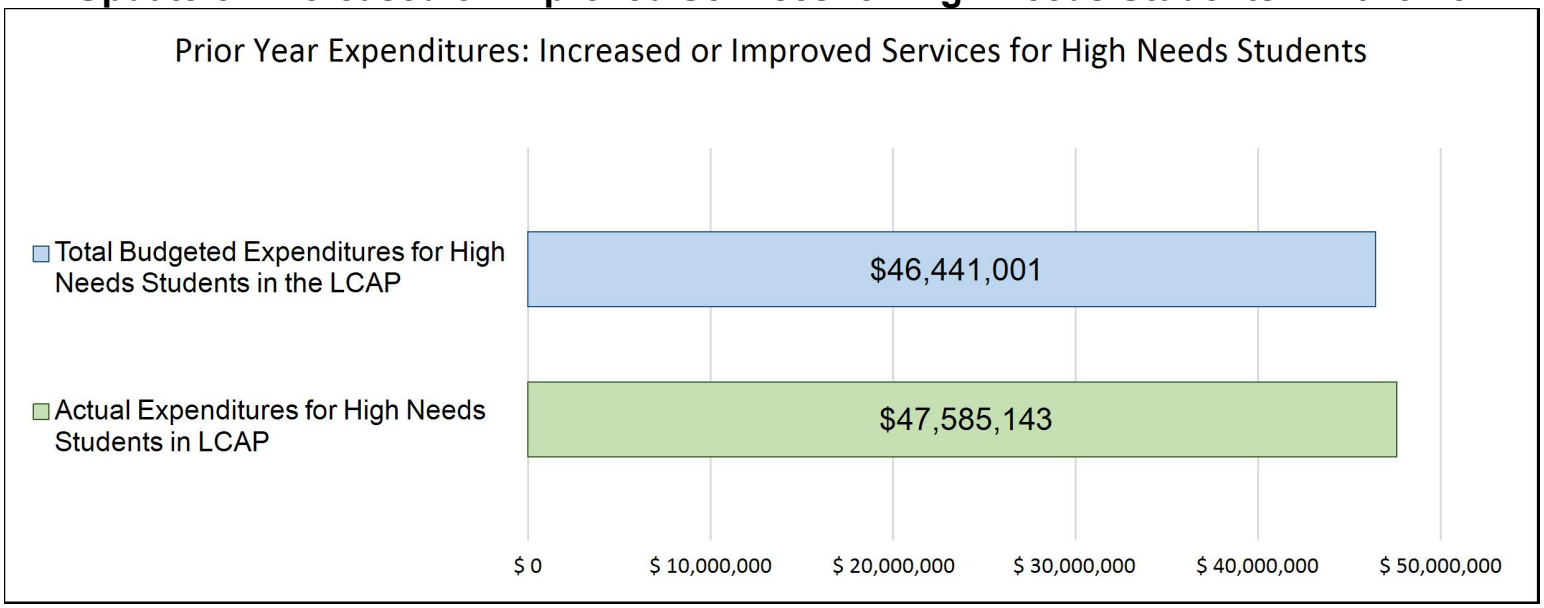
Certificated and Classified Salaries and Benefits for base program functions, including the cost of Health and Welfare; Books and Supplies; Utilities, vehicle operational costs, including Home to School transportation costs; various virtual educational and operational platforms

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

In 2026-27, Apple Valley Unified School District is projecting it will receive $44,970,487 based on the enrollment of foster youth, English learner, and low-income students. Apple Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Apple Valley Unified School District plans to spend $44,970,487 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 Apple Valley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Apple Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Apple Valley Unified School District's LCAP budgeted $46,441,001 for planned actions to increase or improve services for high needs students. Apple Valley Unified School District actually spent $47,585,143 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Apple Valley Unified School District	Pat Schlosser Assistant Superintendent	pat_schlosser@avusd.org 7602478001

Plan Summary [2026-27]

General Information

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

Apple Valley Unified School District (AVUSD) serves nearly 14,500 students in our pre-school through adult education program who live in a geographic area larger than 200 square miles. In addition to expansive preschool and adult education programs, the district includes five TK-6 Elementary Schools, five TK-8 Academies, two comprehensive high schools, and one alternative education center, which includes a virtual academy and an opportunity program. The district student population, as reported on the California Department of Education dataquest site, includes students from a wide variety of groups. The student demographics in the district include: Hispanic 60%, White 27%, African American 7%, Two or more races 4%, and all others 2%. The socio-economically disadvantaged student population is 75%, students with disabilities represent 13.4% (an increase of 2% over two years), and the English Learner population is 10%. Within that is a fluctuating foster youth population of 350 students or more. In addition, the number of AVUSD students who are considered homeless has risen dramatically over the last three years to over 1212, reported in the 2024/25 school year. (source: CDE Dataquest)

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

In addition, there is a funding source from the State of California called the Equity Multiplier. Schools qualify for funding by virtue of the percentage of students who are considered socio-economically disadvantaged being over 70% and the non-stability rate (percentage of students who change schools during the school year) of over 25%. The Apple Valley Unified School District schools that qualify are listed here:

Phoenix Academy
High Desert Premier Academy
Apple Valley Virtual Academy
Yucca Loma Elementary School (remaining funds from 2025/26 no longer qualified)

Reflections: Annual Performance

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

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

Based on the comparison between the 2024 Dashboard Report and the 2025 Dashboard Report for Apple Valley Unified, the primary areas of growth for the district are Academic Performance (ELA & Math)and College/Career Readiness.

1. Academic Achievement (Priority 4)
This is the district's most consistent area of growth. Even though many gauges remain in the "Orange" or "Yellow" levels, the Status & Change data shows a strong upward trend.

English Language Arts (ELA):
2024:-63.4 DFS (Distance From Standard) with a 2.7 point increase.
2025:-55.4 DFS with a significant 8.0 point increase.
The district is closing the gap toward meeting standards more rapidly than the previous year.

Mathematics:
2024: -99.4 DFS with a 3.6 point increase.
2025: -97.1 DFS with a 2.2 point increase.
While the growth slowed slightly, the district maintained positive momentum for "All Students."

2. College & Career Readiness (Priority 8)
This is the most visible "color" improvement on the dashboard, moving from Yellow to Green for the "All Students" group.

2024:41.9% of students were prepared, a 3.4% increase.
2025:52.8% of students were prepared, a massive 7.4% increase.
This indicates that more students are graduating with the necessary requirements for post-secondary success.

3. Graduation Rate Stability
The district has maintained a very high and growing graduation rate.
2024: 91.3% (Green).
2025: 93.0% (Blue).
Moving into the Blue category(the highest performance level) for graduation is a major milestone for the district.

4. Significant Growth in Specific Subgroups
Growth was not just limited to the "All Students" average; specific vulnerable populations saw great double-digit improvements in the English Language Arts scores:
Foster Youth (ELA): Saw a 37.5 point increase in 2025.
Homeless Youth (ELA): Saw a 19.5 point increase in 2025.
English Learners (College/Career): Improved by 12.0% in 2025, a major jump from the slight decline they faced in 2024.

Despite academic gains, three systemic issues pose a risk to long-term student success:
English Learner Progress (ELPI): Performance for English Learners has shifted from growth to decline. The percentage of students making progress toward English proficiency dropped from 47.8% to 44.4%. Part of this decline is the redesignation of a large number of students last year as Fluent English Proficient (RFEP), which thereby removes those scores from the ELPI. We are still within two percentage points of the state average in this measure of 46.4, and we provide training to our EL specialists, ELD team, and certificated staff to continue moving students toward proficiency.

Stagnant Chronic Absenteeism: After a year of massive improvement in 2024, progress has stalled. Approximately 29.9% of students (nearly 1 in 3) remain chronically absent, which directly impacts the district's ability to improve academic scores further. Efforts to improve attendance within the LCAP include direct outreach by the team of registered nurses, support from intervention providers to call families to remove barriers, and incentives for regular attendance. Each summer, site teams gather to analyze results and determine if another approach that is yielding results elsewhere might be better suited.

Mathematics:
While ELA is recovering, Math remains a significant challenge. Four major subgroups (African American, Foster Youth, Students with Disabilities, and Pacific Islander) remain in the Red performance tier. In order to address this challenge, the entire educational community of Apple Valley agreed to focus efforts for professional learning on math instruction across the system for the coming school year.

The 2025 dashboard data reveal that we remain eligible for differentiated assistance based on the outcomes for four student groups:
Foster Youth for chronic absenteeism and suspension rate;
Students with Disabilities in the areas of English and Math scores and chronic absenteeism;
English Learners for English and Math scores and chronic absenteeism;

and long-term English learners for chronic absenteeism and suspension rate.

The following indicators and data are based on the 2023 California School Dashboard

1) RED or Lowest Performance dashboard indicators for a school within the LEA (All students):
English Learner Progress Indicator:
Mariana Academy
English Language Arts - Smarter Balance Assessment:
Desert Knolls Elementary
Mariana Academy
Phoenix Academy
Sandia Elementary
Apple Valley High
Math - Smarter Balance Assessment:
Mariana Academy
Phoenix Academy
Rancho Verde Elementary
Sandia Elementary
Apple Valley High
Suspension Rate:
Phoenix Academy
Rancho Verde Elementary
Sandia Elementary

2) RED dashboard indicators for a student group within the LEA:
a) English Learners
ELA
Math
b) Foster Youth (DA)
ELA
Math
Suspension
Graduation
c) Homeless Youth (DA)
ELA
Math
Suspension
d) Socioeconomically Disadvantaged
ELA

Math
e) Students with Disabilities
Graduation
f) African American (DA)
ELA
Math
Suspension
g) Hispanic
ELA
Math

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

a) Desert Knolls Elementary (ATSI)
i) ELA
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
ii) Math
Socioeconomically disadvantaged.
Hispanic
iii) Suspension
Socioeconomically disadvantaged.
African American

b) Mariana Academy
ELPI – English learners
i) ELA
English learners
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
White
ii) Math
English learner
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
White

iii) Suspension
White
Chronic Absenteeism
English learners

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

d) Rancho Verde Elementary
i) ELA
Students with Disabilities
African American
White
ii) Math
English learners
Socioeconomically disadvantaged.
Students with Disabilities

African American
Hispanic
iii) Suspension
Socioeconomically disadvantaged.
African American

e) Rio Vista School of Applied Sciences
i) ELA
Homeless
Students with disabilities
ii) Math
Homeless
Students with disabilities

f) Sandia Elementary
i) ELA
English learners
Homeless
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
White
ii) Math
English learners
Homeless
Socioeconomically disadvantaged.
Hispanic
White
iii) Suspension
Foster
Homeless
Socioeconomically disadvantaged.
Hispanic
White
Two or more races

g) Sitting Bull Academy
i) Math
English learners

Homeless
Students with disabilities
ii) Suspension
Homeless
African American
Chronic Absenteeism
African American

h) Sycamore Rocks Elementary
i) ELA
English learners
ii) Suspension
African American

i) Vanguard Preparatory
i) ELA
English learners
Students with disabilities
ii) Math
English learners
Students with disabilities
iii) Suspension
English learners
Students with disabilities

j) Yucca Loma Elementary (Equity Multiplier for 2025)
i) ELA
African American
Math
English learners
Students with disabilities
ii) Suspension
African American
Chronic Absenteeism
Homeless

k) Apple Valley High
i) ELA
English learners

Socioeconomically disadvantaged.
Students with disabilities
Hispanic
White
ii) Math
English learners
Socioeconomically disadvantaged.
Hispanic
White
iii) Suspension
African American
iv) College/Career
Homeless

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

m) High Desert Premier Academy (Equity Multiplier)
i) ELA
Hispanic
ii) Math
Hispanic
iii) Suspension
African American
iv) College/Career
Homeless
Socioeconomically Disadvantaged
Hispanic
White

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

Learning Recovery Emergency Block Grant (LREBG):

AVUSD is in receipt of the first allocation of Learning Recovery Block Grant funds in the amount of $967,743. We anticipate receiving this a similar amount for the 2026/27 school and the 2027/28 school year for a total of $2,894,475 Million to be spent by June of 2028. Over the course of several sessions in the Spring of 2026, the district advisory committee, students, and district leadership all engaged in a comprehensive needs assessment process to identify the greatest areas of need within the allowable expenditures to focus this grant on the needs of students in Apple Valley Unified. That plan is included within the goals and actions of this LCAP as detailed below.

LREBG plan section 1: The primary action and greatest share of the funds for this goal is for intervention support aligned with the allowable use of learning recovery and targeted small group supports. This will come in the form of additional staff time, mostly classified at the elementary school sites, that will support the work in LCAP Goal #2, Action #8. This will come in the form of increased access to small group intensive math and literacy interventions where needed by the school site. This action addresses the clearly identified need to address the academic gaps and low scores in Math and ELA across the system. This action is supported by research highlighted by the Institute of Education Sciences (IES) and the What Works Clearinghouse (WWC), which identify high-quality tutoring and targeted small-group instruction as evidence-based strategies that can accelerate learning and address unfinished learning in literacy and mathematics. By increasing opportunities for focused instruction tied to identified skill gaps, the district expects to improve student outcomes in ELA and mathematics as measured by state assessments and local benchmark data.

LREBG plan section 2: In support of the same identified need for increased student academic performance outcome as measured both on the annual state test and the benchmark iReady assessments, the educational community requested professional learning for the relevant certificated and classified staff, particularly in the new Math framework, and targeted ELA interventions. This will help to support the actions in Goal #2, Action #2 and aligns with the allowable use #7- Professional Development. This action is supported by the What Works Clearinghouse Practice Guides, which emphasize that professional learning is most effective when it is sustained, connected to classroom practice, and focused on strengthening instructional responses to student learning needs. Through this investment, the district intends to build staff capacity to deliver high-quality Tier 1 instruction and intervention in ways that are more responsive to student performance data and identified needs.

LREBG plan section 3: The other need identified was in the area of community schools, in particular, the above-mentioned barriers to regular attendance. Particular questions to this effect were added to our annual survey for parents and students. The responses, although anonymous, showed a trend of needs and barriers that included access to food, clothing, healthcare, and vision care. Therefore, the community requested that we fund a community engagement liaison and a food pantry warehouse worker to augment our community schools project. This aligns with allowable use #3- Community Schools and will be seen in LCAP Goal #3, Action #1. This action is supported by research from the Learning Policy Institute, which has found that community schools and integrated student supports are associated with improved attendance, stronger student engagement, and better access to the services students and families need to participate fully in school. By strengthening coordination of supports and improving access to basic needs resources, the district expects this action to contribute to improved student attendance and engagement.

LREBG plan section 4: The final request from the educational community was not something very costly, but was for continual feedback and monitoring. The educational community asked for the establishment of a Superintendent's Instructional Advisory Committee to give quarterly feedback, measures, and suggestions to the district leadership. This aligns with allowable use #8, Comprehensive needs assessment. This will fall into Goal #1, Action #3 of our current LCAP to monitor campus culture and the larger impact of this plan. This action is supported by

research and guidance from the Carnegie Foundation for the Advancement of Teaching, which describes continuous improvement as an evidence-based approach that uses recurring data review, stakeholder feedback, and iterative improvement cycles to strengthen implementation and outcomes over time. This structure will support the district in evaluating the impact of LREBG-funded strategies and making timely adjustments based on evidence and educational partner input.

Reflections: Technical Assistance

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

Apple Valley Unified School District continues to engage in Differentiated Assistance based on the California School Dashboard indicators. The district is celebrating significant growth in the African American student group, which, as of the 2025 Dashboard, is no longer in the "Red" (lowest performance level) for any indicator. The district is eligible for Differentiated Assistance based on the performance of the following groups and indicators:

1) Foster Youth(Chronic Absenteeism and Suspension Rate from 2025 and ELA, Math, and CCI from 2024)
2) English Learners (ELA, Math, and Chronic Absenteeism)
3) Long Term English Learners (Chronic Absenteeism, and Suspension Rate)
4) Students with Disabilities (ELA, Math, Chronic Absenteeism, and Suspension Rate from 2024)

The district continues to receive extensive support and technical assistance from the San Bernardino County Superintendent of Schools (SBCSS). Having successfully utilized a systems-change protocol to move our African American student group out of the lowest performance tier, the district is now pivoting that rigorous Plan/Do/Study/Act (PDSA) improvement cycle to focus specifically on Foster Youth. This will be most evident in the actions related to counselors and the work to build a foster youth lead at each school site.

On January 14, 2026, a team of district directors and coordinators participated in a full-day planning session with SBCSS to evaluate root causes for the persistent gaps facing our Foster Youth. This pivot includes applying the same successful technical assistance model used for African American student advocacy to the unique needs of Foster Youth, ensuring they receive the targeted academic and socio-emotional interventions necessary to mirror the growth seen in other groups. This effort is intended to focus on the metrics where a gap persists in the 2025 dashboard of Chronic Absenteeism and Suspension Rate.

Our work to build Positive Behavior Systems continues through the "Foundations" training provided by Safe and Civil Schools. This program allows each school site to use real-time data to address behavioral needs in common areas, directly impacting our goal to reduce suspension rates for Foster and Homeless youth. Simultaneously, we are maintaining the momentum of our African American Parent Advisories (reflected in Goal 3, Action 3), as parent advocacy remains a cornerstone of our district's engagement strategy.

For the other three student groups identified in Differentiated Assistance, English Learners, Long Term English Learners, and Students with Disabilities, targeted improvement efforts are integrated throughout the LCAP:
1)Provide professional Development for instructional staff to improve ELA and Math outcomes for English Learners, Long Term English Learners, Foster Youth, and Students with Disabilities. This is principally addressed through Goal 2, Action 2, and Goal 2, Action 11.

2) Provide Positive Behavior Intervention Supports to assist with the reduction in the Suspension Rate for Foster Youth, Students with Disabilities, and Foster Youth. This work is managed through Goal 1, Action 3, focusing on restorative practices and behavior management. 3) Provide increased access to counseling support for Foster youth, Students with Disabilities, English Learners, and Long Term English Learners to reduce Chronic Absenteeism: Prioritized through Goal 1, Action 1, and Goal 1 Action 3(Increased Counseling Support and EL Counseling Support), with a specific emphasis on ensuring that we identify and remove barriers to regular attendance.

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.

There are now no schools that qualify for CSI funds in AVUSD

Support for Identified Schools

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

This is not applicable to AVUSD

Monitoring and Evaluating Effectiveness

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

This is not applicable to AVUSD

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
High School Student Advisory Committees	Students in grades 9-12 were administered a survey from Youth Truth in November of 2025 with topics including belonging, engagement, school culture, mental health, and academic challenges. Over 3400 students participated in the survey of a possible 4271. This included students in all grades and student groups. In addition, each high school provided a representative group of students to participate in a superintendent advisory committee series of meetings conducted at Apple Valley High School, Granite Hills High School, and High Desert Premier Academy. The sessions were held in September, November, January, February, and April. Students were given the opportunity to evaluate data from their school site and formulate plans that influenced the development of the LCAP. In addition, students presented their findings and plans to school site administrative teams, who worked to build those plans into the school site action plans. More than 100 students participated in these high school sessions. Additionally, the draft LCAP is presented to students during the February meeting session and then during the April 2, 2026 session, the proposed final LCAP is presented to students for review, comment, and feedback. The Students provided informational priorities that were then taken to the District Advisory Committee. The questions from the students were answered in writing by the superintendent on April 2nd, 2026.
District English Language Advisory Committee	The DELAC information process includes the entire scope of the LCAP plan cycle including data analysis, plan review, priorities, and

Educational Partner(s)	Process for Engagement
	plan approval. The DELAC-only sessions began on September 24, 2025 included a submission of the draft priorities on February 4, 2026. In addition, the AVUSD DELAC is present at all district advisory committee meetings with live translation. A full draft was provided to the Final DELAC on May 6th. In addition, parents were invited to submit questions about the LCAP in writing to the superintendent who responded in written format and posted the answers on the district LCAP web-page.
All Educational Partners- Families	The district provided a survey to all parents and guardians in the two weeks in November 2025 before Thanksgiving week, using Youth Truth. The survey included topics such as school engagement, culture, relationships, academic challenge, and others. Participation was approximately 25% of households in the district, which was a large increase from the year prior. The data was gathered and reported back to each school site team during the LCAP development process. In addition, the data is used at each school site for all plan development including Equity Multiplier, and SPSA. Invitations were sent to all families using the parent communication tool Parent Square, email, district social media, and other site-based tools.
District staff	The district provided a survey to all staff in the two weeks in November 2025 before Thanksgiving week using Youth Truth. The survey included topics such as school engagement, culture, relationships, academic challenges, and others. Participation was approximately 81% of eligible staff in the district. The data was gathered and reported back to each school site team during the LCAP development process. In addition, the data is used at each school site for all plan development, including Equity Multiplier, and SPSA. Invitations were sent to all staff using district email, district social media, and other site-based tools.
District Advisory Committee/ Parent Advisory Committee Site Principals, teachers, counselors, district administration, other classified employees, Apple Valley Unified Teacher Association representatives, California School Employees Association Chapter 828 representatives, SELPA representatives, DELAC, and Parents representing schools throughout the district including:	LCAP development began with a presentation of data on January 13, 2026. The first session included a review of the district LCAP by goal and action, with a report on all relevant metrics for the district as well as a review of the California School Dashboard so that all parties were familiar with how to read that tool and the related metrics by school and student group.

Educational Partner(s)	Process for Engagement
English Learners, Low-Income, students with disabilities, foster youth, homeless, Hispanic, white, and African American.	The second session was on February 23, 2026, which included time to gather feedback from each school site team to react to all available data and to set goals for required metrics for each student group at every site, with feedback from each community partner considered. At this session, all participants provided written input for priority actions and programs as we considered the Learning Recovery Emergency Block Grant On March 23, 2026, the draft LCAP with the goals and actions adjusted as requested was presented to the district advisory committee of parents and staff, as listed. The entire group approved the draft LCAP as presented. At this same session, all participating parents were allowed to provide verbal or written questions. Those questions were gathered, and written responses from the superintendent are posted on the district website on the LCAP page.
All Elementary Schools in the District (Grades 3-8)	Students in grades 3-8 were administered a survey from Youth Truth in November of 2025 with topics including belonging, engagement, school culture, mental health, and academic challenges. Over 5900 students participated in the survey of a possible 6243. This included students in all grades and student groups. In addition, each school provided a representative group of 6-15 students to participate in a superintendent advisory committee series of meetings conducted at the district office. This series of three sessions allowed students to evaluate data, review the LCAP goals and actions, and propose ideas to district and site leadership. The students were given a draft of the final LCAP during the April 2nd session, and they were given a chance to ask questions in writing, which the Superintendent answered and placed on the district website.
SELPA Consultation	The Desert Mountain SELPA administrator (also known as the California Association of Health Education Linked Professionals CAHELP JPA) works closely with Apple Valley Unified School District. A draft of the LCAP was presented to the SELPA administrator on April 2, 2026
Local Leaders from business, community organizations, and government agencies including the Town of Apple Valley and San Bernardino County.	January 13, 2026 - State of the District- Presentation to local leaders to share dashboard indicators and survey results along with other local data for each LCAP goal.

Educational Partner(s)	Process for Engagement
AVUSD Board of Trustees	February 5, 2026 LCAP Mid-Term Review- Progress report to the board regarding the implementation of actions, expenditures, and progress on metrics to the midpoint of the year.
District African American Parent Advisory Committee (A component of the Parent Advisory Committee)	District African American Parent Advisory Committee. The session on January 21, 2026, included a review of data. The next session on April 22, 2026, allowed for a review of the metrics for African American students included in the LCAP.
District Leadership, Directors, and County Staff	January 14, 2026 Differentiated Assistance planning session-- Session designed to evaluate data, build plan, and start cycle of improvement.
AVUSD District Directors connected to instruction	March 9, 2026 - Goal setting to align district goals to LCAP while aligning benchmark metrics to track progress along the way. This group was tasked to comply with the requests of the board and district advisory committee to align the board goals and the LCAP actions.
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students	Apple Valley Virtual Academy Equity Multiplier School Plan Development: Based on data provided by the California Department of Education regarding non-Stablity rate percentage and the percentage of socio-economically disadvantaged students, Apple Valley Virtual Academy was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest-performing student groups on the 2025 California Schools Dashboard. Apple Valley Virtual Academy staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. The School Site Council at Apple Valley Virtual Academy approved the SPSA which included the equity multiplier plan on April 1, 2026. Through this process, the goal and actions specific to the school have been continued from the 2025/26 LCAP to extend another year to support student learning and promote improved student outcomes.

Educational Partner(s)	Process for Engagement
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students	High Desert Premier Academy Equity Multiplier School Plan Development: Based on data provided by the California Department of Education regarding non-stability rate percentage and the percentage of socio-economically disadvantaged students, High Desert Premier Academy was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest-performing student groups on the 2025 California Schools Dashboard. High Desert Premier Academy staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. The School Site Council at High Desert Premier Academy approved the SPSA, which included the equity multiplier plan on April 14, 2026. Through this process, the goals and actions from the 2025-26 LCAP have been affirmed to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students	Phoenix Academy Equity Multiplier School Plan Development: Based on data provided by the California Department of Education regarding non-stability rate percentage and the percentage of socio-economically disadvantaged students, Phoenix Academy was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest-performing student groups on the 2025 California Schools Dashboard. Phoenix Academy staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. The School Site Council at Phoenix Academy approved the SPSA which included the equity multiplier plan on April 8 2026.

Educational Partner(s)	Process for Engagement
	Through this process, a goal and actions specific to the school were first added to the 2024-25 LCAP to support student learning and promote improved student outcomes. Those goals will be slightly modified for the 2026-27 school year based on this new data analysis.
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students	Yucca Loma Elementary School Equity Multiplier School Plan Development: Yucca Loma qualified for funds for the 2025/26 school year and did not expend all of the funds. Therefore there are unspent funds that must be considered carry over and the school conducted the same planning cycle to properly expend those funds in the 2026/27 cycle. Yucca Loma staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. The School Site Council at Yucca Loma approved the SPSA which included the equity multiplier plan on April 3, 2026. The Yucca Loma school actions will be remain in goal #5 with modifications made for 2026/27 to include the Yucca Loma and Phoenix Academy plan updates.
AVUSD Board of Trustees	May 21, 2026 - Draft LCAP with community recommendations provided for reading prior to June public hearing.
AVUSD Board of Trustees	June 4, 2026 - Public Hearing to consider comments regarding the draft AVUSD LCAP
AVUSD Board of Trustees	June 11, 2026 - Board Adoption of the LCAP

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

The 2024-2027 LCAP was wholly reorganized based on the feedback of the educational partners in Apple Valley. The district leadership and governance teams requested that the LCAP goals and the AVUSD Board Goals be aligned to create a single set of targets for the entire system. However, in the spring of 2025, the district faced a need for fiscal stabilization. In response, all educational partners were provided a formal opportunity to provide feedback on the development of the fiscal stabilization plan. This collaborative process allowed educational partners to directly influence the prioritization of LCAP actions and services that remain in this plan document for the 2026-2027 school year, ensuring that restricted resources are directed toward the community's highest-valued initiatives.

While the core priorities and commitments remain intact, adjustments were made to ensure financial sustainability. The Board of Trustees reaffirmed its goals in conjunction with the Superintendent over several board meetings and during a workshop on January 6, 2025. This realignment and prioritization remains in the most current LCAP. The changes to the plan this year are in the form of reduction due to financial constraint. These reductions were carefully considered in consultation with district leadership and advisory committees to minimize the impact on essential programs. Notably, the input of the DAC and the Board led to strategic reductions in several areas as part of a larger reduction in force.

Critically important to families who participated in both the DAC and the District English Learner Advisory Committee (DELAC) was the inclusion of actions supportive of families in need and student health. Families made clear requests to continue the expanded bussing which remains in the LCAP (Goal 1 Action 4) to drive down the chronic absenteeism rate. Likewise, parents and guardians voiced clear support for keeping mental health services (Goal 1 Actions 1,5, and 6) as a high priority.

Through discussions and data analysis, the advisory committees identified key priorities for student success: continued focus on intervention strategies, improved attendance, and instructional excellence. Community feedback highlighted the importance of early support systems, proactive attendance measures, and high-quality teaching practices. As a result, the district reaffirmed its commitment to these priorities, ensuring that resources for the 2026/27 school year align with the identified needs of students and families. Those actions include Goal 2 actions 8 and 9 for intervention, Goal 1 Actions 1,3, and 6 for climate supports that increase attendance, and Goal 2 action 2 and 11 for professional learning.

Regarding Equity Multiplier funds for four specific school sites, those locations engaged in a collaborative planning process to utilize this funding. School leaders, teachers, parents, and community members gathered to ensure inclusive and participatory decision-making within the venue of the School Plan for Student Achievement (SPSA) development. This process involved a deep dive into student achievement, attendance, and discipline data through an equity lens. The four sites identified a common need to reduce absenteeism; consequently, the community-requested actions for these funds — including focused counselors (Goal 4 action 1), "Student Champions," (goal 4 action 2 and Goal 5 action 2) and increased classified support staff (goal 5 action 3) — are reflected in the plans for these sites to ensure a positive impact on student connection and outreach.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Chronic Absenteeism % Rate - District Targets for student groups in the red as well as for all students Source: CA School Dashboard	2023 Dashboard ALL 38.2% EL 38.2% FY 35.7% HY 45.6% LI 41.8% SWD 48.2% AA 47.4% AI 41.7% AS 11.0% FI 21.7% HI 40.1% PI 34.4% WH 32.4% 2 or More 37.2% LTEL 25.1%	2024 Dashboard ALL 30.6% EL 30.2% FY 27.6% HY 43.1% LI 33.9% SWD 38.6% AA 42.8% AI 32.5% AS 16.5% FI 3.3% HI 32.1% PI 34.6% WH 24.0% 2 or More 30.4% LTEL 25.1%	2025 Dashboard ALL 29.9% EL 31.2% FY 30.3% HY 41% LI 33.5% SWD 39.5% AA 38.8% AI 31.3% AS 13.1% FI 4% HI 31.7% PI 34.6% WH 22.6% 2 or More 33.7% LTEL 31.9%	2027 All 10 % EL 10% FY 10% HY 11.9% LI 10% SWD 10% AA 10% AI 10% AS 9% FI 10% HI 10% PI 10% WH 10% 2 or More 10% LTEL 10%	Based on 2025 Dashboard ALL -8.3% EL -7% FY -5.4% HY -4.6% LI -8.3% SWD -8.7% AA -8.6% AI -10.4% AS +2.1% FI -17.7% HI -8.4% PI +0.2% WH -9.8% 2 or More -3.5% LTEL +6.8%
M1.2	Chronic Absenteeism % Rate - School and Student Group Source: CA School Dashboard	2022-23 TK-6 Yucca Loma HY 62.7% TK-8 Mariana	2023-24 TK-6 Yucca Loma HY 58.0% TK-8 Mariana	2024-2025 TK-6 Yucca Loma HY 51.9% TK-8 Mariana	2027 TK-6 Yucca Loma HY 27.7% TK-8 Mariana	Based on 2024-25 TK-6 Yucca Loma HY -10.8% TK Mariana

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 48.1% Sitting Bull AA 33.0%	EL31.2% Sitting Bull AA 23.3%	EL 37.3% Sitting Bull AA 13.2%	EL 20% Sitting Bull AA 20.00%	EL -10.8% Sitting Bull AA -19.8%
M1.3	Survey Results- School Safety Percentage Positive response (Students, Staff, and Families combined surveys) Source: Youth Truth Question Included: "I feel safe at school", or "My child is safe at school", or "Students are safe at school." depending on the survey group.	November 2023 Percent Positive: Elementary Students- 59% Middle Grades- 51% High School Students- 53% Elementary Parents- 66% High School Parents- 55% Elementary Staff- 66% High School Staff- 69%	November 2024 Percent Positive: Elementary Students- 55% Middle Grades- 52% High School Students- 55% Elementary Parents- 74% High School Parents- 63% Elementary Staff- 76% High School Staff- 74%	November 2025 Percent Positive: Elementary Students 60% Middle Grades 53% High School Students 62% Elementary Parents 80% High School Parents 72% Elementary Staff 76% High School Staff 77%	November 2026 Percent Positive: Elementary Students- 80% Middle Grades- 75% High School Students- 75% Elementary Parents- 90% High School Parents- 80% Elementary Staff- 90% High School Staff- 90%	Based on November 2025 Percent Positive: Elementary Students +1% Middle Grades +2% High School Students +9% Elementary Parents +14% High School Parents +17% Elementary Staff +10% High School Staff +8%
M 1.4	Report of facility inspection- with number of school sites not meeting the standard of "good"	2022-2023 School Year 1 school site in "fair" the rest in Good Repair"	2023-2024 School Year 1 school site in "fair" the rest in Good Repair"	2024-2025 School Year 1 school site in "fair" the rest in "good repair"	2025-2026 School Year All sites in "Good Repair"	No Change for 2024-25
M1.5	Suspension Rate Percentage – District Targets for student groups in the red as well as for all students Source: CA School Dashboard	2022-23 ALL 6.7% EL 6.5% FY 14.8% HY 9.8% LI 7.4% SWD 8.9% AA 14.0% AI 7.0% AS 2.0% FI 0.00%	2023-2024 ALL 6.1% EL 5.9% FY 13.7% HY 7.5% LI 6.9% SWD 9.5% AA 14.3% AI 3.6% AS 1.1% FI 0.00%	2024-2025 ALL 5.7% EL 6.5% FY 13.5% HY 6.4% LI 6.5% SWD 8.4% AA 13.9% AI 3.8% AS 1.7% FI 4.3%	2027 All 4.5% EL 4.0% FY 4.5 % HY 4.5 % LI 4.5% SWD 4.5% AA 4.5 % AI 4.5% AS 2.0% FI 0.00%	Based on 2024-25 ALL -1% EL 0% FY -1.3% HY -3.4% LI -0.9% SWD -0.5% AA -0.1% AI -3.2% AS -0.3% FI +4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 6.0% PI 4.0% WH 6.4% 2 or More 4.9% LTEL 10.7%	HI 5.5% PI 2.3% WH 5.4% 2 or More 5.1% LTEL 10.7%	HI 5.1% PI 6.5% WH 5% 2 or More 4.1% LTEL 11.4%	HI 4.0% PI 3.1% WH 4.5% 2 or More 4% LTEL 4.5%	HI -0.9% PI +2.5% WH -1.4% 2 or More -0.8% LTEL +0.7%
M1.6	Suspension Rate Percentage– School and Student Group Source: CA School Dashboard	2022-2023 TK-6 Desert Knolls LI 3.2% AA 8.5% Rancho Verde ALL 3.8% LI 3.9% AA 10.8% Sycamore Rocks AA 7.5% Yucca Loma AA 13.8% TK-8 Mariana WH 10.0% Phoenix ALL 11.7% EL 6.2% FY 18.4% HY 17.5% LI 11.6% SWD 14.2% AA 21.1% HI 8.4% WH 14.4% Sandia ALL 11.5% FY 16.3% HY 17.0% LI 12.2%	2023-2024 TK-6 Desert Knolls LI 3.0% AA 13.0% Rancho Verde ALL 3.6% LI 3.8% AA 5.6% Sycamore Rocks AA 5.0% Yucca Loma AA 4.4% TK-8 Mariana WH 6.5% Phoenix ALL 10.6% EL 7.6% FY 11.5% HY 18.3% LI 11.2% SWD 14.1% AA 17.8% HI 8.5% WH 12.2% Sandia ALL 10.7% FY 7.9% HY 8.4% LI 11.0%	2024-2025 TK-6 Desert Knolls LI 2.2% AA 2.6% Rancho Verde ALL 6.3% LI 6.2% AA 13.6% Sycamore Rocks AA 6.7% Yucca Loma AA 6.3% TK-8 Mariana WH 4.1% Phoenix ALL 10.1% EL 9.3% FY 13.3% HY 10.6% LI 10.8% SWD 9.6% AA 19.1% HI 7.6% WH 10.5% Sandia ALL 7% FY 9.1% HY 3.9% LI 7.4%	2027 TK-6 Desert Knolls AA 6% LI 2.3% Rancho Verde ALL 3% LI 3% AA 6% Sycamore Rocks AA 1.4% Yucca Loma AA 10.8% TK-8 Mariana WH 7% Phoenix ALL 8.1% EL 2.6% FY 14.8% HY 13.9% LI 8.0% SWD 10.6% AA 17.5% HI 4.8% WH 10.8% Sandia ALL 3.0% FY 3.1% HY 2.9% LI 2.9%	2024-2025 TK-6 Desert Knolls LI -1% AA -5.9% Rancho Verde ALL +2.5% LI +2.3% AA +2.8% Sycamore Rocks AA -0.8% Yucca Loma AA -7.5% TK-8 Mariana WH -5.9% Phoenix ALL -1.6% EL +3.1% FY -5.1% HY -6.9% LI -0.8% SWD -4.6% AA -2% HI -0.8% WH -3.9% Sandia ALL -4.5% FY -7.2% HY -13.1% LI -4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 10.9% WH 13.4% 2 or More 6.8% Sitting Bull HY 6.5% AA 13.5% Vanguard EL 6.9% SWD 9.2% 9-12 Apple Valley HS AA 14.3% Granite Hills HS EL 14.3% HY 17.0% WH 10.4% 2 or More 12.8% 7-12 High Desert Premier Academy AA 12.7%	HI 10.0% WH 11.5% 2 or More 11.1% Sitting Bull HY 4.3% AA 13.7% Vanguard EL 6.9% SWD 7.1% 9-12 Apple Valley HS AA 10.9% Granite Hills HS EL 11.8% HY 15.7% WH 8.6% 2 or More 14.3% 7-12 High Desert Premier Academy AA 0.00%	HI 7.4% WH 6.8% 2 or More 6.4% Sitting Bull HY 5.6% AA 18.8% Vanguard EL 4.2% SWD 7.2% 9-12 Apple Valley HS AA 16.9% Granite Hills HS EL 11.8% HY 12.5% WH 5.6% 2 or More 5.3% 7-12 High Desert Premier Academy AA 0%	HI 3.1% WH 2.9% 2 or More .5% Sitting Bull HY 3.0% AA 6.0% Vanguard EL 3.0% SWD 8.2% 9-12 Apple Valley HS AA 11.5% Granite Hills HS EL 10.0% HY 6.0% WH 7.4% 2 or More 4.6% 7-12 High Desert Premier Academy AA 10.6%	HI -3.5% WH -6.6% 2 or More -0.4% Sitting Bull HY -0.9% AA +5.3% Vanguard EL -2.7% SWD -2% 9-12 Apple Valley HS AA +2.6% Granite Hills HS EL -2.5% HY -4.5% WH -4.8% 2 or More -7.5% 7-12 High Desert Premier Academy AA -12.7%
M1.7	Survey Results: Engagement Percentage Positive response (Students, Staff, and Families combined surveys) Source: Youth Truth Questions related to engagement for elementary, middle grades, and high school families, Students, and	November 2023 Percent Positive: Elementary Students- 83% Middle Grades- 42% High School Students- 53% Elementary Parents- 48% High School Parents- 45% Elementary Staff- 74% High School Staff- 76%	November 2024 Percent Positive: Elementary Students- 84% Middle Grades- 40% High School Students- 57% Elementary Parents- 52% High School Parents- 45% Elementary Staff- 77%	November 2025 Percent Positive: Elementary Students 86% Middle Grades 40% High School Students 60% Elementary Parents 60% High School Parents 41% Elementary Staff 74%	November 2026 Percent Positive: Elementary Students- 90% Middle Grades- 60% High School Students- 60% Elementary Parents- 75% High School Parents- 75% Elementary Staff- 80%	Based on November 2025 Percent Positive: Elementary Students +3% Middle Grades -2% High School Students +7% Elementary Parents +12% High School Parents -4% Elementary Staff 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	staff. Middle Grades families and staff are included in the elementary for reporting purposes.		High School Staff- 77%	High School Staff 76%	High School Staff- 80%	High School Staff 0%
M1.8	Survey Results: Culture Percentage Positive response (Students, Staff, and Families combined surveys) Source: Youth Truth Several questions related to school culture for elementary, middle grades, and high school families, Students, and staff. Middle Grades families and staff are included in the elementary for reporting purposes.	November 2023 Percent Positive: Elementary Students- 18% Middle Grades- 25% High School Students- 26% Elementary Parents- 63% High School Parents- 60% Elementary Staff- 52% High School Staff- 57%	November 2024 Percent Positive: Elementary Students- 21% Middle Grades- 25% High School Students- 30% Elementary Parents- 69% High School Parents- 62% Elementary Staff- 60% High School Staff- 65%	November 2025 Percent Positive: Elementary Students 20% Middle Grades 25% High School Students 32% Elementary Parents 70% High School Parents 58% Elementary Staff 56% High School Staff 53%	November 2026 Percent Positive: Elementary Students- 70% Middle Grades- 60% High School Students- 55% Elementary Parents- 75% High School Parents- 75% Elementary Staff- 80% High School Staff- 80%	Based on November 2025 Percent Positive: Elementary Students +2% Middle Grades 0% High School Students +6% Elementary Parents +7% High School Parents -2% Elementary Staff +4% High School Staff -4%
M 1.9	Survey Results: Mental Health Percentage Positive response from students Source: Youth Truth Questions regarding access to an adult (or service) at school when upset or having troubles.	November 2023 Percent Positive: Elementary Students- 56% Middle Grades- 38% High School Students- 42%	November 2024 Percent Positive: Elementary Students- 56% Middle Grades- 41% High School Students- 44%	November 2025 Percent Positive: Elementary Students 51% Middle Grades 44% High School Students 44%	November 2026 Percent Positive: Elementary Students- 70% Middle Grades- 70% High School Students- 70%	Based on November 2025 Percent Positive: Elementary Students -5% Middle Grades +6% High School Students +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The data will be reported by segment.					
M 1.10	Expulsion Rate percentage as published by the CDE Source: Dataquest Expulsion Rate Report	2022-2023 School year 0.1 % all students 0.4% AA	2023-2024 School year 0.2 % all students 0.4% AA	2024-2025 School year 0.2% all students 0.9% AA	2025-2026 School Year 0.1% All 0.2% AA	Based on the 2024-25 School year + 0.1 % all students +0.5% AA
M 1.11	Overall District Attendance percentage as reported by the AVUSD Administrative services department	2022-2023 School Year 88%	2023-2024 School Year 90.2%	2024-2025 School Year 91.01%	2025/2026 School Year 95%	Based on 2024-25 School Year Increase of 3.01%

Goal Analysis [2025-26]

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.

The majority of actions in Goal 1 were fully implemented as planned during the 2025–26 school year, with one action experiencing a partial implementation due to staffing constraints.

Fully Implemented Actions:

Action 1.1 (Counseling Support) was fully implemented with all 26 additional counseling positions filled and services provided across all school sites as intended. Action 1.3 (School Climate Supports) was fully implemented with all 73 positions staffed and professional development delivered to school staff throughout the year. A minor challenge was noted regarding the perception of some staff members concerning the role of the behavior intervention team, though this did not impact the scope of implementation. Action 1.4 (Transportation Supports) was fully implemented with expanded bussing routes operational and all 77 full and part-time positions in place. The district experienced an ongoing challenge in maintaining a pool of substitute drivers, though this did not result in any substantive differences in service delivery. Action 1.5 (Mental Health Supports) was fully implemented with all three licensed therapists in place at the comprehensive high schools, virtual therapy available at all other sites, and two teachers on assignment providing Social Emotional Learning training and support. A notable success was the mental health team's progress in utilizing the California Youth Behavioral Health Initiative Fee Schedule program to bill the state for reimbursement for eligible services, which represents a promising step toward long-term sustainability of these supports. Action 1.6 (English Learner Counseling Supports) was fully implemented with both dedicated English Learner counselor positions filled and services provided at each comprehensive high school throughout the school year.

Partially Implemented Action:
Action 1.2 (Increased Healthcare Support) was partially implemented during the 2025–26 school year. Two Registered Nurses resigned during the year and were not replaced due to budgetary constraints. While the remaining health services staff continued to provide support across school sites, the loss of two positions represented a reduction in the scope of this action as originally planned. However, to meet the needs for students in the system, the district was required to increase contract Licensed Vocational Nurses from expensive third-party agencies.

Overall, the district demonstrated strong implementation fidelity across Goal 1, with five of six actions (Actions 1.1, 1.3, 1.4, 1.5, and 1.6) fully implemented and one action (Action 1.2) partially implemented. No actions were left unimplemented, and no actions were identified as ineffective during the implementation period.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference. There is no material difference between budgeted expenditures and estimated actual expenditures except for action 1.2, where we spent more than we anticipated. In the case of 1.2, the expenses came as a result of the increased need for third-party Licensed Vocational Nurses for students and positions to support intensive needs.

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

Action 1.1 – Counseling Support
Contributing: Yes (EL, FY, LI)
Aligned Metrics: M1.1, M1.2, M1.5, M1.6, M2.5, and M2.6

Action 1.1 provides 26 additional counselors beyond the base requirement to improve the student-to-counselor ratio, principally directed toward English Learners (EL), Foster Youth (FY), and Low-Income (LI) students.

Chronic Absenteeism (M1.1): The current difference from baseline shows meaningful reductions in chronic absenteeism for most student groups. All Students decreased by 8.3 percentage points, English Learners decreased by 7.0 points, Foster Youth decreased by 5.4 points, and Low-Income students decreased by 8.3 points. African American students saw a strong decline of 8.6 points, and White students declined by 9.8 points. American Indian students showed the largest decline at 10.4 points along with Filipino students, who decreased (improved) by 17.7 points. However, Long-Term English Learners (LTEL) increased by 6.8 points, and Pacific Islander students showed a slight increase of 0.2 points, indicating areas where additional attention may be needed.

Chronic Absenteeism – School Level (M1.2): At the school and student group level, Yucca Loma Homeless Youth decreased by 10.8 percentage points, and Sitting Bull Academy African American students showed a remarkable decline of 19.8 points. Mariana Academy English Learners decreased by 10.8 points. These school-level results suggest that counseling support is contributing positively to attendance for targeted populations at specific sites.

Suspension Rate – District (M1.5): The district-wide suspension rate for All Students decreased by 1.0 percentage point. Foster Youth decreased by 1.3 points, Homeless Youth decreased by 3.4 points, and White students decreased by 1.4 points. However, English Learners showed no change (0.0), Filipino students increased by 4.3 points, Pacific Islander students increased by 2.5 points, and Long-Term English Learners increased by 0.7 points. Students with Disabilities decreased by only 0.5 points. These mixed results for EL and LTEL students suggest that while the action is broadly effective, additional strategies may be warranted for specific unduplicated groups.

Suspension Rate – School Level (M1.6): At the school level, results are mixed. Notable improvements include Desert Knolls African American students declining by 5.9 points, Yucca Loma African American students declining by 7.5 points, Mariana Academy White students declining by 5.9 points, and Sandia Academy showing broad declines across all listed groups (e.g., Homeless Youth declined 13.1 points, Foster Youth declined 7.2 points, and White students declined 6.6 points). Phoenix Academy also showed declines for Foster Youth (-5.1 points), Homeless Youth (-6.9 points), and Students with Disabilities (-4.6 points). However, Rancho Verde showed increases for All Students (+2.5), Low-Income (+2.3), and African American (+2.8) students. Sitting Bull Academy African American students increased by 5.3 points, and Apple Valley High School African American students increased by 2.6 points, indicating pockets where suspension reduction efforts have not yet taken hold.

Graduation Rate – District (M2.5): The graduation rate shows strong positive movement. All Students increased by 3.6 percentage points, English Learners increased by 7.0 points, Foster Youth increased by 12.2 points, Homeless Youth increased by 18.9 points, Low-Income students increased by 4.5 points, and Students with Disabilities increased by 12.2 points. African American students increased by 5.3 points. The only declines were for Asian students (-4.5 points, attributed to a very small group size) and Two or More Races (-3.7 points).

Graduation Rate – School Level (M2.6): Apple Valley High School showed strong gains across all listed groups: All Students (+2.6), EL (+10.2), SWD (+12.2), African American (+7.3), and Low-Income (+3.1). High Desert Premier Academy showed exceptional growth: All Students (+13.5), EL (+8.9), African American (+22.5), and Low-Income (+14.3). Granite Hills High School showed more modest and mixed results: All Students (+0.1), SWD (+5.7), but EL (-1.5) and African American (-5.0) declined, suggesting a need for targeted support at that site.

Overall Effectiveness of Action 1.1: This action demonstrates strong effectiveness in reducing chronic absenteeism and increasing graduation rates for English Learners, Foster Youth, and Low-Income students across the district. Suspension rate reductions are positive overall but uneven at specific school sites and for specific student groups such as English Learners and Long-Term English Learners. The data supports the continued implementation of this action with consideration for targeted refinements at sites like Rancho Verde and Granite Hills High School.

Action 1.2 – Increased Healthcare Support
Contributing: Yes (EL, FY, LI)
Aligned Metrics: M1.1, M1.2, and M1.7

Action 1.2 maintains a basic Health Services program principally directed toward English Learners, Foster Youth, and Low-Income students.

Chronic Absenteeism – District (M1.1): As noted above, All Students decreased by 8.3 percentage points, English Learners by 7.0 points, Foster Youth by 5.4 points, Filipino students by 17.7 points, and Low-Income students by 8.3 points. These reductions suggest that health-related barriers to attendance are being addressed. However, LTEL (+6.8 points), and Pacific Islander (+0.2 points) remain areas of concern.

Chronic Absenteeism – School Level (M1.2): Yucca Loma Homeless Youth (-10.8 points), Mariana Academy English Learners (-10.8 points), and Sitting Bull Academy African American students (-19.8 points) all showed strong improvement, suggesting that healthcare access is contributing to improved attendance at targeted sites for these student groups.

Engagement Survey (M1.7): The current difference from baseline shows positive movement in several areas. Elementary Students increased by 3 percentage points, High School Students increased by 7 points, and Elementary Parents increased by 12 points. However, Middle Grades students decreased by 2 points, High School Parents decreased by 4 points, and both Elementary Staff and High School Staff showed no change (0 points). These results suggest that while student and parent engagement perceptions are improving, staff engagement has remained flat.

Overall Effectiveness of Action 1.2: This action shows effectiveness in contributing to reduced chronic absenteeism for English Learners, Foster Youth, and Low-Income students. Engagement survey results are mixed, with positive trends among students and elementary parents but stagnation among staff. The reduction from ten to six additional positions due to fiscal constraints may warrant monitoring to ensure continued progress.

Action 1.3 – School Climate Supports
Contributing: Yes (EL, FY, LI)
Aligned Metrics: M1.3, M1.5, M1.6, and M1.8

Action 1.3 provides 73 positions including Board Certified Behavioral Analysts, Behavior Intervention Technicians, and other supervisors, along with professional development and coaching, principally directed toward English Learners, Foster Youth, and Low-Income students.

Safety Survey (M1.3): The current difference from baseline shows broad improvement. Elementary Students increased by 1 percentage point, Middle Grades by 2 points, and High School Students by 9 points. Elementary Parents increased by 14 points, High School Parents by 17 points, Elementary Staff by 10 points, and High School Staff by 8 points. These results indicate that the sense of safety at school is improving across nearly all groups surveyed.

Suspension Rate – District (M1.5): All Students decreased by 1.0 percentage point. Foster Youth decreased by 1.3 points, Homeless Youth by 3.4 points, Low-Income by 0.9 points, and African American students by 0.1 points. English Learners showed no change (0.0 points), and Long-Term English Learners increased by 0.7 points. Filipino students increased by 4.3 points and Pacific Islander students by 2.5 points.

While the overall trend is positive, the lack of progress for English Learners and the increase for LTELs suggest that behavior support strategies may need further refinement for these unduplicated groups.

Suspension Rate – School Level (M1.6): As detailed under Action 1.1, strong declines were observed at Desert Knolls (African American -5.9), Yucca Loma (African American -7.5), Sandia (All Students -4.5, Homeless Youth -13.1, Foster Youth -7.2), and Phoenix Academy (Foster Youth -5.1, SWD -4.6). However, increases at Rancho Verde (All Students +2.5, African American +2.8), Sitting Bull (African American +5.3), and Apple Valley High School (African American +2.6) indicate that school climate supports have not yet produced consistent results at every site.

Culture Survey (M1.8): The current difference from baseline shows modest gains. Elementary Students increased by 2 percentage points, High School Students by 6 points, and Elementary Parents by 7 points. Elementary Staff increased by 4 points. However, Middle Grades showed no change (0 points), High School Parents decreased by 2 points, and High School Staff decreased by 4 points. The decline in High School Staff culture perceptions is noteworthy and may warrant further investigation.

Overall Effectiveness of Action 1.3: This action demonstrates effectiveness in improving perceptions of safety across all surveyed groups and in reducing suspension rates for most student groups at the district level. Culture survey results are modestly positive but uneven, particularly among high school staff and parents. The school-level suspension data reveals that while many sites are improving, a few sites show increases for specific student groups, including African American students at Rancho Verde, Sitting Bull, and Apple Valley High School. Continued implementation with site-specific adjustments for English Learners, Long-Term English Learners, and African American students at identified sites is recommended.

Action 1.4 – Transportation Supports
Contributing: Yes (EL, FY, LI)
Aligned Metrics: M1.1 and M1.2

Action 1.4 provides expanded busing beyond base funding, principally directed toward English Learners, Foster Youth, and Low-Income students, to make it easier for students to get to and from school.

Chronic Absenteeism – District (M1.1): All Students decreased by 8.3 percentage points, English Learners by 7.0 points, Foster Youth by 5.4 points, and Low-Income students by 8.3 points. American Indian students and Filipino students showed the largest decline at 10.4 points and 17.7 points, respectively, and White students declined by 9.8 points. LTEL (+6.8), and Pacific Islander (+0.2) remain areas of concern.

Chronic Absenteeism – School Level (M1.2): Yucca Loma Homeless Youth decreased by 10.8 points, Mariana Academy English Learners decreased by 10.8 points, and Sitting Bull Academy African American students decreased by 19.8 points. These results at the school level suggest that expanded transportation is helping to remove logistical barriers to attendance for vulnerable student groups.

Overall Effectiveness of Action 1.4: This action shows strong effectiveness in reducing chronic absenteeism for English Learners, Foster Youth, and Low-Income students at both the district and school levels. The expanded bussing appears to be successfully addressing transportation barriers, particularly in a community where safe walking routes are limited. The continued high chronic absenteeism rates for some groups (e.g., LTEL, Filipino) suggest that transportation alone does not address all barriers and that this action works best in combination with other supports.

Action 1.5 – Mental Health Supports
Contributing: Yes (EL, FY, LI)
Aligned Metric: M1.9

Action 1.5 provides three licensed therapists (one at each high school), virtual therapy at all other sites, and two teachers on assignment for Social Emotional Learning (SEL) training and support, principally directed toward English Learners, Foster Youth, and Low-Income students.

Mental Health Survey (M1.9): The current difference from baseline shows mixed results. Elementary Students decreased by 5 percentage points, which is a concerning decline. Middle Grades students increased by 6 points, and High School Students increased by 2 points. The decline at the elementary level may reflect the fact that the licensed therapists are placed at high schools, while elementary sites rely on virtual therapy, which may be less effective for younger students. The positive movement at the middle grades and high school levels suggests that the action is beginning to have an impact where direct services are more accessible.

Overall Effectiveness of Action 1.5: This action shows modest effectiveness at the middle grades and high school levels but a decline at the elementary level. For English Learners, Foster Youth, and Low-Income students, the availability of mental health support is a critical need, and the positive trends at the secondary level are encouraging. The elementary decline warrants attention and may suggest a need to strengthen the virtual therapy model or explore additional in-person support for younger students.

Action 1.6 – English Learner Counseling Supports
Contributing: Yes (EL only – Limited Action)
Aligned Metrics: M1.1, M1.2, M2.5, and M2.6 (English Learner specific data)

Action 1.6 provides a dedicated bilingual counselor at each comprehensive high school with a caseload focused exclusively on English Learners.

Chronic Absenteeism – District (M1.1, EL): English Learners decreased by 7.0 percentage points from baseline, indicating that dedicated counseling support is contributing to improved attendance for this group.

Chronic Absenteeism – School Level (M1.2, EL): Mariana Academy English Learners decreased by 10.8 points, demonstrating strong improvement at a site where EL chronic absenteeism was a significant concern.

Graduation Rate – District (M2.5, EL): English Learners increased by 7.0 percentage points, rising from 86.1% to 93.1%. This is a substantial gain and suggests that dedicated EL counseling is effectively supporting students through to graduation.

Graduation Rate – School Level (M2.6, EL): Apple Valley High School English Learners increased by 10.2 percentage points, and High Desert Premier Academy English Learners increased by 8.9 points. However, Granite Hills High School English Learners decreased by 1.5 points, indicating that the dedicated counselor at that site may need additional support or a refined approach to better serve the EL population.

Overall Effectiveness of Action 1.6: This action demonstrates strong effectiveness for English Learners in reducing chronic absenteeism and increasing graduation rates at both the district and school levels. The dedicated bilingual counselor model appears to be a high-impact strategy. The slight decline at Granite Hills High School for EL graduation rates suggests an opportunity for site-level refinement to ensure equitable outcomes across both comprehensive high schools.

Summary

The actions within Goal 1 are collectively demonstrating positive progress toward creating a safe and nurturing learning environment. The strongest gains are seen in chronic absenteeism reduction and graduation rate increases, particularly for Foster Youth, English Learners, and Low-Income students. Suspension rate reductions are positive overall but uneven at specific sites and for specific groups such as English Learners, Long-Term English Learners, and African American students at certain schools. Survey data on safety and culture shows broad improvement, while mental health survey results are mixed, with a decline at the elementary level. Continued implementation with targeted refinements at identified sites and for identified student groups will be important for sustaining and accelerating progress.

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.

The changes planned for the 2026/27 school year are related to reductions in cost in order to stabilize the district budget . Educational partners participated in a prioritization process that yielded a decision to reduce the number of district registered nurses down to 3 total (action 1.2) and to reduce a portion of the services in action 1.3. As a result, Action 1.2 Title, description, and funding changed, and action 1.3 description and funding changed to also include LREBG partially funded amount. Action 1.4 will also had a significant increase in funding related to increased staffing costs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counseling Support	The district will provide school sites with additional counseling support, principally directed to English learners, foster youth, and low-income students, to improve the student-to-counselor ratio so counselors may increase social-emotional support to students. This will include 26 counselors beyond the base requirement.	$3,980,510.00	Yes
1.2	Healthcare support	The district will maintain a basic Health Services program by providing three regional district registered Nurses and Licensed Vocational Nurses at each school site, principally directed to English learners, foster youth, and low-income students, to support student needs in order to improve student attendance as measured by the chronic absenteeism rate.	$1,200,165.00	Yes
1.3	School Climate supports	The district will provide ongoing support to school staff to create a positive classroom and school culture. (including behavior management staff, professional development, coaching, and resources). This includes positions such as Board Certified Behavioral Analysts and other on-campus supports to assist. This action will be principally directed toward English learners, foster youth, and low-income students. This action is also partially funded with LREBG funds in the amount of $65,459 to allow time for teachers to provide feedback, a monitoring mechanism, and provide advisory input into the impact of this action on others funded with LREBG funds. This impact of this action will be measured with Metric 1.7 and 1.8.	$5,607,043.00	Yes
1.4	Transportation Supports	Provide bussing beyond that which is provided for with base funding which will be principally directed toward English learners, foster youth, and low-income students. This service will allow students who live more than 1 mile from their resident elementary or more than 2 miles from their resident high school to be eligible for transportation in order to make it easier to get to	$6,906,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and from school. This action includes 77 full and part-time positions to increase bussing in this manner.		
1.5	Mental Health Supports	The district will provide three licensed therapists with one at each high school and virtual therapy at all other sites to increase student safety and well-being and to provide immediate crisis support and access to therapy to bridge until other professionals arrive or other longer-term therapy can begin. In addition, there will be two teachers on assignment for Social Emotional Learning (SEL) training and support. This will be measured in metric M1.9. This action will be principally directed toward English learners, foster youth, and low-income students.	$585,687.00	Yes
1.6	English Learner Counseling Supports	Provide a dedicated counselor at each comprehensive high school with the caseload responsibility of only the English Learners for that campus so that those students will have support for social emotional growth, graduation, and college or career readiness. This includes two positions.	$454,315.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

3. College and Career Readiness: In today's increasingly competitive global economy, college and career readiness is essential for students to thrive in the workforce and contribute to society. By prioritizing college and career readiness, the district aims to ensure that all students graduate high school with the skills, knowledge, and experiences necessary to pursue postsecondary education and/or enter the workforce directly. This includes not only academic preparation but also the development of critical thinking, problem-solving, communication, and collaboration skills, as well as exposure to career exploration opportunities and real-world experiences.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	CAASPP ELA – District wide Distance From Standard (DFS) Source: CA School Dashboard	2023 ALL: -66.2 EL: -98.2 FY: -118.3 HY: -96.8 LI: -77.6 SWD: -128.7 AA: -110.1 AI: -53.5 AS: -3 FI: 50.6	2024 ALL: -63.4 EL: -98.7 FY: -121.9 HY: -94.7 LI: -74.8 SWD: -126 AA: -103.4 AI: -37.3 AS: -4.6 FI: -14.5	2025 ALL -55.4 EL -89.8 FY -84.4 HY -75.2 LI -65.9 SWD -130.3 AA -93.1 AI -96 AS 17.9 FI -11.2	2026 All: -57.2 EL: -70 FY: - 70 HY: -70 LI: -68 SWD: -70 AA: -70 AI: -44.5 AS: -3 FI: 50	Based on 2025 ALL +10.8 EL +8.4 FY +33.9 HY +21.6 LI +11.7 SWD -1.6 AA +17 AI -42.5 AS +20.9 FI -61.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: -70.1 PI: -61.5 WH: -52 2 or More: -61.9	HI: -67.6 PI: -42.4 WH: -48.5 2 or More: -60.4	HI -59.5 PI -42.6 WH -40.6 2 or More -48.4	HI: -61 PI: -52.5 WH: - 43 2 or More: -53	HI +10.6 PI +18.9 WH +11.4 2 or More +13.5
M2.2	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 TK-6 Desert Knolls ALL -79.1 LI -90.7 SWD -156.9 HI -83.1 Rancho Verde SWD -101 AA -75.1 WH -76.3 Rio Vista HY -84.1 SWD -115.7 Sycamore Rocks EL -80.8 Yucca Loma AA -108.6 TK-8 Mariana ALL -97 EL -114 LI -99.1 SWD -149.3 HI -97.8 WH -100.8 Phoenix ALL -116.2 EL -132.5 HY -131.5 LI -122.5 AA -145.1	2024 TK-6 Desert Knolls ALL -97.0 LI -104.2 SWD -158.8 HI -99.0 Rancho Verde SWD -105.4 AA -129.9 WH -82.0 Rio Vista HY -83.0 SWD -106.8 Sycamore Rocks EL -79.1 Yucca Loma AA -94.5 TK-8 Mariana ALL -80.5 EL -114.7 LI -84.5 SWD -135.7 HI -81.5 WH -83.0 Phoenix ALL -106.4 EL -121.1 HY -131.3 LI -112.8 AA -135.9	2025 TK-6 Desert Knolls ALL -63.8 LI -71.2 SWD -146.4 HI -61.3 Rancho Verde SWD -210.1 AA -136.7 WH -97.2 Rio Vista HY -53.5 SWD -49.7 Sycamore Rocks EL -77.6 Yucca Loma AA -73.1 TK-8 Mariana ALL -85.3 EL -99.3 LI -86.4 SWD -144.9 HI -86.4 WH -85.5 Phoenix ALL -93.1 EL -113.2 HY -108 LI -96.4 AA -120.6	2026 TK-6 Desert Knolls ALL -70 LI -70 SWD -147.9 HI -70 Rancho Verde SWD -70 AA -66.1 WH -67.3 Rio Vista HY -74.1 SWD -106.2 Sycamore Rocks EL -62.8 Yucca Loma AA -93.6 TK-8 Mariana ALL -70 EL -70 LI -70 SWD -70 HI -70 WH -70 Phoenix ALL -66.2 EL -72.5 HY -71.5 LI -72.5 AA -75.1	Based on 2025 TK-6 Desert Knolls ALL +15.3 LI +19.5 SWD +10.5 HI +21.8 Rancho Verde SWD -109.1 AA -61.6 WH -20.9 Rio Vista HY +30.6 SWD +66 Sycamore Rocks EL +3.2 Yucca Loma AA +35.5 TK-8 Mariana ALL +11.7 EL +14.7 LI +12.7 SWD +4.4 HI +11.4 WH +15.3 Phoenix ALL +23.1 EL +19.3 HY +23.5 LI +26.1 AA +24.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI -112.3 WH -99.3 Sandia ALL -110.9 EL -133.6 HY -129.8 LI -113.8 SWD -151.2 HI -111 WH -97.9 Vanguard EL -73.2 SWD -132.9 9-12 Apple Valley HS ALL -99.5 EL -151.8 LI -106.3 SWD -194.4 HI -92.6 WH -110 7-12 High Desert Premier Academy HI -123.2	HI -99.6 WH -96.2 Sandia ALL -114.8 EL -133.5 HY -142.2 LI -116.6 SWD -159.3 HI -116.8 WH -107.9 Vanguard EL -65.5 SWD -132.0 9-12 Apple Valley HS ALL -34.7 EL -108.1 LI -53.5 SWD -117.5 HI -37.6 WH -34.1 7-12 High Desert Premier Academy HI -116.8	HI -89.1 WH -90.1 Sandia ALL -81.3 EL -112.9 HY -71.9 LI -84.7 SWD -135.1 HI -84.7 WH -71.4 Vanguard EL -44.3 SWD -117.4 9-12 Apple Valley HS ALL -32.9 EL -95.2 LI -41.8 SWD -166.1 HI -39.4 WH -22.7 7-12 High Desert Premier Academy HI -153.9	HI -62.3 WH -49.3 Sandia ALL -5 EL -70 HY -5 LI -5 SWD -70 HI -5 WH -5 Vanguard EL -5 SWD -123.9 9-12 Apple Valley HS ALL -0 EL -0 LI -0 SWD -0 HI -0 WH -0 7-12 High Desert Premier Academy HI -113	HI +23.2 WH +9.2 Sandia ALL +29.6 EL +20.7 HY +57.9 LI +29.1 SWD +16.1 HI +26.3 WH +26.5 Vanguard EL +28.9 SWD +15.5 9-12 Apple Valley HS ALL +66.6 EL +56.6 LI +64.5 SWD +28.3 HI +53.2 WH +87.3 7-12 High Desert Premier Academy HI -30.7
M2.3	CAASPP Math – District wide Distance From Standard (DFS) Source: CA School Dashboard	2023 ALL -103 EL -136 FY -147 HY -131.7 LI -114.2 SWD -160.6 AA -153.3 AI -112.9 AS -31.2 FI -15	2024 ALL -99.4 EL -131.8 FY -159.4 HY -126.1 LI -110.6 SWD -157.5 AA -144.1 AI -94.9 AS -38.1 FI -49.0	2025 ALL -97.1 EL -129.3 FY -130.4 HY -112.5 LI -108 SWD -166.5 AA -141.1 AI -125.8 AS -13.8 FI -58.9	2026 ALL -94 EL -95 FY -95 HY -95 LI -95 SWD -110 AA -95 AI -95 AS -0 FI -0	Based on 2025 ALL +5.9 EL +6.7 FY +16.6 HY +19.2 LI +6.2 SWD -5.9 AA +12.2 AI -12.9 AS +17.4 FI -43.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI -109 PI -113.3 WH -83.3 2 or More -92.3	HI -106.0 PI -101.7 WH -78.4 2 or More -86.7	HI -103.1 PI -124.4 WH -76.5 2 or More -88.7	HI -90 PI -95 WH -75 2 or More -80	HI +5.9 PI -11.1 WH +6.8 2 or More +3.6
M2.4	CAASPP Math – School and Student Groups Distance From Standard (DFS) Source: CA School Dashboard	2023 TK-6 Desert Knolls LI -103 HI -98.3 Rancho Verde ALL -104.1 EL -112.9 LI -107.3 SWD -128.4 AA -136.3 HI -106 Rio Vista HY -102.2 SWD -126.4 Yucca Loma EL -110.8 SWD -159 TK-8 Mariana ALL -119.3 EL -144.9 LI -123.4 SWD -172.6 HI -121.7 WH -118 Phoenix ALL -151.7 EL -164.9 HY -168.5 LI -157.6 SWD -192.6	2024 TK-6 Desert Knolls LI -104.2 HI -99.0 Rancho Verde ALL -108.4 EL -110.7 LI -110.8 SWD -124.0 AA -159.9 HI -111.5 Rio Vista HY -75.6 SWD -122.6 Yucca Loma EL -114.7 SWD -154.0 TK-8 Mariana ALL -109.2 EL -128.9 LI -110.7 SWD -154.6 HI -112.7 WH -110.9 Phoenix ALL -146.7 EL -154.9 HY -166.1 LI -152.1 SWD -178.1	2025 TK-6 Desert Knolls LI -102.8 HI -95.5 Rancho Verde ALL -121.1 EL -148 LI -122.9 SWD -225.3 AA -173.7 HI -126.7 Rio Vista HY -61.6 SWD -79.4 Yucca Loma EL -116.8 SWD -141.2 TK-8 Mariana ALL -118.1 EL -129.5 LI -120 SWD -166.4 HI -120.5 WH -118.9 Phoenix ALL -141.5 EL -157.6 HY -145 LI -144.6 SWD -183.9	2026 TK-6 Desert Knolls LI -94 HI -89.3 Rancho Verde ALL -95 EL -95 LI -95 SWD -95 AA -95 HI -95 Rio Vista HY -92.2 SWD -115.9 Yucca Loma EL -98.8 SWD -149 TK-8 Mariana ALL -95 EL -95 LI -95 SWD -95 HI -95 WH -95 Phoenix ALL -101.7 EL -108 HY -118.5 LI -107.6 SWD -122.6	Based on 2025 TK-6 Desert Knolls LI +0.2 HI +2.8 Rancho Verde ALL -17 EL -35.1 LI -15.6 SWD -96.9 AA -37.4 HI -20.7 Rio Vista HY +40.6 SWD +47 Yucca Loma EL -6 SWD +17.8 TK-8 Mariana ALL +1.2 EL +15.4 LI +3.4 SWD +6.2 HI +1.2 WH -0.9 Phoenix ALL +10.2 EL +7.3 HY +23.5 LI +13 SWD +8.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA -182.1 HI -146.5 Sandia ALL -136.9 EL -159.6 HY -160.5 LI -140.1 HI -141 WH -112.9 Sitting Bull EL -106.8 HY -104.6 SWD -154.4 Vanguard EL -113.5 SWD -143.4 9-12 Apple Valley HS ALL -159.5 EL -210.2 LI -169.8 HI -156.4 WH -161.4 7-12 High Desert Premier Academy HI -213.5	AA -179.5 HI -138.6 Sandia ALL -139.6 EL -172.8 HY - 153.4 LI -142.0 HI -144.2 WH -121.7 Sitting Bull EL -107.8 HY -107.9 SWD -154.2 Vanguard EL -126.6 SWD -151.5 9-12 Apple Valley HS ALL -109.4 EL -160.6 LI -128.6 HI -117.4 WH -108.6 7-12 High Desert Premier Academy HI -116.8	AA -166.9 HI -137.7 Sandia ALL -122.3 EL -153.7 HY -117.5 LI -125.1 HI -123.2 WH -110.1 Sitting Bull EL -111.6 HY -99.6 SWD -159.8 Vanguard EL -87.5 SWD -153.1 9-12 Apple Valley HS ALL -111.5 EL -159.2 LI -124.7 HI -120 WH -94.8 7-12 High Desert Premier Academy HI -235.2	AA -112.1 HI -96.5 Sandia ALL -95 EL -95 HY -95 LI -95 HI -95 WH -25 Sitting Bull EL -95 HY -95 SWD -145.5 Vanguard EL -25 SWD -134.4 9-12 Apple Valley HS ALL -60 EL -60 LI -60 HI -60 WH -60 7-12 High Desert Premier Academy HI -115	AA +15.2 HI +8.8 Sandia ALL +14.6 EL +5.9 HY +43 LI +15 HI +17.8 WH +2.8 Sitting Bull EL -4.8 HY +5 SWD -5.4 Vanguard EL +26 SWD -9.7 9-12 Apple Valley HS ALL +48 EL +51 LI +45.1 HI +36.4 WH +66.6 7-12 High Desert Premier Academy HI -21.7
M2.5	High School Graduation Rate Percentage- District Source: CA School Dashboard	2023 graduation rate percentage ALL 89.4% EL 86.1% FY 60.9% HY 72.2% LI 88.2%	2024 graduation rate percentage ALL 91.3% EL 93.2% FY 72.7% HY 81.5% LI 90.4% SWD 74.0%	2025 graduation rate percentage ALL 93% EL 93.1% FY 73.1% HY 91.1% LI 92.7% SWD 79.5%	2026 graduation rate percentage ALL 90.5% EL 89.1% FY 80% HY 80% LI 90.5% SWD 80%	Based on 2025 graduation rate percentage ALL +3.6% EL +7% FY +12.2% HY +18.9% LI +4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 67.3% AA 82.5% AS 100% HI 90.0% WH 89.9% 2 or More 88.9%	AA 80.9% AS 93.8% HI 91.6% WH 93.7% 2 or More 92.6%	AA 87.8% AS 95.5% HI 93.6% WH 93.3% 2 or More 85.2%	AA 85.5% AS 95% HI 91% WH 91% 2 or More 91%	SWD +12.2% AA +5.3% AS -4.5% HI +3.6% WH +3.4% 2 or More -3.7%
M2.6	High School Graduation Rate Percentage - School and Student Group Source: CA School Dashboard	2023 Graduation rate percentage No groups are currently in the "Red" or lowest indicator. Apple Valley High School All - 95.2 EL - 86.4% SWD- 75.3% AA- 89.3% LI- 94.3% Granite Hills High School All -92% EL- 95% SWD- 74.3% AA- 91.5 LI- 91% High Desert Premier Academy All - 71.2% EL- 78.6% AA- 63.2% LI- 71.8%	2024 Graduation rate percentage No groups are currently in the "Red" or lowest indicator. Apple Valley High School All 97.9% EL 100% SWD 91.3% AA 96.7% LI 97.6% Granite Hills High School All 91.0% EL 90.5% SWD 71.6% AA 80.4% LI- 90.8% High Desert Premier Academy All 78.8% EL 89.3% AA (Fewer than 11Students) LI 78.0%	2025 Graduation rate percentage No groups are currently in the "Red" or lowest indicator. Apple Valley High School All 97.8% EL 96.6% SWD 87.5% AA 96.6% LI 97.4% Granite Hills High School All 92.1% EL 93.5% SWD 80% AA 86.5% LI 92.4% High Desert Premier Academy All 84.7% EL 87.5% AA 85.7% LI 86.1%	2026 Graduation rate percentage Apple Valley High School All - 95% EL - 89.4% SWD- 80% AA- 90.5% LI- 94.3% Granite Hills High School All -95% EL- 95% SWD- 80% AA- 91.5 LI- 91% High Desert Premier Academy All - 80% EL- 81.6% AA- 80% LI- 80%	Based on 2025 Graduation rate percentage No groups are currently in the "Red" or lowest indicator. Apple Valley High School ALL +2.6% EL +10.2% SWD +12.2% AA +7.3% LI +3.1% Granite Hills High School ALL +0.1% EL -1.5% SWD +5.7% AA - 5% LI +1.4% High Desert Premier Academy ALL +13.5% EL +8.9% AA +22.5% LI +14.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.7	English Learner proficiency – District Percentage making progress Source: CA School Dashboard	2023 EL 46.2% LTEL 49.6% (new in 2024)	2024 EL 47.8% LTEL 49.6%	2025 EL 44.4% LTEL 47.8%	2026 EL 52.2% LTEL 50%	Based on 2025 EL -1.8% LTEL -1.8%
M2.8	English Learner proficiency – Schools and student groups Percentage making progress Source: CA School Dashboard	2023 TK-8 Mariana EL 35% Sandia EL 54.8% LTEL (2024) 26.8% Desert Knolls EL 54.8 %	2024 TK-8 Mariana EL 56.6% Sandia EL 30% LTEL 26.8% Desert Knolls EL 40.5%	2025 TK-8 Mariana EL 39.8% Sandia EL 46.5% LTEL 53.6% Desert Knolls EL 50%	2026 TK-8 Mariana EL 45% Sandia EL 45% LTEL 45% Desert Knolls EL 45%	Based on 2025 TK-8 Mariana EL +4.8% Sandia EL -8.3% LTEL +26.8 Desert Knolls EL -4.8%
M2.9	IReady Scores ELA Third Grade Percentage of students on or above grade level Source: iReady winter data for grade 3	2024 All third grade (winter window): 32.75% on or above grade level AA: 22.65% EL: 18% LI: 27.67%	2025 All third grade (winter window): 36% on or above grade level AA: 21% EL: 22.86% LI: 31.5%	2026 All third grade (winter window): 44% on or above grade level AA: 30% EL: 44% LI: 44%	2027 All third grade (winter window): 43% on or above grade level AA: 38% EL: 30% LI: 40%	Based on 2026 All third grade (winter window): +11.25% on or above grade level AA: +7.35% EL: +26% LI: +16.33%
M2.10	Ninth grade Math 1 pass rate Percentage of students earning a grade of "C-" or better. Source: Local Transcript Evaluation in Third party tool- Precision Analytics	2023- Final Grades: All - 70 % EL- 56% FY- 66% LI- 64% AA- 68%	2024- Final Grades All - 68 % EL- 58% FY- 62% LI- 65% AA- 63%	2025- Final Grades All - 71 % EL- 60% FY- 73% LI- 69% AA- 63%	2026 final grades: All - 75% EL- 70% FY- 65% LI- 75% AA- 75%	Based on 2025 Final Grades All +1% EL +4% FY +7% LI +5% AA -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.11	College and Career Indicator – District Percentage considered Prepared Source: CA School Dashboard	Class of 2023 ALL 38.5% EL 24.5% FY 13.0% HY 10.3% LI 33.8% SWD 11.9% AA 20.0% HI 38.1% WH 43.0% 2 or More 44.4%	Class of 2024 ALL 41.9% EL 19.3% FY 9.1% HY 19.7% LI 37.5% SWD 10.6% AA 23.1% HI 37.1% WH 53.7% 2 or More 38.5%	Class of 2025 ALL 52.8% EL 33.1% FY 26.9% HY 34.3% LI 48.4% SWD 27.5% AA 35.8% HI 48.6% WH 62.2% 2 or More 53.8%	Class of 2026 ALL- 44.5% EL- 35% FY- 35% HY- 35% LI- 40% SWD- 35% AA- 35% HI- 44.1% WH- 49% 2 or More- 50.4%	Based on Class of 2025 ALL +14.3% EL +8.6% FY +13.9% HY +24% LI +14.6% SWD +15.6% AA +15.8% HI +10.5% WH +19.2% 2 or More +9.4%
M2.12	College and Career Indicator – School and Student Group Percentage considered Prepared Source: CA School Dashboard	Class of 2023 9-12 Apple Valley HS ALL 48.3% EL 20.9% LI 42% SWD 15.3% AA 21.4% HI 45.6% WH 55.7% HY 9.4% Granite Hills HS ALL 40.4% EL 39.5% HY 22.6% LI 37.8% SWD 13% AA 28.3% HI 41.9% WH 39.4%	Class of 2024 9-12 Apple Valley HS ALL 51.4% EL 22.2% LI 45.3% SWD 14.1% AA 25.0% HI 43.1% WH 65.3% HY 31.3% Granite Hills HS ALL 45.8% EL 28.6% HY 28.0% LI 43.8% SWD 9.4% AA 28.0% HI 46.9% WH 49.6%	Class of 2025 9-12 Apple Valley HS ALL 64.4% EL 37.3% LI 59.2% SWD 32.4% AA 37.9% HI 60.2% WH 71% HY 45.6% Granite Hills HS ALL 57.9% EL 45.7% HY 41.3% LI 55.6% SWD 28.8% AA 48.6% HI 56.4% WH 66.3%	Class of 2026 9-12 Apple Valley HS ALL 54.3% EL- 35% LI - 48% SWD- 35% AA- 35% HI- 52% WH- 56% HY- 35% Granite Hills HS ALL- 46.4% EL- 45.5% HY- 35% LI - 43.8% SWD- 35% AA- 35% HI - 48% WH - 45.4%	Based on Class of 2025 9-12 Apple Valley HS ALL +16.1% EL +16.4% LI +17.2% SWD +17.1% AA +16.5% HI +14.6% WH +15.3% HY +36.2% Granite Hills HS ALL +17.5% EL +6.2% HY +18.7% LI +17.8% SWD +15.8% AA +20.3 HI +14.5% WH +26.9%
M2.13	Percentage of fully credentialed teachers	2021-22 school year 74.8%	2022-23 school year	2023-24 school year	2024-25 school year	Based on 2023-24 school year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(based on the CDE Data quest report)		73.8%	74.9%	90%	+0.1%
M2.14	Percentage of Students with standards aligned instructional materials- Internal audit verified by San Bernardino County team visits	2023-24 School Year 100%	2024-25 School Year 100%	2025-26 School Year 100%	2026-27 School Year 100%	Based on 2025-26 School Year 0%
M 2.15	Implementation of the academic content and performance standards adopted by the state board on the state adopted rubric by subject and given an average rating on a five point scale	2023-24 average rating: 4.17	2024-25 average rating: 4.39	2025-26 Average rating: 4.51	2026-27 Average rating: 4.7	Based on 2025-26 rating: +0.34
M2.16	Percentage of pupils who have completed the UC or CSU course of study requirements for entry- from dataquest	Class of 2023: 38.7%	Class of 2024: 38.0%	Class of 2025: 36.3%	Class of 2026: 47.5%	Based on Class of 2025: -2.4%
M 2.17	Percentage of graduating pupils who have completed a state approved and aligned CTE pathway Data Source- Ca School Dashboard	2023 33.5%	2024 36.8%	2025 50.3%	End of year report 2026 55%	Based on End of year report 2025 +16.8%
M 2.18	Middle School Drop-outs reported as a number of students reported on the CALPADS report total	2023 report 46 students	2024 report 9 students	2025 Report 21 students	2026 report fewer than 30 students	Based on 2025 report -25 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 2.19	High School Drop-outs reported as a total number from the CALPADS data file for that senior class	Class of 2023 64 students	Class of 2024 67 students	Class of 2025 23 students	Class of 2026 40 students	Based on Class of 2025 -41 students
M 2.20	Percentage of students who have completed both the UC or CSU requirements and a CTE pathway Data Source: District Student Information System query	Class of 2023 15%	Class of 2024 19 %	Class of 2025 22%	Class of 2026 20%	Based on Class of 2025 +7%
M 2.21	Percentage of students who passed an advanced Placement examination with a score of 3 or higher Data Source: College Board District Dashboard	Spring 2023 Exam session: 41.6%	Spring 2024 Exam session: 42.7%	Spring 2025 Exam session: 44%	Spring 2026 Exam session: 50%	Based on Spring 2025 Exam Session: +2.4%
M 2.22	Percentage of students who demonstrate college preparedness pursuant to the Early Admission Program (EAP) requirements meaning level 4- standard exceeded Data Source: CAASPP scores for grade 11	Class of 2024 (as juniors in 2023) ELA: 7.41% Math: 4.4 %	Class of 2025 (as juniors in 2024) ELA: 7.98% Math: 4.66 %	Class of 2026 (as juniors in 2025) ELA: 13.25% Math: 3.52%	Class of 2027 (as Juniors in 2026) ELA: 15% Math: 9%	Based on Class of 2026 (as juniors in 2025) ELA ALL +5.84% Math ALL -0.88%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 2.23	Reclassification Rate (reported as a number of students) Source: Reclassification reports and outcomes annual	For 2023 there were 58 students who earned reclassification	For 2024 there were 87 students who earned reclassification	For 2025 there were 175 students who earned reclassification	For the 2026 school year: 100 students	Based on For 2025 there were 117 more students who earned reclassification
M 2.24	CA Science Test (CAST) Science Points Source: CA School Dashboard	2024 44.6 points	2024 44.6 points	2025 45.2 points	2026 52.6 points	from 2024 baseline +0.6 points
M 2.25	Broad Course of Study % of students with access Source: Course requests and Administrator interviews	All Students. 100%	All Students 100%	2025 All Students 100%	All Students 100%	no difference

Goal Analysis [2025-26]

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.

The district successfully implemented the majority of actions within Goal 2 during the 2025–26 school year.

Fully Implemented Actions: Actions 2.1 (Instructional Coaching Supports), 2.2 (Professional Learning), 2.3 (CTE Program Support), 2.4 (Music Program), 2.6 (English Language Development Program), 2.10 (Class Size Reduction), and 2.11 (Professional Development for Staff to Address the Needs of English Learners) were all fully implemented as planned. Action 2.7 (Extended Learning Program) was implemented as described; however, the funding source shifted entirely to categorical funds from the Extended Learning Opportunity Program (ELOP) rather than LCFF supplemental and concentration funds. The scope of services remained consistent with the plan.

Partially Implemented Actions: Action 2.9 (Reading and Math Intervention Programs – Intensive Tier) was partially implemented. A significant portion of the services originally planned under this action were realigned to Action 2.8, where above-base para-educator positions serving in intervention roles were better aligned. The intended intervention services were still delivered to students through Action 2.8.

Substantive Differences: Action 2.5 (College Entrance Programs) experienced a substantive but positive difference, as the AVID program expanded during the year with increased student participation and greater engagement in key events at California State University, San Bernardino. Action 2.8 was also expanded beyond its original scope to include all above-base para-educator positions serving in intervention roles, which incorporated services originally planned under Action 2.9.

Successes: A notable success was the expansion of the AVID program under Action 2.5, which resulted in increased student participation and enriched college readiness experiences.

Challenges: Although actions 2.5, 2.7, 2.8, and 2.9 were implemented differently, the changes were made to better align supports and services among the actions, not as a result of implementation challenges within the original planned actions.

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

The district defines a material difference as any variance of 15% or more between the budgeted expenditures and estimated actuals. While most actions within Goal 2 were implemented with fiscal fidelity, Actions 2.8 and 2.9 experienced significant material differences due to a strategic realignment of how services were delivered and coded. In addition, similar to last year, action 2.1 was implemented using only categorical funds, and more was expended in those categories than initially budgeted to support training for Expended Learning and intervention programs. Action 2.5 exceeded the budgeted expenditures due to the addition of a college support program that was offered in coordination with Cal State University of San Bernardino. Finally, Action 2.11 had no expenses even though there were several offerings of professional development for the teaching of English Learners. The material difference occurred because the district was able to provide the training using existing staff expertise, previously available resources, and no-cost training structures rather than incurring new expenditures under this action. Therefore, the action had no estimated actual expenditures, but the planned professional development was still delivered as planned.

Goal 2, Action 2.8 (Multi-tiered Systems of Support - In-class Interventions):
Expenditures for this action were far in excess of the original budget. This was primarily due to a change in the budget development process, where the scope of this action was expanded to include all above-base para-educator positions serving in intervention roles. These expenses included staff and services that were originally intended to be housed under Action 2.9.

Goal 2, Action 2.9 (Reading and Math Intervention - Intensive Tier):
Conversely, this action was underspent by a material amount compared to its initial budget. The significant decrease in estimated actual expenditures occurred because a large portion of the services and personnel originally planned for the "intensive tier" were realigned to Action 2.8 to create a more streamlined approach to delivering in-class supports.

Summary of Combined Impact
Despite these individual variances, the intended intervention services were still fully delivered to students. Taken together, these two actions expended a total amount very close to the combined budgeted figures, as the shift represented a change in internal coding and service delivery models rather than a reduction in overall student support.

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

Below is an analysis of the actions within Goal 2, grouped by the metrics they share, using the Current Difference from Baseline for all aligned metrics. Actions that are marked as contributing include analysis for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students.

Group A: Academic Achievement in ELA, Math, and Third-Grade Reading
Actions 2.1 (Instructional Coaching Supports), 2.2 (Professional Learning), 2.4 (Music Program), 2.8 (Multi-Tiered Systems of Support – In-Class Interventions), 2.9 (Intensive Intervention Programs), and 2.10 (Class Size Reduction)

These six actions all share the same aligned metrics: M2.1, M2.2, M2.3, M2.4, and M2.9 . They collectively address the quality of instruction, professional capacity, academic intervention, and the learning environment. Action 2.1 is not marked as contributing. Actions 2.2, 2.4, 2.8, 2.9, and 2.10 are principally directed toward English Learners (EL), Foster Youth (FY), and Low-Income (LI) students.

CAASPP ELA – District (M2.1)

The current difference from baseline in Metric M2.1 shows broad and substantial improvement in English Language Arts across the district. All Students improved by 10.8 points in Distance from Standard (DFS). Among the unduplicated student groups toward whom five of these six actions are principally directed, English Learners (EL) improved by 8.4 points, Foster Youth (FY) showed a remarkable improvement of 33.9 points, and Low-Income (LI) students improved by 11.7 points. Among other student groups, Homeless Youth (HY) improved by 21.6 points, African American (AA) students improved by 17.0 points, Asian (AS) students improved by 20.9 points, Pacific Islander (PI) students improved by 18.9 points, Two or More Races students improved by 13.5 points, White (WH) students improved by 11.4 points, and Hispanic (HI) students improved by 10.6 points.

However, three groups showed declines from baseline. Students with Disabilities (SWD) declined by 1.6 points, American Indian (AI) students declined by 42.5 points, and Filipino (FI) students declined by 61.8 points, though small group sizes may influence the latter two results. The decline for Students with Disabilities is particularly noteworthy given that this group is identified for Differentiated Assistance and suggests that the combined efforts of instructional coaching, professional learning, music education, in-class intervention, intensive intervention, and class size reduction have not yet translated into improved ELA outcomes for this population at the district level.

The exceptional gain for Foster Youth (+33.9 points) is among the strongest in the entire LCAP and suggests that the tiered intervention model — with Action 2.8 providing Tier 1 and Tier 2 supports within the general education classroom and Action 2.9 providing intensive Tier 3 pull-out intervention — combined with professional learning through Action 2.2 and smaller class sizes through Action 2.10, is effectively reaching students with the greatest academic gaps in ELA.

CAASPP ELA – School Level (M2.2)

The current difference from baseline in Metric M2.2 provides a detailed site-level view of ELA performance and reveals both strong gains and areas of significant concern.

At the elementary level, Desert Knolls showed strong improvement with All Students improving by 15.3 points, Low-Income (LI) improving by 19.5 points, Students with Disabilities (SWD) improving by 10.5 points, and Hispanic (HI) improving by 21.8 points. Yucca Loma African American (AA) students improved by 35.5 points. Rio Vista showed strong gains for Homeless Youth (HY) at 30.6 points and Students with Disabilities (SWD) at 66.0 points, suggesting that the combination of intervention and instructional supports is particularly effective at this site for these student groups. Sycamore Rocks English Learners (EL) showed a modest improvement of 3.2 points.

However, Rancho Verde showed significant declines: Students with Disabilities (SWD) declined by 109.1 points, African American (AA) students declined by 61.6 points, and White (WH) students declined by 20.9 points. These are among the most concerning results in the entire LCAP and suggest that the combined efforts of instructional coaching, professional learning, in-class intervention, intensive intervention, and class size reduction have not yet been effective at this site for these student groups. The magnitude of the decline for Students with Disabilities at Rancho Verde warrants immediate and focused attention.

At the TK-8 level, results are broadly positive. Mariana Academy showed improvement with All Students improving by 11.7 points, English Learners (EL) improving by 14.7 points, Low-Income (LI) improving by 12.7 points, Students with Disabilities (SWD) improving by 4.4 points, Hispanic (HI) improving by 11.4 points, and White (WH) improving by 15.3 points. Phoenix Academy showed broad gains with All Students improving by 23.1 points, English Learners (EL) improving by 19.3 points, Homeless Youth (HY) improving by 23.5 points, Low-Income (LI) improving by 26.1 points, African American (AA) improving by 24.5 points, Hispanic (HI) improving by 23.2 points, and White (WH) improving by 9.2 points. Sandia Academy showed the strongest TK-8 improvement with All Students improving by 29.6 points, English Learners (EL) improving by 20.7 points, Homeless Youth (HY) improving by 57.9 points, Low-Income (LI) improving by 29.1 points, Students with Disabilities (SWD) improving by 16.1 points, Hispanic (HI) improving by 26.3 points, and White (WH) improving by 26.5 points. Vanguard Preparatory showed gains for English Learners (EL) at 28.9 points and Students with Disabilities (SWD) at 15.5 points.

At the high school level, Apple Valley High School showed exceptional growth with All Students improving by 66.6 points, English Learners (EL) improving by 56.6 points, Low-Income (LI) improving by 64.5 points, Students with Disabilities (SWD) improving by 28.3 points, Hispanic (HI) improving by 53.2 points, and White (WH) improving by 87.3 points. However, High Desert Premier Academy Hispanic (HI) students declined by 30.7 points, indicating that instructional quality and intervention efforts have not yet reached this student group at this alternative site.

CAASPP Math – District (M2.3)

The current difference from baseline in Metric M2.3 shows positive but more modest improvement in Mathematics compared to ELA. All Students improved by 5.9 points. Among the unduplicated groups, English Learners (EL) improved by 6.7 points, Foster Youth (FY) improved by 16.6 points, and Low-Income (LI) students improved by 6.2 points. Homeless Youth (HY) improved by 19.2 points, African American (AA) students improved by 12.2 points, Asian (AS) students improved by 17.4 points, Hispanic (HI) students improved by 5.9 points, White (WH) students improved by 6.8 points, and Two or More Races students improved by 3.6 points.

However, several groups showed declines. Students with Disabilities (SWD) declined by 5.9 points, American Indian (AI) students declined by 12.9 points, Filipino (FI) students declined by 43.9 points, and Pacific Islander (PI) students declined by 11.1 points. The decline for Students with Disabilities is consistent with the ELA pattern and reinforces the need for differentiated instructional and intervention strategies for this population. Long-Term English Learners (LTEL) are reported for the first time at -180.4 DFS, establishing a baseline that highlights the significant academic gap facing this group.

The more modest math gains compared to ELA suggest that the combined actions in this group may be more effective in literacy than in mathematics, or that the district's decision to focus professional learning on math instruction for the coming year is well-timed and necessary.

CAASPP Math – School Level (M2.4)

The current difference from baseline in Metric M2.4 reveals a mixed picture at the site level.

At the elementary level, Desert Knolls showed modest gains with Low-Income (LI) improving by 0.2 points and Hispanic (HI) improving by 2.8 points. Rio Vista showed strong improvement for Homeless Youth (HY) at 40.6 points and Students with Disabilities (SWD) at 47.0 points, suggesting that the combination of intervention supports is particularly effective at this site. Yucca Loma Students with Disabilities (SWD) improved by 17.8 points, though English Learners (EL) declined by 6.0 points.

Rancho Verde again showed the most concerning results with All Students declining by 17.0 points, English Learners (EL) declining by 35.1 points, Low-Income (LI) declining by 15.6 points, Students with Disabilities (SWD) declining by 96.9 points, African American (AA) students declining by 37.4 points, and Hispanic (HI) students declining by 20.7 points. These substantial declines across multiple student groups at Rancho Verde suggest a systemic challenge at this site that warrants immediate and focused attention, as the combined actions of instructional coaching, professional learning, intervention, and class size reduction have not produced the intended results.

At the TK-8 level, Mariana Academy showed modest gains with All Students improving by 1.2 points, English Learners (EL) improving by 15.4 points, Low-Income (LI) improving by 3.4 points, and Students with Disabilities (SWD) improving by 6.2 points, though Hispanic (HI) declined by 1.2 points and White (WH) declined by 0.9 points. Phoenix Academy showed positive movement with All Students improving by 10.2 points, English Learners (EL) improving by 7.3 points, Homeless Youth (HY) improving by 23.5 points, Low-Income (LI) improving by 13.0 points, Students with Disabilities (SWD) improving by 8.7 points, African American (AA) improving by 15.2 points, and Hispanic (HI) improving by 8.8 points, though White (WH) students declined by 2.7 points. Sandia Academy showed broad improvement with All Students improving by 14.6 points, English Learners (EL) improving by 5.9 points, Homeless Youth (HY) improving by 43.0 points, Low-Income (LI)

improving by 15.0 points, Hispanic (HI) improving by 17.8 points, and White (WH) improving by 2.8 points. Sitting Bull showed mixed results with English Learners (EL) declining by 4.8 points and Students with Disabilities (SWD) declining by 5.4 points, while Homeless Youth (HY) improved by 5.0 points. Vanguard Preparatory English Learners (EL) improved by 26.0 points, but Students with Disabilities (SWD) declined by 9.7 points.

At the high school level, Apple Valley High School showed exceptional growth with All Students improving by 48.0 points, English Learners (EL) improving by 51.0 points, Low-Income (LI) improving by 45.1 points, Hispanic (HI) improving by 36.4 points, and White (WH) improving by 66.6 points. High Desert Premier Academy Hispanic (HI) students declined by 21.7 points, mirroring the ELA pattern at that site.

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iReady ELA – Third Grade (M2.9)

The current difference from baseline in Metric M2.9 shows strong improvement in third-grade reading proficiency. All third-grade students increased by 11.25 percentage points in the percentage at or above grade level. Among the unduplicated and targeted groups, English Learners (EL) showed the strongest gain at 26.0 points, Low-Income (LI) students improved by 16.33 points, and African American (AA) students improved by 7.35 points.

These results are particularly relevant to Actions 2.8 (in-class intervention), 2.9 (intensive intervention), and 2.10 (class size reduction), as these actions directly support foundational literacy development in the early grades. The 26.0-point gain for English Learners is especially noteworthy and suggests that the combination of smaller class sizes, in-class intervention, and intensive pull-out support is enabling teachers to provide more individualized attention to students acquiring English. The gains for Low-Income students (+16.33 points) further indicate that these actions are effectively reaching the unduplicated student groups toward whom they are principally directed.

Overall Effectiveness of Group A

Actions 2.1, 2.2, 2.4, 2.8, 2.9, and 2.10 are collectively demonstrating strong effectiveness in ELA and moderate effectiveness in Math at the district level for English Learners, Foster Youth, and Low-Income students. The ELA gains are broad-based and substantial, with Foster Youth showing the most dramatic improvement at 33.9 points in Metric M2.1. Math gains are positive but more modest, with Students with Disabilities declining in both subjects. Third-grade reading proficiency in Metric M2.9 shows strong improvement, particularly for English Learners (+26.0 points) and Low-Income students (+16.33 points).

At the school level, Apple Valley High School, Sandia Academy, Phoenix Academy, and Desert Knolls show the strongest gains. Rio Vista shows exceptional improvement for Students with Disabilities and Homeless Youth in both ELA and Math. However, Rancho Verde shows significant and broad-based declines in both ELA and Math across multiple student groups, representing the most critical area of concern within this goal. High Desert Premier Academy Hispanic students declined in both subjects. Students with Disabilities declined at the district

level in both ELA (-1.6 points in M2.1) and Math (-5.9 points in M2.3), indicating a persistent gap that requires targeted attention across the combined actions in this group.

The district's planned focus on math professional development for the coming year is well-supported by the data, as is the need for immediate, site-specific review of implementation at Rancho Verde.

Group B: College and Career Readiness
Actions 2.3 (CTE Program Support) and 2.5 (College Entrance Programs)

These two actions share aligned metrics focused on college and career readiness: M2.11, M2.12, M2.17, and M2.20. Action 2.5 also includes M2.10 (Ninth Grade Math Pass Rate). Both actions are principally directed toward English Learners (EL), Foster Youth (FY), and Low-Income (LI) students.

College and Career Indicator – District (M2.11)

The current difference from baseline in Metric M2.11 shows exceptional improvement in college and career readiness across the district. All Students improved by 14.3 percentage points in the percentage considered prepared. Among the unduplicated groups, English Learners (EL) improved by 8.6 points, Foster Youth (FY) improved by 13.9 points, and Low-Income (LI) students improved by 14.6 points. Homeless Youth (HY) showed the strongest gain at 24.0 points. Students with Disabilities (SWD) improved by 15.6 points, African American (AA) students improved by 15.8 points, Hispanic (HI) students improved by 10.5 points, White (WH) students improved by 19.2 points, and Two or More Races students improved by 9.4 points.

Every student group listed in this metric showed improvement from baseline, making this one of the strongest areas of growth in the entire LCAP. These results suggest that the combination of CTE programs through Action 2.3 and college readiness programs such as AVID through Action 2.5 is having a transformative impact on post-secondary preparation for English Learners, Foster Youth, and Low-Income students.

College and Career Indicator – School Level (M2.12)

The current difference from baseline in Metric M2.12 shows strong, broad-based improvement at both comprehensive high schools.

At Apple Valley High School, All Students improved by 16.1 percentage points, English Learners (EL) improved by 16.4 points, Low-Income (LI) improved by 17.2 points, Students with Disabilities (SWD) improved by 17.1 points, African American (AA) improved by 16.5 points,

Hispanic (HI) improved by 14.6 points, White (WH) improved by 15.3 points, and Homeless Youth (HY) improved by 36.2 points. The 36.2-point gain for Homeless Youth is exceptional and suggests that the combination of CTE pathways and college readiness programs is particularly impactful for this highly vulnerable student group.

At Granite Hills High School, All Students improved by 17.5 percentage points, English Learners (EL) improved by 6.2 points, Homeless Youth (HY) improved by 18.7 points, Low-Income (LI) improved by 17.8 points, Students with Disabilities (SWD) improved by 15.8 points, African American (AA) improved by 20.3 points, Hispanic (HI) improved by 14.5 points, and White (WH) improved by 26.9 points.

These results demonstrate that CTE programs and college readiness initiatives are producing consistent and substantial gains in college and career readiness at both comprehensive high schools for all listed student groups, including English Learners, Foster Youth, and Low-Income students.

Pathway Completion - District Level (M2.17)

There has been good growth over the last two years in the pathway completion for the graduating seniors at all high schools, with the overall rate of career and technical education pathway completion rising from 33.5% to 50.3% in two years. This has become the measure we will report due to the reliability and easy publication of this data on the California School Dashboard alternative reports section

These results are a direct result of the CTE program's support and work of the system to ensure that students have access to the courses and options to
complete one of the many pathway offerings at our schools.

UC/ CSU completion - district level (M2.20)

This metric looks only at those seniors who have the combined college and career readiness indicators. Those students who complete the college readiness courses as well as a sequence of courses in a career and technical education pathway. The growth from 15%- 20% in the last two years shows that the preparation for post-secondary options is varied and allows for a variety of outcomes for all students. In fact, many students want to pursue both a career pathway and college entrance, which are not mutually exclusive.

Ninth Grade Math Pass Rate (M2.10)

The current difference from baseline in Metric M2.10, which is aligned specifically to Action 2.5, shows mixed but generally positive results. All Students improved by 1 percentage point. Among the unduplicated groups, English Learners (EL) improved by 4 points, Foster Youth

(FY) improved by 7 points, and Low-Income (LI) students improved by 5 points. However, African American (AA) students declined by 5 points.

The improvement for Foster Youth (+7 points) is particularly noteworthy and suggests that college readiness programs are beginning to have a positive impact on this unduplicated group's math performance. The improvement for English Learners (+4 points) and Low-Income students (+5 points) also indicates positive movement. The decline for African American students (-5 points) warrants continued attention and may suggest a need for targeted math support strategies within the AVID program or other college readiness initiatives for this student group.

Overall Effectiveness of Group B

Actions 2.3 and 2.5 are collectively demonstrating strong effectiveness in improving college and career readiness for English Learners, Foster Youth, and Low-Income students. The College and Career Indicator gains in Metric M2.11 are exceptional, with every student group showing improvement and several groups showing double-digit gains. School-level CCI data in Metric M2.12 confirms that these gains are consistent across both comprehensive high schools, with particularly strong results for Homeless Youth at Apple Valley High School (+36.2 points) and African American students at Granite Hills High School (+20.3 points).

The ninth-grade math pass rate in Metric M2.10 shows positive movement for most unduplicated groups, with Foster Youth improving by 7 points and English Learners improving by 4 points. The decline for African American students (-5 points) in this metric warrants continued monitoring and targeted support.

Group C: English Language Development
Actions 2.6 (English Language Development Program) and 2.11 (Professional Development for EL Instruction)

These two actions share aligned metrics focused specifically on English Learner outcomes: M2.7, M2.8, M2.5, and M2.11 . Action 2.6 is a limited action directed solely toward English Learners, including Long-Term English Learners. Action 2.11 is also a limited action directed solely toward English Learners.

English Learner Proficiency – District (M2.7)

The current difference from baseline in Metric M2.7 shows a decline in English Learner progress. English Learners (EL) decreased by 1.8 percentage points in the percentage making progress toward proficiency, dropping from 46.2% to 44.4%. Long-Term English Learners (LTEL) also decreased by 1.8 points, dropping from 49.6% to 47.8%.

The district notes that the reclassification of 175 students as Fluent English Proficient in 2025 — a significant increase from 58 in the baseline year (an increase of 117 students as reflected in Metric M2.23) — may have contributed to this decline by removing higher-performing students from the ELPI cohort. While this contextual factor is important, the downward trend indicates that Actions 2.6 and 2.11 have not yet produced measurable gains in this specific metric for either English Learners or Long-Term English Learners.

English Learner Proficiency – School Level (M2.8)

The current difference from baseline in Metric M2.8 shows mixed results at the site level. Mariana Academy English Learners (EL) improved by 4.8 percentage points, demonstrating positive movement at this site. Sandia Academy Long-Term English Learners (LTEL) showed a remarkable improvement of 26.8 points, which is one of the strongest gains for any student group at any site in the LCAP.

However, Sandia Academy English Learners (EL) declined by 8.3 points, and Desert Knolls English Learners (EL) declined by 4.8 points. These mixed results suggest that while some sites are making progress in supporting English Learner proficiency, others are struggling, and the ELD program and professional development supports provided through Actions 2.6 and 2.11 may need to be more consistently implemented or differentiated by site to produce uniform gains. The contrasting results at Sandia — where LTELs improved dramatically but ELs declined — may suggest that the targeted LTEL strategies are working but that the broader EL supports need refinement at that site.

Graduation Rate – District (M2.5, EL and LTEL)

The current difference from baseline for English Learners in Metric M2.5 shows a strong increase of 7.0 percentage points, rising from 86.1% to 93.1%. This suggests that while English Learner progress toward language proficiency has declined in Metric M2.7, the ELD program and broader supports provided through Actions 2.6 and 2.11, in combination with other LCAP actions, are effectively keeping English Learners on track to graduate.

College and Career Indicator – District (M2.11, EL)

The current difference from baseline for English Learners in Metric M2.11 shows an improvement of 8.6 percentage points, rising from 24.5% to 33.1%. This is a meaningful gain and suggests that English Learners are increasingly being prepared for post-secondary success, even as language proficiency progress has slowed.

Overall Effectiveness of Group C

Actions 2.6 and 2.11 are demonstrating mixed effectiveness for English Learners and Long-Term English Learners. The ELPI metric (M2.7) shows a decline of 1.8 points for both EL and LTEL groups at the district level, and school-level results in Metric M2.8 are uneven, with gains at Mariana Academy (+4.8 points for EL) and Sandia Academy (+26.8 points for LTEL), but declines at Sandia for EL (-8.3 points) and Desert Knolls for EL (-4.8 points).

However, the reclassification rate in Metric M2.23 has increased dramatically (+117 students), and English Learner graduation rates in Metric M2.5 (+7.0 points) and CCI outcomes in Metric M2.11 (+8.6 points) show strong improvement. This suggests that the ELD program and EL-focused professional development are effectively supporting long-term academic outcomes for English Learners, even as the ELPI measure shows a short-term decline that may be influenced by the high rate of reclassification.

Continued attention to the ELPI and site-level consistency in ELD implementation is recommended, particularly for Long-Term English Learners and at sites like Sandia and Desert Knolls where EL proficiency progress has declined. The district may also need to evaluate whether the content and delivery of EL professional development through Action 2.11 is sufficiently targeted to produce gains in the ELPI.

Group D: Graduation, Attendance, Engagement, and Extended Learning
Action 2.7 (Extended Learning Program)

Action 2.7 stands alone in its unique combination of aligned metrics: M2.5, M2.6, M2.9, M1.1, and M1.7 . This action provides extended learning opportunities beyond the Extended Learning Opportunity Program funding, including enrichment and credit recovery outside of the school day, principally directed toward English Learners (EL), Foster Youth (FY), and Low-Income (LI) students.

Graduation Rate – District (M2.5)

The current difference from baseline in Metric M2.5 shows strong improvement. All Students increased by 3.6 percentage points. Among the unduplicated groups, English Learners (EL) increased by 7.0 points, Foster Youth (FY) increased by 12.2 points, and Low-Income (LI) students increased by 4.5 points. Homeless Youth (HY) increased by 18.9 points, Students with Disabilities (SWD) increased by 12.2 points, African American (AA) increased by 5.3 points, Hispanic (HI) increased by 3.6 points, and White (WH) increased by 3.4 points. Asian (AS) students declined by 4.5 points and Two or More Races declined by 3.7 points.

The double-digit gains for Foster Youth (+12.2 points), Homeless Youth (+18.9 points), and Students with Disabilities (+12.2 points) are among the strongest in the entire LCAP and suggest that extended learning opportunities, including credit recovery, are having a powerful effect on graduation outcomes for the most vulnerable students.

Graduation Rate – School Level (M2.6)

The current difference from baseline in Metric M2.6 provides a site-level view of graduation outcomes. Apple Valley High School showed strong gains across all listed groups: All Students (+2.6 points), English Learners (EL) (+10.2 points), Students with Disabilities (SWD) (+12.2 points), African American (AA) (+7.3 points), and Low-Income (LI) (+3.1 points).

High Desert Premier Academy showed exceptional growth: All Students (+13.5 points), English Learners (EL) (+8.9 points), African American (AA) (+22.5 points), and Low-Income (LI) (+14.3 points). The 22.5-point gain for African American students at this non-traditional site is particularly noteworthy.

Granite Hills High School showed more modest and mixed results: All Students (+0.1 points), Students with Disabilities (SWD) (+5.7 points), and Low-Income (LI) (+1.4 points), but English Learners (EL) declined by 1.5 points and African American (AA) students declined by 5.0 points. These declines suggest that extended learning opportunities at Granite Hills may need to be refined to better serve English Learners and African American students.

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iReady ELA – Third Grade (M2.9)

The current difference from baseline in Metric M2.9 shows All third-grade students increased by 11.25 percentage points. English Learners (EL) increased by 26.0 points, Low-Income (LI) students increased by 16.33 points, and African American (AA) students increased by 7.35 points. While this metric is more directly aligned to the intervention and instructional quality actions in Group A, extended learning time through Action 2.7 may contribute to these gains by providing additional time for academic support for English Learners, Foster Youth, and Low-Income students.

Chronic Absenteeism – District (M1.1)

The current difference from baseline in Metric M1.1 shows All Students decreased by 8.3 percentage points. Among the unduplicated groups, English Learners (EL) decreased by 7.0 points, Foster Youth (FY) decreased by 5.4 points, and Low-Income (LI) students decreased by 8.3 points. Homeless Youth (HY) decreased by 4.6 points, Students with Disabilities (SWD) decreased by 8.7 points, African American (AA) decreased by 8.6 points, American Indian (AI) decreased by 10.4 points, Asian (AS) decreased by 2.1 points, Hispanic (HI) decreased by 8.4 points, White (WH) decreased by 9.8 points, and Two or More Races decreased by 3.5 points.

However, Long-Term English Learners (LTEL) increased by 6.8 points, Filipino (FI) students increased by 17.7 points, and Pacific Islander (PI) students showed a slight increase of 0.2 points. These reductions suggest that extended learning opportunities are contributing to

improved attendance by increasing student engagement and connection to school for the unduplicated student groups. The increase for Long-Term English Learners suggests that extended learning may not be reaching or engaging this subgroup effectively.

Engagement Survey (M1.7)

The current difference from baseline in Metric M1.7 shows positive movement in several areas. Elementary Students increased by 3 percentage points, High School Students increased by 7 points, and Elementary Parents increased by 12 points. However, Middle Grades students decreased by 2 points, High School Parents decreased by 4 points, and both Elementary Staff and High School Staff showed no change at 0 points each.

The positive student-level trends suggest that extended learning is contributing to improved engagement for students, particularly at the high school level where credit recovery and enrichment opportunities are most directly provided. The flat results for staff and the decline for high school parents indicate that the broader perception of engagement has not yet improved uniformly across all groups.

Overall Effectiveness of Group D

Action 2.7 demonstrates strong effectiveness in improving graduation rates and reducing chronic absenteeism for English Learners, Foster Youth, and Low-Income students. The graduation rate gains are particularly strong for Foster Youth (+12.2 points in M2.5), Homeless Youth (+18.9 points in M2.5), and Students with Disabilities (+12.2 points in M2.5). High Desert Premier Academy showed exceptional growth across all listed groups in Metric M2.6, with African American students improving by 22.5 points. Chronic absenteeism reductions in Metric M1.1 are broad-based and substantial for the unduplicated student groups.

Engagement survey results in Metric M1.7 are positive for students and elementary parents but flat or declining for staff and high school parents. The increase in chronic absenteeism for Long-Term English Learners (+6.8 points in M1.1) and the decline in graduation rates for English Learners (-1.5 points) and African American students (-5.0 points) at Granite Hills in Metric M2.6 suggest areas for targeted refinement to ensure that extended learning opportunities are equitably benefiting all unduplicated student groups at all sites.

Additional Metrics Not Aligned to Specific Actions

Several metrics in Goal 2 provide important context for the overall goal but are not directly aligned to specific actions in the action descriptions.

Percentage of Fully Credentialed Teachers (M2.13): The current difference from baseline shows an increase of 0.1 percentage points, from 74.8% to 74.9%, representing minimal change and remaining well below the 90% target. This metric is relevant to the overall quality of instruction and may affect the impact of professional development and coaching efforts across all actions in this goal.

Standards-Aligned Instructional Materials (M2.14): The current difference from baseline shows no change, with 100% of students having access to standards-aligned instructional materials in both the baseline and current year. This confirms that the district is meeting this basic condition of learning.

Implementation of Academic Standards (M2.15): The current difference from baseline shows an increase of 0.34 points, from 4.17 to 4.51 on a five-point scale, indicating positive movement in standards implementation across the district.

A-G Completion Rate (M2.16): The current difference from baseline shows a decline of 2.4 percentage points, from 38.7% to 36.3%. This decline is concerning given the strong gains in the CCI and suggests that while more students are meeting the broader college and career readiness criteria, fewer are completing the specific UC/CSU course requirements. This may warrant attention in the context of Actions 2.3 and 2.5.

CTE Pathway Completion (M2.17): The current difference from baseline shows an increase of 16.8% from 33.5% to 50.3%.

Middle School Dropouts (M2.18): The current difference from baseline shows a decrease of 25 students, from 46 to 21. This is a positive trend indicating that fewer middle school students are leaving the system.

High School Dropouts (M2.19): The current difference from baseline shows a decrease of 41 students, from 64 to 23. This substantial reduction complements the graduation rate gains and suggests that the combined actions in Goal 2 are effectively keeping students engaged through high school completion.

A-G and CTE Dual Completion (M2.20): The current difference from baseline shows an increase of 7 percentage points, from 15% to 22%. This is a positive trend indicating that more students are completing both the UC/CSU requirements and a CTE pathway, reflecting the integrated impact of Actions 2.3 and 2.5.

Advanced Placement Exam Pass Rate (M2.21): Year 2 data is reported separately by school for the first time: Apple Valley High School at 57% and Granite Hills High School at 38%. The baseline was 41.6%, suggesting continued positive movement, particularly at Apple Valley High School.

Early Assessment Program / College Preparedness (M2.22): The current difference from baseline shows an increase of 5.84 percentage points in ELA and a decline of 0.88 percentage points in Math for All Students. While these gains are modest, they indicate that more students are demonstrating college-level preparedness on the CAASPP.

Reclassification Rate (M2.23): The current difference from baseline shows an increase of 117 students, from 58 to 175. This substantial increase indicates that the ELD program is successfully moving students toward English proficiency, even as the ELPI metric shows a decline.

California Science Test (M2.24): The current difference from baseline shows an improvement of +0.6 points for All Students, moving from 44.6 to 45.2 points Distance from Standard. This is a slight gain and suggests that instructional quality improvements are extending beyond ELA and Math into science.

Broad Course of Study (M2.25): The current difference from baseline shows no change, with 100% of students having access to a broad course of study in both the baseline and current year.

Overall Summary of Goal 2 Effectiveness

The actions within Goal 2 are collectively producing strong and broad-based improvement in student achievement, particularly for English Learners, Foster Youth, and Low-Income students.

Group A (Academic Achievement – Actions 2.1, 2.2, 2.4, 2.8, 2.9, 2.10): ELA gains are substantial and broad-based, with Foster Youth improving by 33.9 points in Metric M2.1. Math gains are positive but more modest. Third-grade reading proficiency in Metric M2.9 shows strong improvement, with English Learners gaining 26.0 points. Students with Disabilities declined in both subjects at the district level. Rancho Verde shows the most significant and broad-based declines across both subjects and multiple student groups.

Group B (College and Career Readiness – Actions 2.3, 2.5): CCI gains in Metric M2.11 are exceptional, with every student group showing improvement. School-level CCI data in Metric M2.12 confirms consistent gains at both comprehensive high schools. The ninth-grade math pass rate in Metric M2.10 shows positive movement for most unduplicated groups, with Foster Youth improving by 7 points.

Group C (English Language Development – Actions 2.6, 2.11): ELPI in Metric M2.7 declined by 1.8 points for both EL and LTEL groups, and school-level results in Metric M2.8 are mixed. However, the reclassification rate increased dramatically (+117 students in M2.23), and EL graduation rates (+7.0 points in M2.5) and CCI outcomes (+8.6 points in M2.11) improved substantially.

Group D (Extended Learning – Action 2.7): Graduation rates improved strongly, with Foster Youth gaining 12.2 points and Homeless Youth gaining 18.9 points in Metric M2.5. Chronic absenteeism decreased broadly in Metric M1.1. Engagement survey results in Metric M1.7 are positive for students but flat for staff.

The district's planned focus on math professional development for the coming year is well-supported by the data across all groups. Continued attention to Students with Disabilities, Long-Term English Learners, and the specific challenges at Rancho Verde and High Desert Premier Academy will be important for sustaining and accelerating progress toward this goal.

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.

The planned changes for the 2026-27 school year within goal 2 are as follows:

In action 2.2 there is an addition of $300,000 of funds from the Learning Recovery Emergency Block Grant intended to increase access to professional learning for the next school year. This is according to the plan developed by the community.

In action 2.8, funds have been added ($1,012,257) to bring additional support services to students in the form of either in classified or certificated extra hours or even short term positions depending on the need of the school site.

In addition, the metric M2.17 has been adjusted to reflect data available on the Ca School Dashboard additional reports page related to CTE pathway completion and therefore the data history has been changed to match that metric instead of the local query from our student information system. Finally, Metric 2.24 was changed to align with the science points now reported on the CA dashboard.

Action 2.9 had a decrease in funding due to the change of supports moving to action 2.8.

Action 2.11 metrics to measure effectiveness were added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Coaching Supports	Provide trained instructional coaches at each in-person school site to provide professional growth opportunities for staff focused on the priority metrics of increasing third-grade reading, 6th and 8th-grade state scores in ELA and Math, and increasing the ninth-grade math pass rate and overall college and career readiness indicator. This action will be principally directed toward English learners, foster youth, and low-income students and will be measured by metric M2.1, M2.2, M2.3, M2.4, and M2.9. This action includes 4 certificated positions all funded with federal categorical funds.	$368,436.00	No
2.2	Professional Learning	Provide all staff with professional development in support of district priorities in service of improved instruction and student growth in the	$1,745,982.00	Yes

Action #	Title	Description	Total Funds	Contributing
		priority metrics using district-adopted materials and tools. This action is principally directed to foster youth, English learners, and Low-income students to increase student achievement on SBAC and iReady scores. This professional learning will often be in large group settings. This action will be measured by metrics M2.1, M2.2, M2.3, M2.4, and M2.9 and will include funding to allow staff to attend training after regular duty hours or during the summer. Also, the funds will cover the costs for substitutes when needed and for trainers when needed. This goal will be funded with LREBG funds, other state categoricals (such as ELOP), and Federal Title funds. The amount of LREBG funds intended for this action is $300,000.		
2.3	CTE program support	Career and Technical Education (CTE) teachers will provide courses and training in high-demand high-wage industry sectors to students for increased college and career readiness skills, principally directed to low-income, foster youth, and English learners. This action will be measured by Metric M2.11 and M 2.12.	$6,122,445.00	Yes
2.4	Music Program	Music teachers will be provided to each school beyond the base funding (and prior to any proposition 28 / AMS additions) to allow for music education and increased engagement and participation in the overall school program. This action will be principally directed toward low-income, foster youth, and English learners. This action will be measured by metrics M2.1, M2.2, M2.3, and M2.4.	$4,147,491.00	Yes
2.5	College Entrance Programs	Provide for the Advancement Via Individual Determination (AVID) program and other like programs to offer field trips, tutoring, scholarship support, and mentorship to increase college readiness principally directed to low-income, foster youth, and English learners. This action will be measured by M2.10, M2.11 and M2.12	$348,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	English Language Development Program	Provide integrated and designated English Language Development (ELD) programs that support English learners, including long-term English learners (LTELs), in acquiring academic content and English language proficiency. Services include paraeducators, ELD specialists, and a teacher on special assignment. LTELs receive targeted instructional strategies and progress monitoring designed to address persistent language development needs and accelerate reclassification. This action will be measured by M2.7, M2.8, and EL and LTEL outcomes in other metrics such as M2.5 and M2.11.	$2,969,719.00	Yes
2.7	Extended Learning Program	Provide extended learning opportunities beyond what is provided for in the Extended Learning Opportunity Program funding. This will provide students with enrichment and credit recovery outside of the school day. This action is principally directed to low-income, foster youth, and English learners. This action will be measured using metric M2.5, M2.6, M2.9, M1.1, and M1.7	$13,005,718.00	Yes
2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	Provide access to multi-tiered systems of support for students in need of intervention, offering early-stage tier one and tier two interventions within the general education setting in an inclusionary model. This action is principally directed to low-income, foster youth, and English learners. This action will be partially funded and augmented with $1,012,257 from the LREBG funds. This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9.	$5,692,101.00	Yes
2.9	Reading and math intervention programs- intensive tier	Provide students who are below grade level with intensive and research-based interventions as needed. This intervention will be the next stage for students who require more intensive intervention outside of the regular classroom setting. This action is principally directed to low-income, foster youth, and English learners. This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9	$9,611,089.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Class Size Reduction	Provide 40 additional certificated positions in order to subsidize the class size reduction grade span adjustment in grades K-3. This action is principally directed to low-income, foster youth, and English learners. This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9.	$6,086,407.00	Yes
2.11	Professional Development for staff to address the needs of English Learners	The district will provide through the English Language Development Department, ongoing training for all instructional staff who interact with students. This will include the unique needs of English Learners and Long Term English Learners. This action will be measured with metrics M 2.7 and M 2.8	$100,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

5. Accountability and Transparency: Engaging families and communities promotes transparency and accountability in education. When families are actively involved in school activities and decision-making processes, they develop a greater understanding of the educational system and are more likely to hold schools and districts accountable for student outcomes. This collaborative approach to governance fosters

trust and strengthens the relationship between schools and the parents. This is a much-needed area of improvement in the post-pandemic environment.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Family Center Number of interactions for service Source: Family Center Staff reports Type and number of service: # of families served with food # of students provided clothing # of other services	2023-2024 (as of May 2024) # of families served with food- 5215 # of students provided clothing- 92 # of other services- 30	2024/2025 (as of May 2025 # of families served with food- 4910 # of students provided clothing- 143 # of other services- 31	2025-2026 # of families served with food - 7,800 # of students provided clothing - 1,682 # of other services - 2,989	2026-2027 (as of May 2027) Type and number of service: # of families served with food- 5000 # of students provided clothing- 100 # of other services- 30	Based on May 2026 # of families serviced - +2,585 # of students provided clothing - +1,590 # of other services - +2,959
M3.2	Survey Results- Family Engagement Percentage of Positive Responses Fall Survey- question: "My school creates a friendly environment".	November 2023 Elementary Families- 70% High School Families- 63%	November 2024 Elementary Families- 76% High School Families- 67%	November 2025 Elementary Families 76% High School Families 63%	November 2026 Elementary Families- 85% High School Families- 80%	Based on November 2025 Elementary Families +6% High School Families 0%
M3.3	Survey Results- Family Engagement	November 2023	November 2024	November 2025	November 2026	Based on November 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Positive Responses Fall Survey- question: "I feel valued by my school".	Elementary Families- 61% High School Families- 59% 2024: Parents of Students with Special Needs: Elementary School- 73% High School- 61%	Elementary Families- 64% High School Families- 60% Parents of Students with Special Needs: Elementary School- 73% High School- 61%	Elementary Families 63% High School Families 44% Parents of Students with Special Needs: Elementary School 65% High School 44%	Elementary Families- 75% High School Families- 75% Parents of Students with Special Needs: Elementary School- 75% High School- 75%	Difference from 2023 Baseline Elementary Families +2% High School Families -15% Difference from 2024 Baseline Parents of Students with Special Needs: Elementary School -8% High School -17%

Goal Analysis [2025-26]

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 – Overall Implementation Narrative

The district successfully implemented all actions within Goal 3 during the 2025–26 school year.

Fully Implemented Actions: Actions 3.1 (Family Centers), 3.2 (Translation Support), and 3.3 (Parent Engagement) were all fully implemented as planned.

Partially Implemented or Not Implemented Actions: There were no partially implemented or unimplemented actions within this goal.

Substantive Differences: There were no substantive differences between the planned actions and the actual implementation for any of the actions in this goal.

Successes and Challenges: No specific challenges were reported for the actions in this goal. The district maintained consistent delivery of family center services, translation support, and parent engagement opportunities throughout the school year. However, the success of the family center effort does seem to be yielding greater participation in family activities, survey participation, and positive responses.

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

The district considers expenditures greater or less than 15% of the budgeted amount as a material difference. The only material difference between budgeted expenditures and estimated actual expenditures for the actions in this goal is in action 3.1, where school sites with categorical funds, and per their plans, expended funds in support of families and students under this action.

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

Below is an analysis of each action within Goal 3 using the Current Difference from Baseline for all aligned metrics. All three actions in this goal are marked as contributing and include analysis for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, except where noted as a limited action.

Action 3.1 – Family Centers
Contributing: Yes (EL, FY, LI)
Aligned Metrics: M3.1, M1.1, and M1.2

Action 3.1 maintains one family center coordinator position and one warehouseman in order to provide families with access to necessary items, support, and training, principally directed toward English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. This action also includes support from the Learning Recovery Emergency Block Grant (LREBG) for a community engagement liaison and a food pantry warehouse worker.

Family Center Interactions (M3.1): Metric M3.1 tracks the number of family interactions for service at the district's family centers. In Year 2, the family centers served 7,800 families with food (compared to 5,215 in the baseline year), provided clothing to 1,682 students (compared to 92 in the baseline year), and delivered 2,989 other services (compared to 30 in the baseline year). The number of services provided continues to increase dramatically as the reach of our family centers grows through our community schools' efforts. These results suggest that the family centers continue to serve a high volume of families and have expanded their reach in clothing distribution, which is a direct support for Low-Income families, Foster Youth, and English Learners who may face barriers to accessing basic necessities. All of these services appear to be making families more comfortable with school, as seen in the improvement in survey participation and positive responses this year.

Chronic Absenteeism – District (M1.1): The current difference from baseline in Metric M1.1 shows meaningful reductions in chronic absenteeism across most student groups. All Students decreased by 8.3 percentage points. Among the unduplicated groups toward whom this action is principally directed, English Learners (EL) decreased by 7.0 points, Foster Youth (FY) decreased by 5.4 points, and Low-Income (LI) students decreased by 8.3 points. Homeless Youth (HY) decreased by 4.6 points, Students with Disabilities (SWD) decreased by 8.7 points, African American (AA) students decreased by 8.6 points, American Indian (AI) students showed the largest decline at 10.4 points,

Asian (AS) students decreased by 2.1 points, Hispanic (HI) students decreased by 8.4 points, White (WH) students decreased by 9.8 points, Two or More Races students decreased by 3.5 points, and Filipino (FI) students decreased by 17.7 points,

However, two groups showed increases from baseline that warrant attention. Long-Term English Learners (LTEL) increased by 6.8 points, and Pacific Islander (PI) students showed a slight increase of 0.2 points. The increase for Long-Term English Learners is particularly relevant given that this action is principally directed toward English Learners, suggesting that while EL students overall are improving in attendance, the LTEL subgroup may require differentiated outreach and support through the family centers.

The connection between family center services and chronic absenteeism is grounded in the understanding that when families' basic needs for food, clothing, and other essentials are met, barriers to regular school attendance are reduced. The broad-based reductions in chronic absenteeism for English Learners, Foster Youth, and Low-Income students suggest that the family centers are contributing to an environment where families feel supported, and students are more able to attend school regularly.

Chronic Absenteeism – School Level (M1.2): The current difference from baseline in Metric M1.2 shows strong improvement at the school and student group level. Yucca Loma Homeless Youth (HY) decreased by 10.8 percentage points, Mariana Academy English Learners (EL) decreased by 10.8 points, and Sitting Bull Academy African American (AA) students showed a remarkable decline of 19.8 points. These school-level results suggest that the family center supports, in combination with other LCAP actions, are having a particularly strong impact at sites serving high concentrations of vulnerable student groups. The reduction for Mariana Academy English Learners is especially relevant to this action, as families of English Learners may be among those most likely to access family center services for food, clothing, and other basic needs.

Overall Effectiveness of Action 3.1: The family centers demonstrate moderate to strong effectiveness in supporting the needs of English Learners, Foster Youth, and Low-Income families. The high volume of family interactions in Metric M3.1, including nearly 5,000 families served with food and a 55% increase in clothing distribution, indicates that the centers are meeting a significant community need. The broad-based reductions in chronic absenteeism in Metric M1.1 for English Learners (-7.0 points), Foster Youth (-5.4 points), and Low-Income students (-8.3 points) suggest that addressing basic needs is contributing to improved attendance. School-level chronic absenteeism data in Metric M1.2 shows strong improvement at sites serving high concentrations of vulnerable student groups. The increase in chronic absenteeism for Long-Term English Learners (+6.8 points in M1.1) suggests an opportunity to strengthen outreach to this subgroup through the family centers.

Action 3.2 – Translation Support
Contributing: Yes (EL only – Limited Action)
Aligned Metrics: M3.2 (subset) and M3.3 (subset)

Action 3.2 provides bilingual staff in key areas and translation services so that all families have access to the school program in their home language. This action is directed solely toward English Learners.

Family Engagement – Friendly Environment (M3.2, subset): The current difference from baseline in Metric M3.2 shows that Elementary Families increased by 6 percentage points in positive responses to the question "My school creates a friendly environment," rising from 70% to 76%. However, High School Families showed no change at 0 percentage points, remaining at 63% in the baseline and returning to 63% in Year 2 after a brief increase to 67% in Year 1.

The improvement at the elementary level suggests that translation services are contributing to a more welcoming environment for families of English Learners at elementary sites, where in-person translation and bilingual staff may be more consistently available and visible. The lack of improvement at the high school level suggests that translation supports may not be as effectively reaching or impacting high school families of English Learners, or that other factors are influencing high school families' perceptions of the school environment.

Family Engagement – Feeling Valued (M3.3, subset): The current difference from baseline in Metric M3.3 shows that Elementary Families increased by 2 percentage points in positive responses to the question "I feel valued by my school," rising from 61% to 63%. However, High School Families showed a significant decline of 15 percentage points, dropping from 59% to 44%.

The modest improvement at the elementary level suggests that translation services are contributing to families of English Learners feeling somewhat more valued. However, the 15-point decline at the high school level is one of the most concerning survey results in the entire LCAP. While this metric reflects all families and not solely families of English Learners, the decline suggests that high school families broadly — and potentially families of English Learners specifically — are feeling less valued by their schools. This may indicate that translation services alone are not sufficient to create a sense of value and belonging for families at the secondary level, and that additional strategies for meaningful engagement and relationship-building may be needed.

Metric M3.3 also includes a subset for Parents of Students with Special Needs, which was baselined in 2024. The current difference from the 2024 baseline shows Elementary School parents of students with special needs decreased by 8 percentage points, dropping from 73% to 65%, and High School parents of students with special needs decreased by 17 percentage points, dropping from 61% to 44%. While this subset is not directly aligned to the English Learner focus of Action 3.2, the declines are noteworthy and suggest a broader challenge in helping families of students with unique needs feel valued.

Overall Effectiveness of Action 3.2: Translation support demonstrates mixed effectiveness for English Learners. The elementary-level improvement in Metric M3.2 (+6 points for friendly environment) and the modest gain in Metric M3.3 (+2 points for feeling valued) suggest that translation services are contributing to a more welcoming and inclusive environment for families of English Learners at the elementary level. However, the lack of improvement for high school families in Metric M3.2 (0 points) and the significant decline in Metric M3.3 (-15 points for feeling valued) indicate that translation services at the secondary level have not yet produced the intended results. The district may need to evaluate whether translation services at the high school level are sufficiently accessible, visible, and integrated into the broader family engagement strategy to ensure that families of English Learners feel both welcomed and valued.

Action 3.3 – Parent Engagement
Contributing: Yes (EL, FY, LI)

Aligned Metrics: M3.2, M3.3, M1.7, and M1.8

Action 3.3 increases and develops parent advisory committees, training programs, and opportunities for authentic involvement, principally directed toward English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. This action includes meeting materials, venues, outreach, and facilitation.

Family Engagement – Friendly Environment (M3.2): The current difference from baseline shows Elementary Families increased by 6 percentage points, rising from 70% to 76%. High School Families showed no change at 0 percentage points, remaining at 63%. The improvement at the elementary level suggests that expanded parent engagement opportunities are contributing to a more welcoming school environment for families of English Learners, Foster Youth, and Low-Income students at elementary sites. The lack of improvement at the high school level suggests that engagement strategies at the secondary level may need to be strengthened or differentiated to better reach and resonate with high school families.

Family Engagement – Feeling Valued (M3.3): The current difference from baseline shows Elementary Families increased by 2 percentage points, rising from 61% to 63%. High School Families declined by 15 percentage points, dropping from 59% to 44%. Parents of Students with Special Needs at the elementary level declined by 8 points from the 2024 baseline (73% to 65%), and at the high school level declined by 17 points from the 2024 baseline (61% to 44%).

The modest elementary improvement suggests that parent engagement efforts are beginning to help families of English Learners, Foster Youth, and Low-Income students feel more valued. However, the 15-point decline at the high school level is deeply concerning and suggests that current engagement strategies are not effectively reaching or resonating with high school families. For English Learners, Foster Youth, and Low-Income families at the secondary level, this decline may reflect a disconnect between the engagement opportunities being offered and the needs and preferences of these families. The declines for parents of students with special needs at both levels further suggest that engagement efforts may need to be more intentionally inclusive of families with diverse needs.

Engagement Survey (M1.7): The current difference from baseline in Metric M1.7 shows positive movement in several areas. Elementary Students increased by 3 percentage points, High School Students increased by 7 points, and Elementary Parents increased by 12 points. However, Middle Grades students decreased by 2 points, High School Parents decreased by 4 points, and both Elementary Staff and High School Staff showed no change at 0 points each.

The 12-point increase for Elementary Parents is the strongest parent-level gain in this metric and suggests that parent engagement efforts are having a meaningful impact on elementary families' sense of connection to their schools. The 7-point increase for High School Students is also encouraging and may reflect the impact of student advisory committees and other engagement activities. However, the 4-point decline for High School Parents is consistent with the pattern seen in Metrics M3.2 and M3.3 and reinforces the concern that engagement strategies at the secondary level are not yet effectively reaching high school families of English Learners, Foster Youth, and Low-Income students. The flat results for staff at both levels suggest that parent engagement efforts have not yet influenced staff perceptions of engagement.

Culture Survey (M1.8): The current difference from baseline in Metric M1.8 shows modest gains in several areas. Elementary Students increased by 2 percentage points, High School Students increased by 6 points, Elementary Parents increased by 7 points, and Elementary

Staff increased by 4 points. However, Middle Grades students showed no change at 0 points, High School Parents decreased by 2 points, and High School Staff decreased by 4 points.

The 7-point increase for Elementary Parents and the 6-point increase for High School Students suggest that parent engagement and broader culture-building efforts are having a positive impact on perceptions of school culture at the elementary parent level and among high school students. However, the decline for High School Parents (-2 points) and High School Staff (-4 points) is consistent with the broader pattern of secondary-level challenges seen across the engagement metrics. For English Learners, Foster Youth, and Low-Income families, the positive elementary-level trends are encouraging, but the secondary-level declines suggest that the culture and engagement strategies may need to be fundamentally rethought at the high school level.

Overall Effectiveness of Action 3.3: Parent engagement demonstrates moderate effectiveness at the elementary level and limited effectiveness at the high school level for English Learners, Foster Youth, and Low-Income students. Elementary Parents showed the strongest gains across multiple metrics: +6 points in Metric M3.2 (friendly environment), +2 points in Metric M3.3 (feeling valued), +12 points in Metric M1.7 (engagement), and +7 points in Metric M1.8 (culture). These results suggest that parent engagement efforts are successfully creating a more welcoming, inclusive, and connected environment for families at the elementary level.

However, High School Parents showed no improvement in Metric M3.2 (0 points), a significant decline in Metric M3.3 (-15 points), a decline in Metric M1.7 (-4 points), and a decline in Metric M1.8 (-2 points). These results indicate that parent engagement strategies at the secondary level are not yet effectively reaching or resonating with high school families of English Learners, Foster Youth, and Low-Income students. The declines for parents of students with special needs in Metric M3.3 (-8 points at elementary, -17 points at high school from the 2024 baseline) further suggest that engagement efforts may need to be more intentionally inclusive of families with diverse needs.

The positive student-level trends in Metrics M1.7 and M1.8 — particularly the 7-point increase for High School Students in engagement and the 6-point increase in culture — suggest that student engagement strategies are working even as parent engagement at the secondary level has declined. This contrast may indicate that the district's student advisory committees and other student-facing engagement activities are more effective than the current parent-facing strategies at the high school level.

Overall Summary of Goal 3 Effectiveness

The actions within Goal 3 are collectively producing positive results at the elementary level but concerning results at the high school level for English Learners, Foster Youth, and Low-Income students.

Strengths: The family centers in Action 3.1 continue to serve a high volume of families, with nearly 5,000 families receiving food and a 55% increase in clothing distribution. Chronic absenteeism in Metric M1.1 decreased substantially for English Learners (-7.0 points), Foster Youth (-5.4 points), and Low-Income students (-8.3 points), suggesting that addressing basic needs is contributing to improved attendance. School-level chronic absenteeism in Metric M1.2 shows strong improvement at sites serving high concentrations of vulnerable student groups. Elementary Parents showed the strongest gains across all engagement and culture metrics, with increases of 6 points in friendly environment

(M3.2), 2 points in feeling valued (M3.3), 12 points in engagement (M1.7), and 7 points in culture (M1.8). Elementary Students and High School Students also showed positive movement in engagement and culture perceptions.

Areas of Concern: The most significant concern is the pattern of declining perceptions among High School Parents across multiple metrics. High School Parents showed no improvement in friendly environment (M3.2, 0 points), a 15-point decline in feeling valued (M3.3), a 4-point decline in engagement (M1.7), and a 2-point decline in culture (M1.8). Parents of students with special needs showed declines at both levels in feeling valued (M3.3), with an 8-point decline at elementary and a 17-point decline at high school from the 2024 baseline. Long-Term English Learners showed an increase in chronic absenteeism (+6.8 points in M1.1), suggesting that family center outreach may not be effectively reaching this subgroup. Staff perceptions of engagement (M1.7) showed no change at either level, and High School Staff culture perceptions (M1.8) declined by 4 points.

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.

The only change in this goal will be a slight change to the funding source for action 3.1 in order to meet the fiscal stabilization and required expenditure reduction plan. Therefore, the 2026-27 school year will show a change in funding for the family center coordinators using a blending of Learning Recovery Emergency Block Grant funds and individual community school grants from seven different school sites that intend to use the positions to serve the needs of students and families they serve. Action 3.1 will remain with a small fraction of LCFF funding, LREBG funding, and a large amount of community school grant funds intended for the schools served.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Centers	Maintain one family center coordinator position (along with others funded by school sites who are community schools grant recipients) and one warehouseman in order to provide families with access to necessary items, support, and training in order for parents to be able to meet the needs of their children, directed principally to low-income, foster youth, and English Learners. This action will be measured by Metric M3.1, M1.1, and M1.2- The total amount of funds used to fund this action from the LREBG is budgeted to be $180,957. In addition, the seven school sites that were awarded community school grants have funds allocated in this action at this time to match, as closely as possible, the plans as submitted.	$2,421,711.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Translation Support	Provide bilingual staff in key areas and translation services so that all families have access to the school program in their home language. This action is directed to English Learners and will be measured by a subset of M3.2 and M3.3.	$735,209.00	Yes
3.3	Parent Engagement	Increase and develop parent advisory committees, training programs, and opportunities for authentic involvement by providing meeting materials, venues, outreach, and facilitation principally directed to low income, foster youth, and English learners. This action will be measured by M3.2, M3.3, M1.7, and M1.8	$55,755.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, AVUSD will improve academic performance, student engagement, and college/career readiness at Apple Valley Virtual Academy (AVVA) and High Desert Premier Academy (HDPA), as measured by school-specific 2025 Dashboard focus indicators. At AVVA, the district will reduce Chronic Absenteeism for All Students, Hispanic students, and Socioeconomically Disadvantaged students. At HDPA, the district will improve ELA and Math outcomes for All Students, Hispanic students, and Socioeconomically Disadvantaged students, and improve College/Career outcomes for All Students, Hispanic students, Homeless students, and Socioeconomically Disadvantaged students. These Equity Multiplier schools are combined in one focus goal because both serve students in alternative or non-traditional learning settings and share a need for targeted counseling, academic monitoring, attendance outreach, and student engagement supports.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AVUSD developed this Equity Multiplier focus goal for Apple Valley Virtual Academy (AVVA) and High Desert Premier Academy (HDPA) because both schools serve students in alternative or non-traditional learning settings and have identified needs related to student engagement, academic performance, and postsecondary readiness. Educational partner input from students, families, staff, site leaders, and School Site Councils confirmed the need for targeted outreach, counseling, academic monitoring, and individualized support to strengthen student connection, improve academic outcomes, and support progress toward graduation and college/career readiness.

Based on the 2025 Dashboard, AVVA's focus area is Chronic Absenteeism for All Students, Hispanic students, and Socioeconomically Disadvantaged students. HDPA's focus areas are English Language Arts and Mathematics for All Students, Hispanic students, and Socioeconomically Disadvantaged students, and College/Career outcomes for All Students, Hispanic students, Homeless students, and Socioeconomically Disadvantaged students. These school-specific indicators and student groups are reflected in the metrics for this goal.

AVUSD will also continue to monitor suspension data and additional student group outcomes at both sites, even when student groups are not currently identified as focus areas or are not reportable due to small enrollment counts. Because AVVA and HDPA serve smaller and more mobile student populations, year-to-year changes may affect which student groups are reportable or identified for support. Continued

monitoring, informed by ongoing educational partner feedback, will allow the district to identify emerging disproportionalities early, evaluate whether supports are improving student engagement and school climate, and make timely adjustments for any student group demonstrating need. The actions in this goal provide targeted counseling, student outreach, academic monitoring, and engagement supports to address the identified needs while allowing each site to respond to additional student group data as it becomes available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 4.1	Suspension rate percentage from the California School Dashboard	2023 HDPA: All: 4.7 AA: 12.7 HI: 3.4 LI: 4.8 AVVA: Not Applicable (virtual program)	2024 HDPA: All: 5.8 AA: 19.5 HI: 4.5 LI: 6 AVVA: Not Applicable (virtual program)	2025 HDPA All 1.7% AA 0% HI 2.7% LI 1.7% AVVA Not Applicable (virtual program)	HDPA: All- 4.0 AA- 6.0 HI- 3.0 LI- 4.0	Based on 2025 HDPA ALL -3% AA -12.7% HI -0.7% LI -3.1% AVVA Not Applicable (virtual program)
M 4.2	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 HDPA: All: -117 AA: N/A (Not reportable) HI: -123 LI: -125 AVVA: All: -75 AA: -114 HI: - 57 LI: - 81	2024 HDPA: All: -110.5 AA: N/A (Not reportable) HI: -116.8 LI: -110.7 AVVA: All: -66.6 AA: -N/A (Not reportable) HI: -58.4 LI: -75.9	2025 HDPA All -130.6 AA Not reportable (Fewer than 11 students) HI -153.9 LI -133.5 AVVA All -32.8 AA Not reportable (Fewer than 11 students) HI -40.9 LI -45.3	HDPA: All: -45 AA: -45 HI: -45 LI: -45 AVVA: All: -45 AA: -45 HI: - 45 LI: - 45	Based on 2025 HDPA ALL -13.6 AA Not reportable (Fewer than 11 students) HI -30.9 LI -8.5 AVVA ALL +42.2 AA Not reportable (Fewer than 11 students) HI +16.1 LI +35.7
M 4.3	CAASPP Math – School and student group	2023 HDPA: All: -209	2024 HDPA: All: -182.5	2025 HDPA All -218.3	2026 HDPA: All: -115	Based on 2025 HDPA ALL -9.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance From Standard (DFS) Source: CA School Dashboard	AA: N/A (Not reportable) HI: -213 LI: -214 AVVA: All: -107 AA: -123 HI: - 101 LI: - 108	AA: N/A (Not reportable) HI: -193.6 LI: -180.3 AVVA: All: -119.4 AA: N/A (Not reportable) HI: - 115 LI: - 127.9	AA Not reportable (Fewer than 11 students) HI -235.2 LI -221.2 AVVA All -68.6 AA Not reportable (Fewer than 11 students) HI -74.2 LI -80.2	AA: -115 HI: -115 LI: -115 AVVA: All: -25 AA: -25 HI: - 25 LI: - 25	AA Not reportable (Fewer than 11 students) HI -22.2 LI -7.2 AVVA ALL +38.4 AA Not reportable (Fewer than 11 students) HI +26.8 LI +27.8
M 4.4	Chronic Absenteeism percentage CA School Dashboard	2023 HDPA: All: 61 AA: 63 HI: 70 LI: 67 WH: 57 AVVA: All: 49 AA: 59 HI: 48 LI: 49 WH: 55	2024 HDPA: All: 73.1 AA: N/A (Not reportable) HI: N/A (Not reportable) LI: N/A (Not reportable) WH: N/A (Not reportable) AVVA: All: 48.3 AA: 58.3 HI: 47.2 LI: 50.4 WH: 50.9	2025 HDPA All 70.6% AA Not reportable (Fewer than 11 students) HI 71.4% LI 71.9% WH Not reportable (Fewer than 11 students) AVVA All 50.9% AA 58.8% HI 53% LI 51.5% WH 45.9%	HDPA: All: 20 AA: 20 HI: 20 LI: 20 WH: 20 AVVA: All: 15 AA: 15 HI: 15 LI: 15 WH: 15	Based on 2025 HDPA ALL +9.6% AA Not reportable (Fewer than 11 students) HI +1.4% LI +4.9% WH Not reportable (Fewer than 11 students) AVVA ALL +1.9% AA -0.2% HI +5% LI +2.5% WH -9.1%
M 4.5	College and Career Readiness reported as the CCI by percentage CA school Dashboard	2023 HDPA: All: 0.7% HI: 1.5% HY: 2.7%	2024 HDPA: All: 2.6% HI: 1.9% HY: 2.3%	2025 HDPA All 2.6% HI 1% HY 3.3%	2026 HDPA: All: 35% HI: 35% HY: 35%	Based on 2025 HDPA ALL +1.9% HI -0.5% HY +0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI: 0.8% WH: 0% (no other groups reported) AVVA: N/A	LI: 2.7% WH: 3.1% (no other groups reported) AVVA: N/A	LI 2.1% WH 8.1% AVVA: N/A	LI: 35% WH: 35% AVVA: N/A	LI +1.3% WH +8.1% AVVA: N/A

Goal Analysis [2025-26]

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

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

All actions in this goal were fully implemented as planned.

Action 4.1 (Counseling Positions) both positions were successfully filled at the start of the year and counselors provided dedicated support services throughout the school year as planned.

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

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

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

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

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

Action 4.2 (Additional Intervention Programs) showed much higher expenditures than budgeted. This was due to the addition of programs and expenses that were not able to start last year. The increased amount was carry over from the prior year and used to augment services in this action area.

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

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

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

Action 4.1 – Expand Counseling Supports
Contributing: No
Aligned Metrics: M4.1, M4.2, M4.3, M4.4, and M4.5

Action 4.1 provides one additional counselor to each school (AVVA and HDPA) in order to increase access to emotional support and to remove barriers to regular attendance, social-emotional wellness, and guidance.

Suspension Rate (M4.1)

The current difference from baseline in Metric M4.1 shows strong improvement at High Desert Premier Academy. All Students decreased by 3.0 percentage points, African American (AA) students decreased by 12.7 points (dropping from 12.7% to 0%), Hispanic (HI) students decreased by 0.7 points, and Low-Income (LI) students decreased by 3.1 points. The elimination of suspensions for African American students at HDPA is a remarkable result and suggests that the dedicated counselor is effectively providing behavioral and emotional support to this student group. Apple Valley Virtual Academy is not applicable for this metric as it is a virtual program.

CAASPP ELA – School Level (M4.2)

The current difference from baseline in Metric M4.2 shows divergent results between the two schools.

At High Desert Premier Academy, the results show declines. All Students declined by 13.6 points, Hispanic (HI) students declined by 30.9 points, and Low-Income (LI) students declined by 8.5 points. African American (AA) students are not reportable due to fewer than 11 students. These declines suggest that the counseling support alone has not yet translated into improved ELA academic outcomes at HDPA, and the academic challenges at this non-traditional site remain significant.

At Apple Valley Virtual Academy, the results show strong improvement. All Students improved by 42.2 points, Hispanic (HI) students improved by 16.1 points, and Low-Income (LI) students improved by 35.7 points. African American (AA) students are not reportable due to

fewer than 11 students. These gains are substantial and suggest that the counseling support at AVVA, in combination with other site-level efforts, is contributing to meaningful academic growth for Low-Income and Hispanic students in the virtual learning environment.

CAASPP Math – School Level (M4.3)

The current difference from baseline in Metric M4.3 shows a similar divergent pattern.

At High Desert Premier Academy, All Students declined by 9.3 points, Hispanic (HI) students declined by 22.2 points, and Low-Income (LI) students declined by 7.2 points. African American (AA) students are not reportable. These declines mirror the ELA pattern and reinforce the concern that academic outcomes at HDPA are not yet improving despite the added counseling support.

At Apple Valley Virtual Academy, All Students improved by 38.4 points, Hispanic (HI) students improved by 26.8 points, and Low-Income (LI) students improved by 27.8 points. African American (AA) students are not reportable. These strong gains in math complement the ELA gains and suggest that the virtual academy is making meaningful academic progress for its Low-Income and Hispanic students.

Chronic Absenteeism (M4.4)

The current difference from baseline in Metric M4.4 shows increases in chronic absenteeism at both schools, which is concerning.

At High Desert Premier Academy, All Students increased by 9.6 percentage points, rising from 61% to 70.6%. Hispanic (HI) students increased by 1.4 points, and Low-Income (LI) students increased by 4.9 points. African American (AA) and White (WH) students are not reportable due to fewer than 11 students. These increases indicate that chronic absenteeism remains a critical challenge at HDPA and has worsened from baseline despite the added counseling support. The non-traditional setting and high non-stability rate (67.9%) at HDPA create unique barriers to regular attendance that the counseling support alone may not be sufficient to address.

At Apple Valley Virtual Academy, All Students increased by 1.9 percentage points, rising from 49% to 50.9%. Hispanic (HI) students increased by 5.0 points, and Low-Income (LI) students increased by 2.5 points. However, African American (AA) students decreased by 0.2 points, and White (WH) students decreased by 9.1 points. The mixed results at AVVA suggest that while some student groups are seeing improved attendance, the overall chronic absenteeism rate has slightly worsened. The 9.1-point decrease for White students is a positive outlier that may reflect targeted outreach efforts.

College and Career Readiness (M4.5)

The current difference from baseline in Metric M4.5 shows modest improvement at High Desert Premier Academy. All Students improved by 1.9 percentage points, rising from 0.7% to 2.6%. Homeless Youth (HY) improved by 0.6 points, Low-Income (LI) improved by 1.3 points, and White (WH) students improved by 8.1 points. However, Hispanic (HI) students declined by 0.5 points. The Year 2 data also reports new student groups for the first time: African American (AA) at 0%, English Learners (EL) at 0%, and Long-Term English Learners (LTEL) at 0%, establishing baselines for these groups. Apple Valley Virtual Academy is not applicable for this metric.

While the overall CCI remains very low at 2.6%, the improvement from 0.7% represents meaningful progress in a non-traditional setting where students face significant barriers to meeting college and career readiness criteria. The 8.1-point gain for White students is noteworthy. The decline for Hispanic students (-0.5 points) and the 0% rates for African American, English Learner, and LTEL students indicate that college and career readiness remains a critical area of need at HDPA.

Overall Effectiveness of Action 4.1

The expanded counseling support demonstrates mixed effectiveness across the two school sites. At HDPA, the action shows strong effectiveness in reducing suspension rates, particularly for African American students (-12.7 points in M4.1), and modest effectiveness in improving college and career readiness (+1.9 points in M4.5). However, HDPA shows declines in both ELA (-13.6 points for All Students in M4.2) and Math (-9.3 points for All Students in M4.3), and chronic absenteeism increased substantially (+9.6 points for All Students in M4.4). These results suggest that while the counselor is effectively addressing behavioral and social-emotional needs at HDPA, the academic and attendance challenges at this non-traditional site require additional or different strategies.

At AVVA, the action shows strong effectiveness in improving academic outcomes, with All Students improving by 42.2 points in ELA (M4.2) and 38.4 points in Math (M4.3). However, chronic absenteeism increased slightly (+1.9 points for All Students in M4.4), with mixed results across student groups. The strong academic gains at AVVA suggest that the counseling support is contributing to a more effective learning environment in the virtual setting.

Action 4.2 – Increased Intervention
Contributing: No
Aligned Metrics: M4.2 and M4.3

Action 4.2 provides positions and extra-duty assignments for reading and math intervention, tutoring, and staff training intended to increase the reading and math scores for all students at both AVVA and HDPA.

CAASPP ELA – School Level (M4.2)

The current difference from baseline in Metric M4.2 shows divergent results between the two schools.

At High Desert Premier Academy, All Students declined by 13.6 points, Hispanic (HI) students declined by 30.9 points, and Low-Income (LI) students declined by 8.5 points. These declines suggest that the intervention programs at HDPA have not yet produced measurable gains in ELA. The 30.9-point decline for Hispanic students is particularly concerning given that this is one of the primary target groups for this Equity Multiplier goal. The high non-stability rate at HDPA (67.9%) means that many students receiving intervention may not remain at the school long enough for the supports to produce measurable results on the annual state assessment.

At Apple Valley Virtual Academy, All Students improved by 42.2 points, Hispanic (HI) students improved by 16.1 points, and Low-Income (LI) students improved by 35.7 points. These strong gains suggest that the intervention programs at AVVA are effectively supporting academic growth in ELA, particularly for Low-Income students who improved by 35.7 points.

CAASPP Math – School Level (M4.3)

The current difference from baseline in Metric M4.3 shows a similar pattern.

At High Desert Premier Academy, All Students declined by 9.3 points, Hispanic (HI) students declined by 22.2 points, and Low-Income (LI) students declined by 7.2 points. These declines are consistent with the ELA pattern and suggest that the intervention programs at HDPA have not yet produced measurable gains in Math. The 22.2-point decline for Hispanic students reinforces the concern about the effectiveness of current intervention strategies for this student group at this site.

At Apple Valley Virtual Academy, All Students improved by 38.4 points, Hispanic (HI) students improved by 26.8 points, and Low-Income (LI) students improved by 27.8 points. These strong gains complement the ELA results and suggest that the intervention programs at AVVA are effectively supporting academic growth in Math for both Hispanic and Low-Income students.

Overall Effectiveness of Action 4.2

Increased intervention demonstrates strong effectiveness at AVVA and limited effectiveness at HDPA. At AVVA, the academic gains are substantial across both ELA and Math for All Students, Hispanic students, and Low-Income students. At HDPA, the declines in both subjects for All Students, Hispanic students, and Low-Income students suggest that the current intervention model has not yet produced the intended academic results. The high non-stability rate at HDPA creates a unique challenge, as students may not be enrolled long enough to benefit fully from intervention programs. The district may need to evaluate whether the intervention strategies at HDPA are sufficiently intensive, appropriately targeted, and designed to produce results within the shorter enrollment windows that characterize this non-traditional setting.

Action 4.3 – Support Expanded Alternative Learning Opportunities
Contributing: No
Aligned Metrics: M4.1, M4.4, and M4.5

Action 4.3 provides additional field trips, job site visits, and other alternative learning experiences for students at both AVVA and HDPA in order to increase student engagement, attendance, and decrease suspensions.

Suspension Rate (M4.1)

The current difference from baseline in Metric M4.1 shows strong improvement at High Desert Premier Academy. All Students decreased by 3.0 percentage points, African American (AA) students decreased by 12.7 points, Hispanic (HI) students decreased by 0.7 points, and Low-Income (LI) students decreased by 3.1 points. The broad-based suspension rate reductions suggest that alternative learning experiences are contributing to improved student engagement and behavior at HDPA. The elimination of suspensions for African American students is a particularly strong result and may reflect the positive impact of experiential learning opportunities on student connection and belonging. AVVA is not applicable for this metric.

Chronic Absenteeism (M4.4)

The current difference from baseline in Metric M4.4 shows increases at both schools, which is concerning given that this action is specifically designed to increase attendance.

At High Desert Premier Academy, All Students increased by 9.6 percentage points, Hispanic (HI) students increased by 1.4 points, and Low-Income (LI) students increased by 4.9 points. Despite the positive impact on suspension rates, the alternative learning experiences have not yet translated into improved attendance at HDPA. The chronic absenteeism rate of 70.6% for All Students remains extremely high and represents one of the most significant challenges facing this school.

At Apple Valley Virtual Academy, All Students increased by 1.9 percentage points, Hispanic (HI) students increased by 5.0 points, and Low-Income (LI) students increased by 2.5 points. African American (AA) students decreased by 0.2 points, and White (WH) students decreased by 9.1 points. The mixed results suggest that while alternative learning experiences may be engaging some student groups, they have not yet produced a broad-based improvement in attendance at AVVA.

College and Career Readiness (M4.5)

The current difference from baseline in Metric M4.5 shows modest improvement at High Desert Premier Academy. All Students improved by 1.9 percentage points, Homeless Youth (HY) improved by 0.6 points, Low-Income (LI) improved by 1.3 points, and White (WH) students improved by 8.1 points. Hispanic (HI) students declined by 0.5 points. African American (AA) students, English Learners (EL), and Long-Term English Learners (LTEL) are all at 0%.

The alternative learning experiences, including job site visits and career exploration, may be contributing to the modest CCI improvement by exposing students to post-secondary pathways. However, the overall CCI of 2.6% remains very low, and the 0% rates for African American, English Learner, and LTEL students indicate that these experiences have not yet translated into measurable college and career readiness for these groups. AVVA is not applicable for this metric.

Overall Effectiveness of Action 4.3

Expanded alternative learning opportunities demonstrate moderate effectiveness in reducing suspensions at HDPA but limited effectiveness in improving attendance at both schools. The suspension rate reductions at HDPA are strong, with African American students decreasing by 12.7 points and All Students decreasing by 3.0 points in Metric M4.1. However, chronic absenteeism increased at both HDPA (+9.6 points for All Students in M4.4) and AVVA (+1.9 points for All Students in M4.4), suggesting that alternative learning experiences alone are not sufficient to address the deep-rooted attendance challenges at these non-traditional sites. The modest CCI improvement at HDPA (+1.9 points in M4.5) suggests that career exploration and experiential learning are beginning to contribute to post-secondary awareness, though the overall CCI remains very low.

Overall Summary of Goal 4 Effectiveness

The actions within Goal 4 are producing divergent results between the two Equity Multiplier school sites.

Apple Valley Virtual Academy (AVVA) shows the strongest academic gains in the entire goal, with All Students improving by 42.2 points in ELA (M4.2) and 38.4 points in Math (M4.3). Low-Income students improved by 35.7 points in ELA and 27.8 points in Math, and Hispanic students improved by 16.1 points in ELA and 26.8 points in Math. These gains suggest that the combination of counseling support (Action 4.1) and intervention programs (Action 4.2) is effectively supporting academic growth in the virtual learning environment. However, chronic absenteeism at AVVA increased slightly (+1.9 points for All Students in M4.4), with Hispanic students increasing by 5.0 points and Low-Income students increasing by 2.5 points, though White students decreased by 9.1 points and African American students decreased by 0.2 points.

High Desert Premier Academy (HDPA) shows the strongest behavioral gains, with suspension rates declining across all listed student groups in Metric M4.1, including the elimination of suspensions for African American students (-12.7 points). College and career readiness improved modestly (+1.9 points for All Students in M4.5), with White students improving by 8.1 points. However, HDPA shows declines in both ELA (All Students -13.6 points, Hispanic -30.9 points in M4.2) and Math (All Students -9.3 points, Hispanic -22.2 points in M4.3), and chronic absenteeism increased substantially (+9.6 points for All Students in M4.4). These results suggest that while the actions are effectively addressing behavioral and social-emotional needs at HDPA, the academic and attendance challenges at this non-traditional site remain significant.

The high non-stability rates at both schools (53.6% at AVVA and 67.9% at HDPA) create unique challenges for measuring the impact of these actions, as many students may not be enrolled long enough to fully benefit from the supports. The district's continued investment in counseling, intervention, and alternative learning experiences at these sites is supported by the behavioral and academic gains observed, but the persistent and worsening chronic absenteeism at both sites — particularly at HDPA where 70.6% of students are chronically absent — represents the most critical area for improvement in this goal.

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

There is only a slight change to the language in the goal so that those student groups who are the target for the goal are listed explicitly by metric in the goal language. Otherwise, there are no planned changes to the goal, metrics, target outcomes, or actions for the 2026/27 school year for either HDPA or AVVA. Despite the increase in absenteeism in the 2024/25 school year, the early returns for the 2025/26 school year show increases in attendance and a decrease in chronic absenteeism. We are very hopeful that the 2026 Dashboard will reflect these improvements and that we will have evidence of the impact of these actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Expand Counseling Supports	The district will provide one additional counselor to each school in order to increase access to emotional support and to remove barriers to regular attendance, social-emotional wellness, and guidance.	$267,362.00	No
4.2	Increased intervention	Provide positions and extra-duty assignments for reading and math intervention, tutoring, and staff training intended to increase the reading and math scores for all students.	$275,665.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Support expanded alternative learning opportunities	The school site at Apple Valley Virtual Academy and High Desert Premier Academy will provide additional field trips, job site visits, and other alternative learning experiences for students in order to increase student engagement, attendance, and decrease suspensions.	$153,789.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, AVUSD will improve academic performance, English learner progress, student engagement, and school climate at Yucca Loma Elementary School and Phoenix Academy, as measured by school-specific 2025 Dashboard focus indicators. At Yucca Loma, the district will improve ELA, Math, and Chronic Absenteeism outcomes for English Learners and reduce Suspension Rate for African American students. At Phoenix Academy, the district will improve ELA outcomes for Students with Disabilities; improve Math outcomes for English Learners, Long-Term English Learners, Hispanic students, Students with Disabilities, and White students; improve English Learner Progress for English Learners and Long-Term English Learners; reduce Chronic Absenteeism for All Students, African American, English Learner, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups; and reduce Suspension Rate for African American, English Learner, Foster Youth, Long-Term English Learner, and Two or More Races student groups. These Equity Multiplier schools are combined in one focus goal because both sites have identified student groups with low performance on 2025 Dashboard indicators and share a need for targeted academic intervention, attendance outreach, student connection, and behavior support.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AVUSD developed this Equity Multiplier focus goal for Yucca Loma Elementary School and Phoenix Academy because both schools have identified student groups with needs related to academic performance, English learner progress, chronic absenteeism, and suspension. Educational partner input from students, families, staff, site leaders, and School Site Councils confirmed the need for targeted academic support, individualized outreach, stronger student connection, and site-based interventions to improve outcomes for the student groups identified through the 2025 Dashboard.

Based on the 2025 Dashboard, Yucca Loma's focus areas are English Language Arts, Mathematics, and Chronic Absenteeism for English Learners, and Suspension Rate for African American students. Phoenix Academy's focus areas are English Language Arts for Students with Disabilities; Mathematics for English Learners, Long-Term English Learners, Hispanic students, Students with Disabilities, and White students; English Learner Progress for English Learners and Long-Term English Learners; Chronic Absenteeism for All Students, including

African American, English Learner, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups; and Suspension Rate for African American, English Learner, Foster Youth, Long-Term English Learner, and Two or More Races student groups. These school-specific indicators and student groups are reflected in the metrics for this goal.

AVUSD will continue to monitor additional student group outcomes at both sites, even when student groups are not currently identified as focus areas or are not reportable due to small enrollment counts. Because Phoenix Academy and Yucca Loma serve student populations with varying enrollment patterns and student group sizes, ongoing monitoring, informed by educational partner feedback, will help the district identify emerging needs, evaluate whether supports are improving academic achievement, attendance, and school climate, and make timely adjustments. The actions in this goal provide targeted academic intervention, attendance outreach, student engagement, and behavior supports to address the identified needs while allowing each site to respond to additional student group data as it becomes available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 5.1	Suspension rate percentage Source: California School Dashboard	2023 Phoenix ALL 11.7% EL 6.2% FY 18.4% HY 17.5% LI 11.6% SWD 14.2% AA 21.1% HI 8.4% WH 14.4% LTEL 9.7% (new 2024) 2 or more 6.3% (new 2025) 2024 (newly qualified) Yucca Loma All 3.3% EL. 3.4% FY 8.3% HI 2.5% AA 6.3% (new 2025)	2024 Phoenix ALL 10.6% EL 7.6% FY 11.5% HY 18.3% LI 11.2% SWD 14.1% AA 17.8% HI 8.5% WH 12.2% LTEL 9.7% (new 2024) 2024 (newly qualified) Yucca Loma All 3.3% EL. 3.4% FY 8.3% HI 2.5%	2025 Phoenix ALL 10.1% EL 9.3% FY 13.3% HY 10.6% LI 10.8% SWD 9.6% AA 19.1% HI 7.6% WH 10.5% LTEL 16.1% (new 2024) 2 or more 6.3% (new 2025) 2025 (newly qualified in 2024) Yucca Loma All 3.2% EL 3.9% FY 9.5% HI 2.1%	Phoenix ALL 8.1% EL 2.6% FY 10% HY 10% LI 7.0% SWD 9% AA 10% HI 4.8% WH 9% LTEL 8.1% (new 2024) 2 or more 5.0%(new 2025) 2027 (newly qualified in 2024) Yucca Loma All 2.0% EL. 2.0% FY 2.0% HI. 2.0%	Based on 2025 Phoenix ALL -1.6% EL +3.1% FY -5.1% HY -6.9% LI -0.8% SWD -4.6% AA -2% HI -0.8% WH -3.9% LTEL +6.4% (new 2024) 2 or more 0% (new 2025) Yucca Loma ALL -0.1% EL +0.5% FY +1.2% HI -0.4% AA 0% (new 2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				AA 6.3% (new 2025)	AA 3.0%(new 2025)	
M5.2	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 Phoenix ALL -116.2 EL -132.5 HY -131.5 LI -122.5 AA -145.1 HI -112.3 WH -99.3 SWD -137.7 2024 (newly qualified) Yucca Loma All -66.4 EL. -70.9 SWD -139.2 WH. -87.3	2024 Phoenix ALL -106.4 EL -121.1 HY -131.3 LI -112.8 AA -135.9 HI -99.6 WH -96.2 SWD -137.4 (new) 2024 (newly qualified) Yucca Loma All -66.4 EL. -70.9 SWD -139.2 WH. -87.3	2025 Phoenix ALL -93.1 EL -113.2 HY -108 LI -96.4 AA -120.6 HI -89.1 WH -90.1 SWD -140.1 Yucca Loma All -51.2 EL -90.1 SWD -118 WH -52.1	2027 Phoenix ALL -66.2 EL -72.5 HY -71.5 LI -67.5 AA -75.1 HI -62.3 WH -49.3 SWD -80 2027 (newly qualified in 2024) Yucca Loma All -40 EL. -50 SWD -90 WH. -50	Based on 2025 Phoenix ALL +23.1 EL +19.3 HY +23.5 LI +26.1 AA +24.5 HI +23.2 WH +9.2 SWD -2.4 Yucca Loma ALL +15.2 EL -19.2 SWD +21.2 WH +35.2
M 5.3	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 Phoenix ALL -151.7 EL -164.9 HY -168.5 LI -157.6 SWD -192.6 AA -182.1 HI -146.5 WH - 136.9 LTEL - 184.3 (new 2025) 2024 (newly qualified) Yucca Loma All -96.8	2024 Phoenix ALL -146.7 EL -154.9 HY -166.1 LI -152.1 SWD -178.1 AA -179.5 HI -138.6 WH -138.1 (new) 2024 (newly qualified) Yucca Loma All -96.8 EL -114.7	2025 Phoenix ALL -141.5 EL -157.6 HY -145 LI -144.6 SWD -183.9 AA -166.9 HI -137.7 WH -139.6 LTEL - 184.3 (new 2025) Yucca Loma All -71.8 EL -116.8	2027 Phoenix ALL -101.7 EL -108 HY -105.5 LI -102.6 SWD -122.6 AA -112.1 HI -96.5 WH -105 LTEL -150(new 2025) 2027 (newly qualified in 2024) Yucca Loma	Based on 2025 Phoenix ALL +10.2 EL +7.3 HY +23.5 LI +13 SWD +8.7 AA +15.2 HI +8.8 WH -2.7 LTEL 0 (new 2025) Yucca Loma ALL +25 EL -2.1 HI +18.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -114.7 HI -96.2	HI -96.2	HI -77.8	All -70 EL -80 HI -70	
M 5.4	Chronic Absenteeism-Percentage School and student group Source; California School Dashboard	2023 Phoenix All 49.1% HY 49.4% 2+ 36.4% FY 34.1% AA 45.4% (new 2025) EL 35.5% (new 2025) SED 39.8% (new 2025) SWD 41.2% (new 2025) WH 30.8% (new 2025) 2024 Yucca Loma All. 39.4% AA 42.2% EL 33.6% HY 58% SWD 44.1% WH 39.5%	2024 Phoenix All 38% HY 58.2% 2+ 46.9% FY 40% (Newly added) 2024 Yucca Loma All. 39.4% AA 42.2% EL 33.6% HY 58% SWD 44.1% WH 39.5%	2025 Phoenix All 38% HY 46.6% 2 or more 41.3% FY 44.4% AA 45.4% (new 2025) EL 35.5% (new 2025) SED 39.8% (new 2025) SWD 41.2% (new 2025) WH 30.8% (new 2025) Yucca Loma All 36.2% AA 39.2% EL 33.3% HY 51.9% SWD 38.5% WH 34.3%	2027 Phoenix All 15% HY 20% 2+ 15% FY 25% AA 20%(new 2025) EL 15%(new 2025) SED 20%(new 2025) SWD 20%(new 2025) WH 15%(new 2025) Yucca Loma All 12.5% AA 12.5% EL 12.5% HY 20% SWD 12.5% Wh12.5%	Based on 2025 Phoenix ALL -11.1% HY -2.8% 2 or More +4.9% FY +10.3% AA 0% (new 2025) EL 0% (new 2025) SED 0% (new 2025) SWD 0% (new 2025) WH 0% (new 2025) Yucca Loma ALL -3.2% AA -3% EL -0.3% HY -6.1% SWD -5.6% WH -5.2%
M 5.5	English Learner Progress Indicator Source: California School Dashboard	2025 Phoenix EL 37.6% LTEL 42.5%	N/A	N/A	2026 Phoenix EL 50% LTEL 50%	N/A

Goal Analysis [2025-26]

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

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

All actions in Goal 5 were fully implemented as planned.

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

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

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

No implementation challenges were reported for any of the actions in this goal. Many of the changes are not showing impact yet, but the data from the first three quarters of the 2025/26 school year gave the team encouragement that some of these actions are taking longer to show impact.

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

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

In Goal 5, there was a material difference in actions 5.1 and 5.3. This variance was intentional and reflects a multi-year planning strategy. Due to the possibility that Yucca Loma Elementary school did not qualify for continued supplemental funding for 2026/27—based on an annual re-evaluation of its non-stability rate—funds for these actions were underspent to allow for strategic carryover into the next school year. Despite the lower actual expenditures, both actions were implemented in full as planned during the current year, and services to students were not reduced.

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

Action 5.1 – Mental and Emotional Health and Wellness
Contributing: No
Aligned Metrics: M5.1, M5.2, and M5.3

Action 5.1 provides increased access to mental health care and counseling support to students at Phoenix Academy and Yucca Loma Elementary, with the intended impact of increasing student attendance, raising scores, and decreasing suspension rates.

Suspension Rate (M5.1)

The current difference from baseline in Metric M5.1 shows broad improvement at Phoenix Academy across most student groups. All Students decreased by 1.6 percentage points, Foster Youth (FY) decreased by 5.1 points, Homeless Youth (HY) decreased by 6.9 points, Low-Income (LI) decreased by 0.8 points, Students with Disabilities (SWD) decreased by 4.6 points, African American (AA) decreased by 2.0 points, Hispanic (HI) decreased by 0.8 points, and White (WH) decreased by 3.9 points. The strongest declines were for Homeless Youth (-6.9 points) and Foster Youth (-5.1 points), suggesting that the mental health support is particularly effective in reducing behavioral incidents among the most vulnerable student groups at Phoenix Academy.

However, English Learners (EL) increased by 3.1 points, rising from 6.2% to 9.3%, and Long-Term English Learners (LTEL) increased by 6.4 points, rising from 9.7% to 16.1%. These increases are concerning and suggest that the mental health supports may not be effectively reaching or addressing the behavioral and emotional needs of English Learners and Long-Term English Learners at Phoenix Academy.

At Yucca Loma Elementary, the results show minimal change. All Students decreased by 0.1 percentage points, and Hispanic (HI) students decreased by 0.4 points. However, English Learners (EL) increased by 0.5 points, and Foster Youth (FY) increased by 1.2 points. The very small changes at Yucca Loma may reflect the fact that the baseline suspension rate was already relatively low (3.3% for All Students), leaving less room for dramatic improvement. The slight increase for Foster Youth (+1.2 points) warrants monitoring given the small population size and the vulnerability of this student group.

CAASPP ELA – School Level (M5.2)

The current difference from baseline in Metric M5.2 shows strong improvement at Phoenix Academy across most student groups. All Students improved by 23.1 points in Distance from Standard (DFS), English Learners (EL) improved by 19.3 points, Homeless Youth (HY) improved by 23.5 points, Low-Income (LI) improved by 26.1 points, African American (AA) improved by 24.5 points, Hispanic (HI) improved by 23.2 points, and White (WH) improved by 9.2 points. These are substantial gains that suggest the mental health support is contributing to an environment where students are better able to engage academically. The strongest gains were for Low-Income students (+26.1 points) and African American students (+24.5 points).

However, Students with Disabilities (SWD) declined by 2.4 points, dropping from -137.7 to -140.1. This decline, while modest, is concerning given that SWD is a target group for this goal and suggests that the mental health supports may need to be better coordinated with special education services to produce academic gains for this population.

At Yucca Loma Elementary, the results show mixed outcomes. All Students improved by 15.2 points, Students with Disabilities (SWD) improved by 21.2 points, and White (WH) students improved by 35.2 points. However, English Learners (EL) declined by 19.2 points, dropping from -70.9 to -90.1. The 19.2-point decline for English Learners at Yucca Loma is one of the most concerning results in this goal

and suggests that the mental health and wellness supports have not yet translated into improved ELA outcomes for this student group. The strong gains for Students with Disabilities (+21.2 points) and White students (+35.2 points) indicate that the supports are effective for some populations but not others at this site.

CAASPP Math – School Level (M5.3)

The current difference from baseline in Metric M5.3 shows positive movement at Phoenix Academy for most student groups. All Students improved by 10.2 points, English Learners (EL) improved by 7.3 points, Homeless Youth (HY) improved by 23.5 points, Low-Income (LI) improved by 13.0 points, Students with Disabilities (SWD) improved by 8.7 points, African American (AA) improved by 15.2 points, and Hispanic (HI) improved by 8.8 points. However, White (WH) students declined by 2.7 points. The strongest gains were for Homeless Youth (+23.5 points) and African American students (+15.2 points), suggesting that the mental health support is contributing to improved math outcomes for these highly vulnerable student groups.

At Yucca Loma Elementary, the results show mixed outcomes. All Students improved by 25.0 points and Hispanic (HI) students improved by 18.4 points. However, English Learners (EL) declined by 2.1 points, dropping from -114.7 to -116.8. While the EL decline in math is much smaller than in ELA, it is consistent with the pattern of English Learners at Yucca Loma not yet benefiting from the supports provided through this action.

Overall Effectiveness of Action 5.1

Mental and emotional health and wellness support demonstrates strong effectiveness at Phoenix Academy and mixed effectiveness at Yucca Loma Elementary.

At Phoenix Academy, suspension rates declined for most student groups in Metric M5.1, with the strongest reductions for Homeless Youth (-6.9 points) and Foster Youth (-5.1 points). ELA scores in Metric M5.2 improved broadly, with Low-Income students gaining 26.1 points and African American students gaining 24.5 points. Math scores in Metric M5.3 also improved for most groups, with Homeless Youth gaining 23.5 points and African American students gaining 15.2 points. However, English Learners (+3.1 points) and Long-Term English Learners (+6.4 points) showed increases in suspension rates, and Students with Disabilities declined by 2.4 points in ELA.

At Yucca Loma, suspension rates showed minimal change in Metric M5.1, with slight increases for English Learners (+0.5 points) and Foster Youth (+1.2 points). ELA scores in Metric M5.2 improved for All Students (+15.2 points), SWD (+21.2 points), and White students (+35.2 points), but English Learners declined significantly (-19.2 points). Math scores in Metric M5.3 improved for All Students (+25.0 points) and Hispanic students (+18.4 points), but English Learners declined slightly (-2.1 points). The consistent pattern of English Learner declines at Yucca Loma across multiple metrics suggests that the mental health and wellness supports may need to be supplemented with culturally and linguistically responsive strategies to better serve this student group.

Action 5.2 – Student Intensive Interventions
Contributing: No
Aligned Metrics: M5.2 and M5.3

Action 5.2 provides a comprehensive program including "Student Champions" who are assigned to a small group of students to build strong relationships with those students and their families, connecting students to a successful pathway with frequent interventions and connection to wellness support. This action serves students at both Phoenix Academy and Yucca Loma Elementary.

CAASPP ELA – School Level (M5.2)

The current difference from baseline in Metric M5.2 shows great improvement at Phoenix Academy. All Students improved by 23.1 points, English Learners (EL) improved by 19.3 points, Homeless Youth (HY) improved by 23.5 points, Low-Income (LI) improved by 26.1 points, African American (AA) improved by 24.5 points, Hispanic (HI) improved by 23.2 points, and White (WH) improved by 9.2 points. Students with Disabilities (SWD) declined by 2.4 points. The broad-based gains suggest that the Student Champions model is contributing to improved academic outcomes by building stronger relationships between students, families, and the school. The gains for African American students (+24.5 points) and Low-Income students (+26.1 points) are particularly noteworthy given that these are primary target groups for this Equity Multiplier goal.

At Yucca Loma Elementary, All Students improved by 15.2 points, Students with Disabilities (SWD) improved by 21.2 points, and White (WH) students improved by 35.2 points. However, English Learners (EL) declined by 19.2 points. The Student Champions model appears to be effective for some student groups at Yucca Loma but has not yet produced positive results for English Learners. The 19.2-point decline for English Learners may suggest that the mentorship and relationship-building approach needs to be adapted to address the unique linguistic and cultural needs of this student group, potentially through bilingual Student Champions or culturally responsive mentoring strategies.

CAASPP Math – School Level (M5.3)

The current difference from baseline in Metric M5.3 shows positive movement at Phoenix Academy for most student groups. All Students improved by 10.2 points, English Learners (EL) improved by 7.3 points, Homeless Youth (HY) improved by 23.5 points, Low-Income (LI) improved by 13.0 points, Students with Disabilities (SWD) improved by 8.7 points, African American (AA) improved by 15.2 points, and Hispanic (HI) improved by 8.8 points. White (WH) students declined by 2.7 points. The gains for Homeless Youth (+23.5 points) and African American students (+15.2 points) suggest that the intensive relationship-based intervention model is particularly effective for students who may face the greatest barriers to academic engagement.

At Yucca Loma Elementary, All Students improved by 25.0 points, and Hispanic (HI) students improved by 18.4 points. English Learners (EL) declined by 2.1 points. The pattern at Yucca Loma is consistent with the ELA results — strong gains for some groups but continued challenges for English Learners.

Overall Effectiveness of Action 5.2

Student-intensive interventions through the Student Champions model demonstrate strong effectiveness at Phoenix Academy and mixed effectiveness at Yucca Loma Elementary. At Phoenix Academy, ELA gains in Metric M5.2 are broad-based and substantial, with six of seven listed student groups showing improvement. Math gains in Metric M5.3 are also positive for most groups. The relationship-based approach appears to be particularly effective for African American students, Homeless Youth, and Low-Income students.

At Yucca Loma, the gains for All Students, Students with Disabilities, White students (in ELA), and Hispanic students (in Math) are encouraging. However, the consistent decline for English Learners in both ELA (-19.2 points in M5.2) and Math (-2.1 points in M5.3) indicates that the Student Champions model at Yucca Loma has not yet been effective for this student group. The district may need to consider whether the Student Champions assigned to English Learners at Yucca Loma have the linguistic and cultural competencies needed to effectively support these students and their families, and whether additional academic supports specific to English language development are needed alongside the mentorship model.

Action 5.3 – Academic, Behavioral, and Attendance Intervention and Training
Contributing: No
Aligned Metrics: M5.1 and M5.4

Action 5.3 provides increased academic, behavioral, and attendance intervention programs to students at Phoenix Academy and Yucca Loma Elementary by increasing training for all staff, tutoring, offering targeted training in research-based programs, increasing the support of paraeducators in the classroom setting, and increasing enrichment opportunities for students. In addition, attendance intervention teams and student champions are trained and equipped to conduct home visits and serve as student mentors.

Suspension Rate (M5.1)

The current difference from baseline in Metric M5.1 shows broad improvement at Phoenix Academy. All Students decreased by 1.6 percentage points, Foster Youth (FY) decreased by 5.1 points, Homeless Youth (HY) decreased by 6.9 points, Low-Income (LI) decreased by 0.8 points, Students with Disabilities (SWD) decreased by 4.6 points, African American (AA) decreased by 2.0 points, Hispanic (HI)

decreased by 0.8 points, and White (WH) decreased by 3.9 points. These reductions suggest that the behavioral intervention training and support provided through this action are contributing to a more positive school climate at Phoenix Academy.

However, English Learners (EL) increased by 3.1 points, and Long-Term English Learners (LTEL) increased by 6.4 points. These increases are consistent with the pattern observed in Action 5.1 and suggest that the behavioral intervention strategies may not be effectively addressing the needs of English Learners and Long-Term English Learners. The 6.4-point increase for LTELs is particularly concerning and may indicate a need for culturally and linguistically responsive behavioral supports for this student group.

At Yucca Loma Elementary, All Students decreased by 0.1 percentage points, and Hispanic (HI) students decreased by 0.4 points. English Learners (EL) increased by 0.5 points, and Foster Youth (FY) increased by 1.2 points. The minimal changes at Yucca Loma reflect the already relatively low baseline suspension rate and suggest that the behavioral intervention efforts are maintaining stability rather than producing dramatic improvement.

Chronic Absenteeism (M5.4)

The current difference from baseline in Metric M5.4 shows mixed results at both schools.

At Phoenix Academy, All Students decreased by 11.1 percentage points, dropping from 49.1% to 38.0%. This is a substantial reduction and suggests that the attendance intervention teams, home visits, and student mentoring are having a meaningful impact on chronic absenteeism at this site. However, Homeless Youth (HY) decreased by only 2.8 points, Two or More Races students increased by 4.9 points, and Foster Youth (FY) increased by 10.3 points. The 10.3-point increase for Foster Youth is deeply concerning, given that this is one of the most vulnerable student groups and a primary target for this Equity Multiplier goal. The increase may reflect the unique instability and placement challenges facing Foster Youth that attendance interventions alone may not be able to address. The 11.1-point overall reduction is encouraging, but the divergent results for specific student groups suggest that the attendance strategies may need to be differentiated to better serve Foster Youth and students of Two or More Races.

At Yucca Loma Elementary, All Students decreased by 3.2 percentage points, African American (AA) students decreased by 3.0 points, Homeless Youth (HY) decreased by 6.1 points, Students with Disabilities (SWD) decreased by 5.6 points, and White (WH) students decreased by 5.2 points. English Learners (EL) decreased by only 0.3 points. These results suggest that the attendance intervention efforts at Yucca Loma are producing positive results for most student groups, with the strongest reductions for Homeless Youth (-6.1 points), Students with Disabilities (-5.6 points), and White students (-5.2 points). The minimal change for English Learners (-0.3 points) is consistent with the broader pattern of English Learners at Yucca Loma not yet fully benefiting from the supports provided through this goal.

Overall Effectiveness of Action 5.3

Academic, behavioral, and attendance intervention and training demonstrate strong effectiveness in reducing chronic absenteeism at Phoenix Academy and moderate effectiveness at Yucca Loma Elementary, with mixed results in suspension reduction.

At Phoenix Academy, the 11.1-point reduction in chronic absenteeism for All Students in Metric M5.4 is one of the strongest attendance gains in the entire LCAP. Suspension rates in Metric M5.1 declined for most student groups, with the strongest reductions for Homeless Youth (-6.9 points) and Foster Youth (-5.1 points). However, the 10.3-point increase in chronic absenteeism for Foster Youth in Metric M5.4 and the increases in suspension rates for English Learners (+3.1 points) and Long-Term English Learners (+6.4 points) in Metric M5.1 indicate that the intervention strategies are not yet effectively serving all target student groups.

At Yucca Loma, chronic absenteeism decreased for most student groups in Metric M5.4, with the strongest reductions for Homeless Youth (-6.1 points), Students with Disabilities (-5.6 points), and White students (-5.2 points). Suspension rates showed minimal change in Metric M5.1. English Learners showed only a 0.3-point decrease in chronic absenteeism, consistent with the broader pattern of limited impact for this student group at Yucca Loma.

Overall Summary of Goal 5 Effectiveness

The actions within Goal 5 are collectively producing meaningful progress at Phoenix Academy and mixed results at Yucca Loma Elementary.

Phoenix Academy shows the strongest and most consistent gains across the goal. ELA scores in Metric M5.2 improved broadly, with All Students gaining 23.1 points, Low-Income students gaining 26.1 points, African American students gaining 24.5 points, Homeless Youth gaining 23.5 points, and Hispanic students gaining 23.2 points. Math scores in Metric M5.3 also improved for most groups, with Homeless Youth gaining 23.5 points and African American students gaining 15.2 points. Chronic absenteeism in Metric M5.4 decreased by 11.1 points for All Students. Suspension rates in Metric M5.1 declined for most groups, with the strongest reductions for Homeless Youth (-6.9 points), Foster Youth (-5.1 points), and Students with Disabilities (-4.6 points).

However, Phoenix Academy also shows areas of concern. English Learners increased in suspension rate by 3.1 points and Long-Term English Learners increased by 6.4 points in Metric M5.1. Foster Youth increased in chronic absenteeism by 10.3 points and Two or More Races students increased by 4.9 points in Metric M5.4. Students with Disabilities declined by 2.4 points in ELA in Metric M5.2. These results suggest that while the actions are broadly effective at Phoenix Academy, targeted refinements are needed for English Learners, Long-Term English Learners, and Foster Youth.

Yucca Loma Elementary shows positive gains in several areas but a consistent pattern of limited or negative impact for English Learners. ELA scores in Metric M5.2 improved for All Students (+15.2 points), Students with Disabilities (+21.2 points), and White students (+35.2 points), but English Learners declined by 19.2 points. Math scores in Metric M5.3 improved for All Students (+25.0 points) and Hispanic students (+18.4 points), but English Learners declined by 2.1 points. Chronic absenteeism in Metric M5.4 decreased for most groups, with the strongest reductions for Homeless Youth (-6.1 points), Students with Disabilities (-5.6 points), and White students (-5.2 points), but

English Learners decreased by only 0.3 points. Suspension rates in Metric M5.1 showed minimal change overall, with slight increases for English Learners (+0.5 points) and Foster Youth (+1.2 points).

The strong results at Phoenix Academy, particularly for African American students, Homeless Youth, and Low-Income students, demonstrate that the combination of mental health support (Action 5.1), intensive student mentoring (Action 5.2), and comprehensive academic, behavioral, and attendance intervention (Action 5.3) can produce meaningful gains in a high-need school setting. Extending the lessons learned from Phoenix Academy's success to Yucca Loma, with particular attention to English Learner needs, may help strengthen outcomes at both sites in the coming year.

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

Changes made last year to the goal with the addition of Yucca Loma Elementary School as a new Equity Multiplier site will remain. Based on the most recent eligibility data, Yucca Loma no longer qualifies but may qualify again with a poverty rate of 88.2% and a non-stability rate of 25.0%. Following confirmation of eligibility for Equity Multiplier funding in 2025, the school team engaged in a data-informed, comprehensive needs assessment. This process revealed strong alignment between Yucca Loma's priorities and those already outlined by Phoenix Academy, particularly in the areas of mental and emotional health, academic engagement, and behavioral support.
Critical data from the 2025 Dashboard for Yucca Loma included:

- Suspension rate: 3.2% overall (Orange indicator), with African American students in the red (6.3%) and four groups in the Orange: EL, Homeless, Students with Disabilities, and White students. These are all different from last year, except for EL.
- Chronic absenteeism: 36.2% (Yellow), with only one group in the red- English Learners at 33.3%
- CAASPP ELA (Grades 3–6): All students –51.2 DFS, with ELs (90.1) in the Red indicator. Again, this is much improved.
- CAASPP Math (Grades 3–6): All students –71.8 DFS, with ELs (–116.8) in the Red.

For Yucca Loma, the plan is to focus the efforts in action 5.1 on the English Learners so that that group can see the same increases in performance as the rest of the school site overall.

Changes to Metrics:
The metrics have been updated to include new student groups at Phoenix Academy identified through analysis of 2025 Dashboard data:

- CAASPP ELA: Students with Disabilities
- CAASPP Math: English Learners, Hispanic, Long-term English Learners, Students with Disabilities, and White students.
- Suspension Rate: African American, English Learners, Foster Youth, Long-term English Learners, and Students with two or more races.
- Chronic Absenteeism: African American, English Learners, Foster Youth, Students with Disabilities, Socio-economically disadvantaged students, and White students.

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

In addition, Yucca Loma data has been added to each metric based on the 2025 Dashboard.

Metric 5.4 was also added to include both Phoenix Academy and Yucca Loma Chronic Absenteeism data. This metric was also added as a monitoring metric for action 5.1

Metric 5.5 was added to monitor English Learner Progress (ELPI) at Phoenix Academy.

At this time, no actions have been identified as ineffective. However, the comprehensive analysis of local and Dashboard data has informed the expansion of actions and metrics to ensure that both existing and new student groups are supported effectively through this Equity Multiplier goal. Again, the educational partners felt that the early returns for the 2025/26 school year, with increased scores in ELA and Math, reduced suspension rates, and reduced chronic absenteeism, were reason to give these actions more time to bear the fruit that the research suggests.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Mental and Emotional Health and wellness	The district will provide to the students at Phoenix Academy and Yucca Loma Elementary increased access to mental health care and counseling support with the intended impact of increasing student attendance, thereby raising scores and decreasing suspension rates as measured in Metric M 5.1, M 5.2, M 5.3, and M 5.4.	$520,412.00	No
5.2	Student Intensive Interventions	The district will provide to students at Yucca Loma Elementary School and Phoenix Academy who demonstrate an increased need for support, a comprehensive program including a "Student Champion" who will be assigned to a small group of students to build a strong relationship with those students and their families to connect the student to a successful pathway with frequent interventions and connection to wellness support. The results of this action will be measured using Metric M5.2 and M5.3	$976,297.00	No
5.3	Academic, Behavioral, and attendance	The district will provide increased academic, behavioral, and attendance intervention programs to students at Phoenix Academy and Yucca Loma Elementary by increasing training for all staff, tutoring, offering targeted	$1,506,476.00	No

Action #	Title	Description	Total Funds	Contributing
	Intervention and training	training in research-based programs, increasing the support of para-educators in the classroom setting, and increasing the enrichment opportunities for students. In addition, attendance intervention teams and student champions will be trained and equipped to conduct home visits and serve as student mentors. The results of this action will be measured using Metric M5.1 and M5.4		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$44,970,487.00	$5,014,281

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
29.402%	0.000%	$0.00	29.402%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Counseling Support **Need:** In ELA and Math (2023 Dashboard), English learners (-98.2, -136), Foster youth (-118.3, -147), and low income students (-77.6, -114.2) have achieved lower on the CAASPP compared to all students (-66.2, -103). They also have lower graduation rates compared to	Although this action is principally directed to the unduplicated students shown in the need, the data shows that all students are also in the lowest performance levels for chronic absenteeism and suspension rate (Greater than 20% Chronic Absenteeism and over 6% Suspension rate). and therefore demonstrates a need of support on an LEA-wide basis. Specifically the impact of improved graduation rate, attendance, and reduced suspension. By providing an improved	Metric # M1.1, M1.2, M1.5, M1.6, M2.5, and M2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	all students who are at 89.4% (EL 86.1%, FY 60.9%, and LI 88.2%), and FY and LI students also have greater suspension rates (all students 6.7%, FY 14.8%, LI 7.4%). Survey data from educational partners also shows a low sense of engagement and school culture. This data shows a need for additional school counseling support to reduce barriers to success and support student engagement. **Scope:** LEA-wide	ratio of students to counselors, there will be greater opportunities for interaction with students. The team relied on the meta-analysis by Page Donohue et al.: "School counselor-to-student (SC-S) ratio was highly correlated with improved student grade point averages (GPA) and graduation in the 2009 NCES high school data (Goodman-Scott et al., 2018). Lower SC-S ratios (i.e., fewer students per counselor) reduced student discipline problems (e.g., fewer suspensions), especially their recurrence (Carrell & Carrell, 2006), with greater impacts for elementary school children of color or experiencing poverty. In Missouri schools with lower SC-S ratios (Lapan et al., 2012), students had higher academic test scores, with greater impacts for students in high-poverty schools that successfully implemented comprehensive school counseling programs over the past 20 years. In schools with comprehensive programs, those with lower SC-S ratios showed lower dropout rates (Utphall, 2006), greater likelihood of satisfying adequate yearly progress (AYP) targets under No Child Left Behind (McIntosh, 2010), higher grade point averages, higher graduation rates (Goodman-Scott et.al., 2018), increased college knowledge, greater career readiness (Lapan et al., 2012, 2019), and fewer disciplinary incidents (Lapan et al., 2012). By improving the student-to-counselor ratio, counselors will have more capacity to guide students in selecting a well-rounded course load that meets graduation requirements and prepares them for post-secondary success. This includes	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		ensuring that all students, particularly those from unduplicated groups and those with exceptional needs, have access to and are supported in engaging with a broad and challenging curriculum. The enhanced counseling support will also focus on identifying and addressing the specific barriers faced by students with exceptional needs. Counselors will work closely with these students to develop personalized education plans that include appropriate services and accommodations, ensuring they have the resources necessary to succeed alongside their peers. By implementing this action LEA-wide, we ensure that every student, regardless of their background, receives the necessary support to succeed academically and socially.	
1.2	**Action:** Healthcare support **Need:** The data in Metrics 1.1, 1.2,(2023 dashboard data) and the survey results in Metric 1.7 (November 2023) all suggest a need for better school connectedness. The chronic absenteeism rate is for all students 38.2% and yet is 41.8% for Low-Income students, 38.2 % (the same) for English learners, and 35.7% for Foster Youth. The community in Apple Valley feels strongly that student access to health is an important factor. Specifically, parents from our district advisory committee indicated a need for a focus on the whole child for low-income students, foster youth, and English	Although this action is principally directed to the unduplicated students shown in the need, the data shows that all students will benefit from a systematic increase in health support. With increased focus on the basic needs for health, immunization, disease prevention, and attention to wellness, the additional school nurses will be able to serve our unduplicated students by creating a climate of wellness and access to care across our entire system. Maughan, E. (2003). The Impact of School Nursing on School Performance: A Research Synthesis. The Journal of School Nursing.	M1.1, M1.2 and M1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners the groups toward whom this action is principally directed. **Scope:** LEA-wide		
1.3	**Action:** School Climate supports **Need:** The relatively high suspension rate in the 2023 Dashboard for many student groups particularly Foster (14.8%) and Homeless youth (9.8%) is an alarm, with low-income students at 7.4% and English learners at 6.5%. There has been a strong desire for systematic approaches to improving school climate. Both from staff who express difficulty in managing student behaviors and from parents who feel that school sites are not welcoming to all students. The Foundations approach and the related Multi-Tiered systems of support offer a systematic solution over time. **Scope:** LEA-wide	The primary area for concern in the development and maintenance of this work is the perception data of school culture as reported in surveys with low levels of positive responses from all educational partners and students. Also, the sense of safety at school (survey data) is lower than the state average for most segments and groups. Additionally, the suspension rate for all students at 6.7% still exceeds the state and county average at each segment. The Apple Valley Unified team determined to review the available research regarding schoolwide positive behavior supports. Since we have been engaged in this work to some degree for many years. It was determined that research supports that this is a multi-year process that must eventually include the earnest effort of a majority of staff. The research of Bradshaw et al.(Journal of Positive Behavior Interventions V12 n3) investigates the outcomes of this work in many states with overwhelming support that comprehensive school-wide approaches to behavior interventions yield benefits in our selected metrics for all students but the greatest improvements are seen for those students in greatest need. Therefore, although this is a district-wide action, the work will be principally directed to foster youth, students of poverty, and English Learners who will benefit	M1.3, M1.5, M1.6, M1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		from these outcomes only if they are carried out in a comprehensive manner.	
1.4	**Action:** Transportation Supports **Need:** Parents report a great desire for safe routes to school like bussing. This need is greatest for our unduplicated students as represented in our district advisory committee and DELAC interactions where representatives from those students voiced their concerns about bussing not only to and from school but for after-school programs. The chronic absenteeism rate (reported on the 2023 dashboard) is for all students 38.2% and yet is 41.8% for Low-Income students, 38.2 % (the same) for English learners, and 35.7% for Foster Youth. **Scope:** Schoolwide	Apple Valley is a difficult landscape for pedestrians. With a massive service area, many families without reliable transportation, and a complete lack of sidewalks or safe walking paths, walking to school can be treacherous. The built environment does not provide easy pathways for students to walk or bike to school. It is not reasonable to only allow access to expanded transportation for students of poverty (over 75% of our students), Foster youth, or English Learners. By making this a system-wide offering, we will de-stigmatize this solution and encourage those unduplicated pupils to whom it is principally directed to take advantage of this service. It is the intended outcome to make a safe route to school available and easy for all children beyond what is provided for with our base requirement and funding. Making home-to-school transportation available to more families is intended to have a positive impact on the chronic absenteeism rate.	M1.1 and M1.2
1.5	**Action:** Mental Health Supports **Need:** The data that indicates this need most strongly is the feedback from parents and staff regarding the need for unduplicated students to have access to Mental Health care. Mental Health referrals through our online referral portal are highest at school sites with the highest number of unduplicated students. The demographic data of students who are in	Parents, students, and staff have reported the need for mental health support in cases where there is a crisis and immediate access to support does not exist in the community. The referral and intake process can take as long as two months in many cases and the crisis walk-in system requires parent transport and access that is often lacking. By providing Mental Health clinicians or immediate access to online therapy, service can be rendered quickly to students in need. This action has shown growth in the overall reported sense of mental health support at the high school level.	Metric M1.9

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low Income: -114.2 English Learners: -136 Foster Youth: -147 We know that beyond the impact of the pandemic, that students are in need of excellent instruction. Improvements in classroom instruction can come about through a variety of means. It will be critical to provide opportunities for training and growth to all staff in order to raise scores for students. Educational partners all agreed that the work being done to train all staff is a continued need expressed by both the staff survey and the District Advisory Committee. **Scope:** LEA-wide	2. Addressing Achievement Gaps: Professional development can help educators address achievement gaps by providing targeted support for students who are struggling academically. By learning how to differentiate instruction, use data to inform instruction, and implement interventions tailored to individual student needs, educators can better support all students in reaching their full potential. 3. Promoting Continuous Improvement: Professional development fosters a culture of continuous improvement within schools, where educators are encouraged to reflect on their practice, collaborate with colleagues, and engage in ongoing learning. By supporting educators in continually refining their instructional practices, professional development contributes to sustained growth and improvement in student achievement over time. 4. Supporting Effective Leadership: Quality professional development extends beyond classroom teachers to include school leaders, instructional coaches, and support staff. By providing leadership development opportunities, schools can cultivate effective leadership practices that support a positive school climate, foster teacher collaboration, and create conditions conducive to student success. 5. Aligning with Research and Best Practices: Effective professional development is grounded in research and best practices in education. By	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		ensuring that professional development opportunities are evidence-based and aligned with the latest research in teaching and learning and staff requests, schools can maximize their impact on student achievement and ensure that educators are equipped with the most effective strategies for supporting student learning. 6. Meeting the Needs of Diverse Learners: Quality professional development recognizes the diverse needs of students and provides educators with strategies for effectively serving all students, including those from diverse cultural and linguistic backgrounds, students with disabilities, and students with varying levels of academic readiness. By promoting culturally responsive teaching practices and inclusive instructional strategies, professional development can help educators create classrooms where all students feel valued, respected, and supported in their learning.	
2.3	**Action:** CTE program support **Need:** The college and Career readiness indicator data for the class of 2023 shows a need for increased opportunities for students to apply the skills they learn and add relevance to learning beyond the classroom. English learners, foster youth, and low-income students all score in the Low band of performance on the College and Career Indicator on the state dashboard.	This action is principally directed toward foster youth, English learners, and low-income students. However, providing a high-quality career and technical education program for all students is crucial for improving student academic achievement for several reasons. However, the unduplicated students will benefit from a system-wide program that allows them to participate without barriers. This action includes 23 certificated positions and 2 classified positions. The benefits include: 1. Workforce Preparation: CTE programs equip students with the knowledge, skills, and hands-on	This action will be measured by Metric M2.11, M 2.12, 2.17, and 2.20

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The data for the College and Career Indicator (CCI 2023 dashboard) expressed as a percent prepared is as follows: All students: 38.5% prepared Low Income: 33.8% English Learners: 24.5% Foster Youth: 13% The Career and Technical Education program has the passionate support of the AVUSD educational partners. There is widespread community support for student classes, competitions, and internships. This action is a high priority for our district. **Scope:** Schoolwide	experience needed to succeed in the workforce. By offering industry-aligned curriculum and technical training in various fields such as healthcare, engineering, information technology, and skilled trades, CTE programs prepare students for high-demand careers and provide pathways to gainful employment upon graduation. 2. Career Exploration and Readiness: CTE programs offer students opportunities to explore diverse career pathways and gain insight into their interests, strengths, and career goals. Through internships, job shadowing, and work-based learning experiences, students can make informed decisions about their future career paths and develop essential employability skills such as communication, teamwork, problem-solving, and professionalism. 3. Academic Engagement and Relevance: CTE programs integrate academic content with real-world applications, making learning more engaging, relevant, and meaningful for students. By connecting classroom instruction to practical, hands-on experiences, CTE programs help students see the relevance of their education and deepen their understanding of core academic concepts in subjects such as math, science, and language arts. 4. College and Career Readiness: CTE programs promote college and career readiness by providing students with the skills and credentials needed to pursue postsecondary education and enter the workforce. Whether students choose to pursue	

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		further education at a college or technical school or enter the workforce directly after high school, CTE programs provide them with valuable credentials, certifications, and industry-recognized qualifications that enhance their employability and career prospects. Many of the programs within Apple Valley Unified include courses that articulate with courses at the local community college level. 5. Meeting Workforce Demands: CTE programs play a critical role in addressing workforce shortages and meeting the needs of industries experiencing high demand for skilled workers. By aligning the curriculum with industry standards and engaging with local employers and industry partners, CTE programs ensure that students graduate with the skills and qualifications needed to fill high-demand, high-wage jobs in key sectors of the economy. 6. Promoting Equity and Access: CTE programs promote equity and access by providing all students, regardless of background or ability, with opportunities to explore and pursue career pathways that align with their interests and aspirations. By offering inclusive, non-traditional career options and providing support services to students from underrepresented groups, CTE programs help close opportunity gaps and promote social and economic mobility for all students but primarily for our unduplicated students.	
2.4	**Action:** Music Program	This action is principally directed to low-income, foster youth, and English learners. It is best presented in a district-wide fashion in order to	This action will be measured by metrics

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	Need: Prior to the advent of Prop 28 Arts funding, there was a community effort to re-establish the elementary music program in order to serve the artistic development of students. Music and art education had been removed from schools in 2008, and as a result, unduplicated families lost access to a free public venue for this important aspect of education. that can help raise test scores. This action has been of high value for our district advisory as a way to engage and grow the skills of our unduplicated students. The state test scores for English learners, foster youth, and low-income students are at the lowest performance level and below the overall student scores in English Language Arts and Mathematics. Scores (reported as Distance From Met Standard scaled score on the 2023 CA school dashboard) are as follows: ELA- All students: -66.2 Low Income: -77.6 English Learners: -98.2 Foster Youth: -118.3 Math- All Students: -103 Low Income: -114.2 English Learners: -136 Foster Youth: -147 **Scope:** LEA-wide	provide a single accessible format for students. Since such a great majority of students make up the unduplicated percentage, it is best if programs such as this are widely available as long as no student is turned away for lack of space. This action includes 11 certificated positions. The benefits of a quality music education to students include: 1. Cognitive Development: Engaging in music education can enhance cognitive skills such as memory, attention, and executive function. For students in poverty who may face environmental stressors that can negatively impact cognitive development, participating in music education provides a structured and stimulating outlet for cognitive growth, potentially improving academic performance in other subjects. (Schellenberg, E. G. (2004). Music lessons enhance IQ. Psychological Science, 15(8), 511-514.) 2. Academic Achievement: Research suggests (Broh, B. A. (2002). Linking extracurricular programming to academic achievement: Who benefits and why? Sociology of Education, 75(1), 69-95.) a positive correlation between music education and academic achievement. Students in poverty who receive quality music education often demonstrate improved performance on standardized tests, higher graduation rates, and increased likelihood of pursuing postsecondary education. Music education fosters discipline, perseverance, and critical thinking skills that can	M2.1, M2.2, M2.3, and M2.4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		transfer to academic success across various subject areas. 3. Social and Emotional Development: Participating in music education promotes social and emotional skills such as collaboration, communication, empathy, and self-expression. For students in poverty who may face social and emotional challenges related to adverse life experiences, music education provides a supportive and inclusive environment where they can develop positive relationships, build confidence, and express themselves creatively. 4. Resilience and Grit: Learning to play a musical instrument or perform in a musical ensemble requires dedication, practice, and resilience. Students in poverty who engage in music education learn the value of perseverance and grit, overcoming obstacles and setbacks to achieve their musical goals. This sense of accomplishment and resilience can transfer to other areas of their lives, helping them navigate challenges and persevere in the face of adversity. 5. Community Engagement: Quality music education often involves participation in musical ensembles, performances, and community events. For students in poverty, involvement in music education fosters a sense of belonging and connection to their school and community. Music brings people together, transcending barriers and fostering a sense of unity and shared purpose among students from diverse backgrounds.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		6. Career and Life Skills: Music education equips students with valuable career and life skills such as creativity, problem-solving, teamwork, and adaptability. For students in poverty, these skills are essential for success in the 21st-century workforce and for breaking the cycle of intergenerational poverty. Music education opens doors to a wide range of career opportunities in music, arts, entertainment, and related fields, providing students with pathways to economic self-sufficiency and personal fulfillment.	
2.5	**Action:** College Entrance Programs **Need:** The rate for ninth-grade students passing Math 1 or Math 1 Honors is a single indicator of the looming University of California requirements (A-G completion) that face students. This rolls up into the College and Career Readiness Indicator (CCI) which shows a need for growth. The need for support for unduplicated pupils shows when one sees that the pass rate for 9th-grade math in the 2024/25 first semester for English learners (50%), foster youth (53%), and low-income students (62%) all lag behind the overall pass rate of 64%. The educational partners felt that programs such as AVID were a necessary component to assist students to overcome these needs and to provide those college access needs that some of our parents cannot provide.	The Advancement Via Individual Determination (AVID) program and ancillary programs serve the needs of all students, especially low-income students, by providing comprehensive support to help them access and succeed in college: 1. College Readiness Skills: AVID equips students with academic, organizational, and social skills crucial for college success (Martin, 2012). Through its curriculum, students learn critical thinking, note-taking, study, and time management skills, essential for navigating college-level coursework (AVID, n.d.). 2. Supportive Learning Environment: AVID fosters a supportive learning community where students feel valued and encouraged to pursue their academic and college goals (AVID, n.d.). Small group tutorials, collaborative activities, and peer support networks in AVID classrooms promote academic confidence and a sense of belonging among students, particularly those from low-income backgrounds (Martin, 2012).	This action will be measured by M2.10, M2.11 and M2.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	3. College Preparation Resources: AVID offers students access to college preparation resources, including application assistance, financial aid workshops, and college visits (AVID, n.d.). These resources demystify the college admissions process and provide low-income students with the information and support needed to navigate higher education (Martin, 2012). 4. Individualized Support: AVID provides individualized support and mentorship to students through academic advising, counseling, and tutoring (AVID, n.d.). Educators and mentors work closely with students to set academic and college goals, develop personalized plans, and offer ongoing encouragement to overcome obstacles (Martin, 2012). 5. Equity and Access: AVID promotes equity and access by providing opportunities for low-income students to excel academically and pursue college pathways (AVID, n.d.). By offering support services and resources, AVID helps level the playing field and empower all students to reach their full potential (Martin, 2012). 6. Long-Term Support: AVID provides long-term support to students, guiding them from middle school through high school and into college (AVID, n.d.). Its focus on academic rigor and lifelong learning ensures that students are prepared not only for college admission but also for persistence and completion (Martin, 2012).	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		AVID and like programs allow for a shift in the culture that will be most successful if offered in a schoolwide manner and not limited in access to a student group or groups. However, this effort is designed and principally directed toward low-income, foster youth, and English learners who are first in their families to attend college.	
2.7	**Action:** Extended Learning Program **Need:** Low-income, foster youth, and English learners are those students who are least likely to have access to after school enrichment away from the public school setting. In order to attempt to both bring students back into a high levels of engagement and positive connection to school and allow for increased learning time, this action has remained crucial. The one change has been the advent of the Expanded Learning Opportunity program which has allowed for a Tk-6th grade program for those students and so this goal is now targeted in grade range to 7-12. Parents have been strong advocates of a strong afterschool program to assist with homework and enrichment. **Scope:** Schoolwide	A high-quality after-school program serves the needs of low-income, English learners, and foster youth in grades 7-12 through various means: 1. Academic Support: These programs offer academic assistance, including tutoring and homework help, reinforcing classroom learning (Dynarski, 2014). For low-income and foster youth facing academic challenges, these resources provide vital support and enhance their academic skills. 2. College and Career Readiness: After-school programs often provide workshops on college exploration and career planning (Dynarski, 2014). Such initiatives help low-income and foster youth develop goals for higher education and careers, equipping them with knowledge and resources for postsecondary pursuits. 3. Social and Emotional Support: Quality after-school programs prioritize social and emotional learning, offering opportunities for youth to build relationships and interpersonal skills (Durlak et al., 2011). These settings foster a sense of belonging and provide vital support for low-income and foster youth facing social and emotional challenges.	This action will be measured using metric M2.5, M2.6, M2.9, M1.1, and M1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		4. Life Skills Development: Life skills workshops and activities in after-school programs help youth build resilience and decision-making skills (Durlak et al., 2011). For low-income and foster youth, these experiences are invaluable for navigating challenges and transitioning to adulthood successfully. 5. Enrichment Opportunities: After-school programs offer enrichment activities such as arts, sports, and STEM programs (Dynarski, 2014). These opportunities expose low-income and foster youth to new interests and experiences, broadening their horizons and nurturing their talents. 6. Family and Community Engagement: Quality after-school programs engage families and communities through workshops and events (Durlak et al., 2011). These partnerships strengthen support networks for low-income and foster youth, enhancing their overall well-being and success. Although principally directed to low-income, English learners, and foster youth extended learning is best offered in the most equitable schoolwide format possible in order to build a diverse experience for all learners and keep it well connected to the school day. There will be no barrier for entry for any student.	
2.8	**Action:** Multi-tiered Systems of support- In class interventions for Reading and Math	The need for intervention is profound in our low-income, foster youth, and English learners, however, these students are in great numbers	This action will be measured using metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Students are in need of intervention in English language arts and mathematics. The distance from standard for all students and all groups shows a great need for a multi-tiered approach to intervention for which this is a first and second tier. The data for unduplicated student groups lags behind that of all students in ELA scores on the 2023 Spring CAASPP with a greater distance from standard (DFS) than the 66.2 for all students. The difference as reported on the 2023 CA school Dashboard, is as follows: English learners- 32 points lower Foster youth- 52 points lower Low-Income- 11 points lower A similar discrepancy exists in Math: English learners- 33 points lower Foster youth- 44 points lower Low-Income- 11 points lower In addition, this action is widely supported by all educational partners who are seeking systematic answers for managing behavior while still serving all students. **Scope:** LEA-wide	across every classroom in the system where intervention is needed. With such widespread need, it is most appropriate to provide this service in a system-wide approach. This action will include funding for 21.5 certificated and 12.7 classified staff (FTEs). This in-class practice is most effective for students for the following reasons: 1. Equity and Access: Offering intervention programs district-wide ensures that all students have equitable access to academic support (Klingner et al., 2005). By prioritizing interventions for those who need them most, the district promotes fairness and ensures that all students have an equal opportunity to succeed academically. 2. Early Intervention and Prevention: Early-stage intervention programs target students at risk of academic difficulties and aim to prevent further learning challenges (Denton et al., 2010). By addressing learning gaps early, these programs reduce the need for more intensive interventions later and promote academic success for all students. 3. Individualized Support: Inclusionary settings allow intervention programs to be delivered within the general education classroom, providing students with personalized support (Friend & Bursuck, 2018). This approach ensures that all students receive the assistance they need while minimizing stigma associated with separate pull-out programs.	M2.1, M2.2, M2.3, M2.4, and M2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		4. Promotion of Academic Success: Early intervention in reading and mathematics builds foundational skills crucial for academic achievement (Vaughn & Fuchs, 2003). By addressing learning gaps early, these programs set students on a path to success in all academic areas. 5. Support for English Learners: Early intervention programs can be particularly beneficial for English learners, helping them develop essential language and literacy skills (Saunders & Goldenberg, 2010). By providing targeted support in reading and mathematics, these programs support English learners' academic progress.	
2.9	**Action:** Reading and math intervention programs- intensive tier **Need:** The data for unduplicated student groups lags behind that of all students in ELA scores on the 2023 Spring CAASPP with a greater distance from standard (DFS) than the 66.2 for all students. The difference as reported on the 2023 CA school Dashboard, is as follows English learners- 32 points lower Foster youth- 52 points lower Low-Income- 11 points lower A similar discrepancy exists in Math: English learners- 33 points lower Foster youth- 44 points lower Low-Income- 11 points lower	The need for intervention is profound in our low-income, foster youth, and English learners, however, these students are in great numbers across every classroom in the system where intervention is needed. This intervention will provide a space for students in greatest need of intensive support without dividing students by demographic. This action will fund 24 certificated and 30 classified staff (FTEs) across all school sites. Intensive reading and math intervention in a pull-out style can be most impactful for all students for several reasons: 1. Targeted Instruction: Pull-out intervention allows for targeted instruction tailored to students' specific needs (Fuchs & Fuchs, 2006). By focusing on individual or small groups of students, educators can address learning gaps more effectively and provide intensive support to accelerate progress.	This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9

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	In addition, the educational partners provided feedback during the District Advisory Committee LCAP sessions with strong support for programs that will help bring students closer to grade level in reading and mathematics. **Scope:** LEA-wide	2. Customized Learning Environment: Pull-out intervention creates a customized learning environment where students can receive instruction at their own pace and level (Vaughn & Fuchs, 2003). This personalized approach allows educators to adapt teaching strategies and materials to meet the unique needs of each student, fostering greater engagement and success. 3. Reduced Stigma: Pull-out intervention can reduce the stigma associated with receiving extra help by providing support in a separate setting away from the general education classroom (Torgesen, 2000). This can help students feel more comfortable and less self-conscious about receiving intervention services, encouraging greater participation and engagement. 4. Flexibility in Grouping: Pull-out intervention allows for flexibility in grouping students based on their specific needs and instructional levels (Vaughn & Fuchs, 2003). Educators can create homogeneous or heterogeneous groups to target specific skills or provide individualized support, ensuring that interventions are tailored to each student's needs.	
2.10	**Action:** Class Size Reduction **Need:** The critical first years of school require intensive attention and focus. Our scores in third-grade ELA and Math on the 2023 CAASPP as well as the ELA scores in grades	School-wide class size reduction has a potential impact on student learning outcomes for all students and in particular those students who have the greatest gaps. 1. Enhanced Teacher-Student Interaction: • Smaller class sizes allow for more personalized attention from teachers to	M2.1, M2.2, M2.3, M2.4, and M2.9.

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	1-3 on the 2024 Winter iReady measure indicate a majority of students are not at standard or grade level. For all students in grade 3 during the winter testing window, the percentage of students at or above grade level in reading was 33% in 2024. For our unduplicated students, it was as follows: English learners- 17% Foster youth- 24% Low income- 28% The educational partners affirmed this action and asked for expansion into other grade levels, which was not possible at this time. **Scope:** Schoolwide	individual students. Teachers can better identify learning needs, provide targeted support, and build stronger relationships with each student (Blatchford, 2013). • Increased interaction between teachers and students fosters a supportive learning environment, which is particularly beneficial for students who may require additional academic or emotional support. 2. Academic Achievement: • Research consistently demonstrates that smaller class sizes in the early grades are associated with higher academic achievement, particularly in literacy and numeracy skills (Finn & Achilles, 1999). • Low-income students, foster youth, and English Learners often face additional academic challenges. Reducing class size can help address these disparities by providing more opportunities for individualized instruction and support. 3. Early Intervention and Remediation: • With smaller class sizes, teachers can more effectively identify learning difficulties or gaps in understanding early on, allowing for timely intervention and remediation (Mosteller, 1995). • For low-income students, foster youth, and English Learners who may be at a higher risk of falling behind academically, early intervention is crucial for preventing	

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		further learning setbacks and promoting academic success. 4. Classroom Climate and Engagement: • Smaller classes promote a more inclusive and engaging classroom climate, where students feel valued, supported, and motivated to participate actively in learning activities (Ehrenberg, Brewer, Gamoran, & Willms, 2001). • Foster youth and English Learners, in particular, may benefit from a nurturing and culturally responsive learning environment, which can help mitigate the challenges they may face outside of school. 5. Long-Term Benefits: • The positive effects of smaller class sizes in the early grades can have long-term benefits, including higher graduation rates, increased college enrollment, and improved employment prospects (Chetty, Friedman, & Rockoff, 2011). • By investing in smaller class sizes for K-3 students, especially those from disadvantaged backgrounds, society can help break the cycle of poverty and inequity, leading to broader economic and social benefits. References: • Blatchford, P. (2013). The class size debate: Is small better? McGraw-Hill Education (UK).	

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		• Finn, J. D., & Achilles, C. M. (1999). Tennessee's class size study: Findings, implications, misconceptions. Educational Evaluation and Policy Analysis, 21(2), 97-109. • Mosteller, F. (1995). The Tennessee study of class size in the early school grades. The Future of Children, 5(2), 113-127. • Ehrenberg, R. G., Brewer, D. J., Gamoran, A., & Willms, J. D. (2001). Class size and student achievement. Psychological Science in the Public Interest, 2(1), 1-30. • Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011). The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. National Bureau of Economic Research.	
3.1	**Action:** Family Centers **Need:** Families continue to struggle with basic needs for food, shelter, and transportation. We see this in the visits to our family centers and the food pantry turnout each Friday. We distribute basic food items to 150-200 households per week, and we serve 100s of families per year with clothing. We do not require demographic data related to the unduplicated pupil categories; these families are our most needy.	In order to meet the needs of our unduplicated students we must help all families when needs arise, even if for that moment they do not technically qualify as low-income or foster youth, for example. In order to properly serve our unduplicated students it is most efficient to serve all families in need. Family centers in Apple Valley Unified School District provide the following: 1. Holistic Support: Family centers offer a holistic approach to addressing the needs of families by providing a range of support services in one convenient location (Dryfoos, 1994). By offering assistance with basic needs such as food, clothing, housing, and healthcare, these centers help alleviate immediate stressors that may be	This action will be measured by Metric M3.1 and M1.1 and M1.2

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	The community supports and prioritizes this, with many parents providing volunteer support to assist with food distribution. For the 2026 LCAP and LREBG development cycle, an additional needs assessment was conducted with additional survey questions asked of families regarding the supports needed to improve educational outcomes in partnership with the AVUSD. Families requested support meeting basic needs, parent education, and related services. They indicated that many of these are barriers to regular attendance. **Scope:** LEA-wide	impacting families' well-being and ability to focus on their children's education. 2. Enhanced Access to Services: Family centers increase access to essential services by bringing them directly into the school community (Dryfoos, 1994). Families facing economic hardship or transportation barriers may struggle to access support services elsewhere. By locating these services within our schools, families can easily access the assistance they need without facing additional barriers. 3. Promotion of Equity and Inclusion: Family centers promote equity and inclusion by ensuring that all families, regardless of socioeconomic status, have access to essential resources and support services (Taylor et al., 2006). By addressing disparities in access to basic needs, these centers help level the playing field and create a more inclusive learning environment for all students. 4. Strengthened Parent-School Partnerships: Family centers facilitate stronger partnerships between parents and schools by providing opportunities for collaboration and engagement (Dryfoos, 1994). When parents feel supported and valued, they are more likely to actively participate in their children's education and engage with school activities and initiatives. 5. Improved Student Well-Being and Academic Success: Meeting basic needs is essential for promoting student well-being and academic	

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		success (Taylor et al., 2006). When students' basic needs are not met, they may struggle to concentrate in school, perform academically, and fully engage in learning. By addressing these needs, family centers help create a supportive environment where students can thrive academically and socially. 6. Prevention of Crisis Situations: Family centers help prevent crisis situations by providing early intervention and support to families in need (Dryfoos, 1994). By addressing issues such as food insecurity, homelessness, and lack of access to healthcare before they escalate, these centers help families stabilize their situations and avoid more significant crises down the road.	
3.3	**Action:** Parent Engagement **Need:** The survey data for school environment perception on the part of parents hovers around 60% positive from the November 2023 Survey, which is troubling and has become an area of focus for our educational community in the return from Pandemic closures. In addition, our parent advisory committees report a great need for family supports for English learners, foster youth, and low-income students. **Scope:** LEA-wide	A robust parent and family engagement committee offers numerous benefits for schools and students. Although principally directed to low-income, foster youth, and English learners, robust family connections must be schoolwide at every level to be effective and unifying. In addition, this work will be coordinated with the differentiated assistance team at the San Bernardino County Superintendent of Schools and the technical assistance that is provided to build strong African American parent advisory networks. Although there is a need for parent outreach for our unduplicated pupils, we see that both our African American student outcomes as well as the students with disabilities will benefit from parent advocacy and connection. AVUSD will promote parent participation through direct outreach, offering engaging, informative, and fun activities for families to share their needs and make	This action will be measured by M3.2, M3.3, M1.7, and M1.8

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		connections with school staff. Using the Community school framework, schools will continue to build toward shared leadership that includes parent groups that meet to share ideas, offer solutions, and gain expertise toward the shared goal of student success and community empowerment. In addition, this model will help drive connection for parental participation in programs for individuals with special needs by including particular outreach and connection to our community through the teachers and other staff who support students with exceptional needs. The rationale for this as a system-wide action is as follows: 1. Improved Academic Outcomes: Research shows that strong parent and family engagement correlates with improved academic outcomes for students (Henderson & Mapp, 2002). A committee or several committees dedicated to fostering parent and family involvement can lead to increased student achievement, higher graduation rates, and better overall academic performance. 2. Positive School Climate: Engaging parents and families in school activities and decision-making processes contributes to a positive school climate (Green et al., 2010). A robust engagement committee fosters partnerships between families and schools, creating a supportive environment where students feel valued and motivated to learn. 3. Enhanced Communication and Collaboration: A parent and family engagement committee	

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		facilitates effective communication and collaboration between schools and families (Epstein et al., 2009). By providing a forum for dialogue and feedback, the committee helps ensure that parents' voices are heard and that school policies and practices are responsive to family needs and concerns. 4. Increased Parental Involvement: A dedicated engagement committee encourages greater parental involvement in school activities and events (Baker & Soden, 1997). By organizing workshops, volunteer opportunities, and parent education programs, the committee helps parents feel more connected to the school community and more engaged in their children's education. 5. Support for Student Learning: Engaged parents and families play a critical role in supporting student learning and development (Desimone, 1999). A parent and family engagement committee can provide resources, information, and support to help parents become more effective partners in their children's education, leading to improved learning outcomes. 6. Equity and Inclusion: Research suggests that robust parent and family engagement practices promote equity and inclusion in education (Souto-Manning et al., 2019). A committee focused on enhancing engagement efforts ensures that all families, regardless of background or socioeconomic status, have opportunities to participate in school activities and decision-making processes.	

Limited Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The CAASP 2023 data is as follows: ELA- All students: -66.2 English Learners: -98.2 Math- All Students: -103 English Learners: -136 The CCI data (also from 2023) is as follows: All students 38.5% prepared English Learners: 24.5% prepared To help close this gap the educational partners request this action to improve services and increase opportunities. **Scope:** Limited to Unduplicated Student Group(s)	provided a range of integrated and designated supports as needed. Services are coordinated by the English Language Development team and monitored for impact using a growth model that ultimately leads to the English Language Progress Indicator or ELPI. This action includes two certificated positions and 28.2 Classified FTEs.	
2.11	**Action:** Professional Development for staff to address the needs of English Learners **Need:** The CAASPP scores for English learners lag behind those of the student group at large. English learners are in the Red or lowest indicator in both English Language Arts and Mathematics. The distance from standard (DFS) is 98.2 in ELA much higher than the 66.2 for all students. Likewise in Math the DFS is 153.3 in contrast to 103 for all students in the district. THis data is from the 2023 CA school dashboard.	By providing professional growth and learning for all instructional staff, Apple Valley Unified School District can work toward meeting the needs of our English learners in several ways: 1- By bringing awareness of high value instructional practices that should be used at the various levels of proficiency, students will benefit from the development of the academic vocabulary and skills that are required and only present with explicit instruction. 2- Students move through the district from school to school as they matriculate, district wide training allows for seamless transition and reduced stress for all involved. 3- Careful attention to the required data points and benchmarks allows student tracking and support	This action will be measured by M2.7, M2.8, and EL outcomes in other metrics such as M2.5 and M2.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Through interaction with our English Language Advisory Committees and the District English Language Advisory Committee parents expressed the need for this action. **Scope:** Limited to Unduplicated Student Group(s)	so that student progress toward proficiency has a common district definition and clear targets for all.	
3.2	**Action:** Translation Support **Need:** Students with a home language other than English and their parents need increased services at times to access the educational program. Data such as the CAASPP scores from the 2023 CA school dashboard show a need for English Learner engagement with the core content. ELA scores expressed in distance from met standard for all students is 66.2 points below while English learners are 98.2 points below. Similarly in Math, all students score 103 points below while English learners are 136 points below standard. The District Advisory Committee and DELAC groups felt strongly that more personal connection with in-person translation and support will allow parents to be able to better support students as they learn English and build Language skill. **Scope:**	Translation offers a direct and equitable manner for families to access content, services, and support for students. Although this need can be met with online services and telephone-based interpreters, this in-person service creates a relationship-based approach with continuity and face-to-face support.	This action will be measured by a subset of M3.2 and M3.3.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$152,948,111	44,970,487.00	29.402%	0.000%	29.402%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$44,970,487.00	$25,045,402.00	$0.00	$5,828,231.00	$75,844,120.00	$60,313,312.00	$15,530,808.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,980,510.00	$0.00	$3,861,214.00			$119,296.00	$3,980,510.00	
1	1.2	Healthcare support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$522,509.00	$677,656.00	$1,200,165.00				$1,200,165.00	
1	1.3	School Climate supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,004,272.00	$602,771.00	$5,541,584.00	$65,459.00			$5,607,043.00	
1	1.4	Transportation Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy, Phoenix Academy, Sitting Bull Academy, Sandia Academy, Mariana Academy, Rancho Verde, Yucca	Ongoing	$4,070,633.00	$2,835,586.00	$6,906,219.00				$6,906,219.00	

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
							Loma, Desert Knolls, Sycamore Rocks, Rio Vista									
1	1.5	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$583,687.00	$2,000.00	$585,687.00				$585,687.00	
1	1.6	English Learner Counseling Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Apple Valley High School and Granite Hills High School 9-12	Ongoing	$454,315.00	$0.00	$454,315.00				$454,315.00	
2	2.1	Instructional Coaching Supports	All	No			All Schools	Ongoing	$368,436.00	$0.00	$0.00	$0.00		$368,436.00	$368,436.00	
2	2.2	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,638,599.00	$107,383.00	$56,090.00	$300,000.00		$1,389,892.00	$1,745,982.00	
2	2.3	CTE program support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy, 9-12	Ongoing	$3,678,994.00	$2,443,451.00	$3,502,676.00	$2,258,289.00		$361,480.00	$6,122,445.00	
2	2.4	Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,592,778.00	$554,713.00	$1,733,727.00	$2,403,708.00		$10,056.00	$4,147,491.00	

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
2	**2.5**	College Entrance Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Academy, Sandia Academy, Mariana Academy, Vanguard Preparatory Academy, Sitting Bull Academy, Apple Valley High School, and Granite Hills High School 7-12	Ongoing	$292,960.00	$55,157.00	$108,510.00			$239,607.00	$348,117.00	
2	**2.6**	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,969,719.00	$0.00	$2,573,003.00	$4,005.00		$392,711.00	$2,969,719.00	
2	**2.7**	Extended Learning Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Academy, Sandia Academy, Mariana Academy, Vanguard Preparatory Academy, Sitting Bull Academy, Apple Valley High School, High Desert Premier	Ongoing	$8,412,745.00	$4,592,973.00	$11,450.00	$12,965,059.00		$29,209.00	$13,005,718.00	

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
							Academy , and Granite Hills High School 7-12									
2	**2.8**	Multi-tiered Systems of support- In class interventions for Reading and Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,389,628 .00	$302,473.00	$1,859,339.00	$1,012,257.00		$2,820,505 .00	$5,692,1 01.00	
2	**2.9**	Reading and math intervention programs- intensive tier	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$9,567,675 .00	$43,414.00	$9,538,901.00	$28,812.00		$43,376.00	$9,611,0 89.00	
2	**2.10**	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	K-3	Ongoing	$6,086,407 .00	$0.00	$6,086,407.00				$6,086,4 07.00	
2	**2.11**	Professional Development for staff to address the needs of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000 .00	
3	**3.1**	Family Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,647,593 .00	$774,118.00	$115,357.00	$2,306,354.00			$2,421,7 11.00	
3	**3.2**	Translation Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$681,909.0 0	$53,300.00	$733,751.00	$1,458.00			$735,209 .00	
3	**3.3**	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$519.00	$55,236.00	$2,092.00			$53,663.00	$55,755. 00	
4	**4.1**	Expand Counseling Supports	All	No			Specific Schools: Apple Valley Virtual Academy and High	2026/27 funding permitting	$267,362.0 0	$0.00		$267,362.00			$267,362 .00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Desert Premier Academy all									
4	**4.2**	Increased intervention	All	No			Specific Schools: Apple Valley Virtual Academy and High Desert Premier Academy	2026/27 Funding Permiting	$85,818.00	$189,847.00		$275,665.00			$275,665.00	
4	**4.3**	Support expanded alternative learning opportunities	All	No			Specific Schools: Apple Valley Virtual Academy and High Desert Premier Academy	2026/27 Funding Permiting	$8,182.00	$145,607.00		$153,789.00			$153,789.00	
5	**5.1**	Mental and Emotional Health and wellness	All	No			Specific Schools: Phoenix Academy and Yucca Loma Elementary	2026-27	$494,165.00	$26,247.00		$520,412.00			$520,412.00	
5	**5.2**	Student Intensive Interventions	All	No			Specific Schools: Phoenix Academy and Yucca Loma Elementary	2026-27	$347,940.00	$628,357.00		$976,297.00			$976,297.00	
5	**5.3**	Academic, Behavioral, and attendance Intervention and training	All	No			Specific Schools: Phoenix Academy and Yucca Loma Elementa	2026-27	$165,957.00	$1,340,519.00		$1,506,476.00			$1,506,476.00	

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
							ry									

2026-27 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
$152,948,111	44,970,487.00	29.402%	0.000%	29.402%	$44,970,487.00	0.000%	29.402 %	**Total:**	$44,970,487.00
								LEA-wide Total:	$24,494,156.00
								Limited Total:	$3,861,069.00
								Schoolwide Total:	$16,615,262.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,861,214.00	
1	1.2	Healthcare support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,165.00	
1	1.3	School Climate supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,541,584.00	
1	1.4	Transportation Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy, Phoenix Academy, Sitting Bull Academy, Sandia Academy, Mariana	$6,906,219.00	

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 (%)
						Academy, Rancho Verde, Yucca Loma, Desert Knolls, Sycamore Rocks, Rio Vista		
1	1.5	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$585,687.00	
1	1.6	English Learner Counseling Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Apple Valley High School and Granite Hills High School 9-12	$454,315.00	
2	2.2	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,090.00	
2	2.3	CTE program support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy, 9-12	$3,502,676.00	
2	2.4	Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,733,727.00	
2	2.5	College Entrance Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Academy, Sandia Academy, Mariana Academy, Vanguard Preparatory Academy, Sitting Bull Academy, Apple Valley High School, and Granite Hills High School 7-12	$108,510.00	

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 (%)
2	2.6	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,573,003.00	
2	2.7	Extended Learning Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Academy, Sandia Academy, Mariana Academy, Vanguard Preparatory Academy, Sitting Bull Academy, Apple Valley High School, High Desert Premier Academy, and Granite Hills High School 7-12	$11,450.00	
2	2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,859,339.00	
2	2.9	Reading and math intervention programs-intensive tier	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,538,901.00	
2	2.10	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	K-3	$6,086,407.00	
2	2.11	Professional Development for staff to address the needs of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$100,000.00	
3	3.1	Family Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,357.00	
3	3.2	Translation Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$733,751.00	
3	3.3	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,092.00	

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 (%)
					Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$73,093,949.00	$76,062,678.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Counseling Support	Yes	$4,111,238.00	$3,750,441.00
1	**1.2**	Increased healthcare support	Yes	$1,212,778.00	$1,805,424.00
1	**1.3**	School Climate supports	Yes	$5,689,810.00	$5,838,567.00
1	**1.4**	Transportation Supports	Yes	$5,322,766.00	$5,814,042.00
1	**1.5**	Mental Health Supports	Yes	$685,178.00	$609,165.00
1	**1.6**	English Learner Counseling Supports	Yes	$376,102.00	$378,689.00
2	**2.1**	Instructional Coaching Supports	No	$334,488.00	$425,121.00
2	**2.2**	Professional Learning	Yes	$2,089,552.00	$2,033,351.00
2	**2.3**	CTE program support	Yes	$5,933,444.00	$6,795,689.00
2	**2.4**	Music Program	Yes	$3,734,146.00	$3,708,882.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	College Entrance Programs	Yes	$285,556.00	$378,460.00
2	2.6	English Language Development Program	Yes	$2,724,921.00	$2,902,688.00
2	2.7	Extended Learning Program	Yes	$13,607,820.00	$13,887,270.00
2	2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	Yes	$4,523,847.00	$15,260,479.00
2	2.9	Reading and math intervention programs- intensive tier	Yes	$12,432,219.00	$2,434,222.00
2	2.10	Class Size Reduction	Yes	$5,646,297.00	$5,709,402.00
2	2.11	Professional Development for staff to address the needs of English Learners	Yes	$100,000.00	$0.00
3	3.1	Family Centers	Yes	$581,827.00	$961,221.00
3	3.2	Translation Support	Yes	$812,274.00	$715,327.00
3	3.3	Parent Engagement	Yes	$73,469.00	$79,632.00
4	4.1	Expand Counseling Supports	No	$257,697.00	$256,082.00
4	4.2	Increased intervention	No	$271,952.00	$449,858.00
4	4.3	Support expanded alternative learning opportunities	No	$209,384.00	$773,421.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.1**	Mental and Emotional Health and wellness	No	$299,799.00	$437,245.00
5	**5.2**	Student Intensive Interventions	No	$406,865.00	$408,000.00
5	**5.3**	Academic, Behavioral, and attendance Intervention and training	No	$1,370,520.00	$250,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$42,412,907	$46,441,001.00	$47,585,143.00	($1,144,142.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counseling Support	Yes	$3,721,580.00	$3,637,249.00		
1	1.2	Increased healthcare support	Yes	$1,212,778.00	$1,805,424.00		
1	1.3	School Climate supports	Yes	$5,581,040.00	$5,766,562.00		
1	1.4	Transportation Supports	Yes	$5,322,766.00	$5,814,042.00		
1	1.5	Mental Health Supports	Yes	$685,178.00	$589,815.00		
1	1.6	English Learner Counseling Supports	Yes	$376,102.00	$378,689.00		
2	2.2	Professional Learning	Yes	$849,831.00	$55,187.00		
2	2.3	CTE program support	Yes	$4,089,041.00	$3,713,752.00		
2	2.4	Music Program	Yes	$1,441,319.00	$1,643,180.00		
2	2.5	College Entrance Programs	Yes	$65,003.00	$164,166.00		
2	2.6	English Language Development Program	Yes	$2,367,508.00	$2,491,419.00		
2	2.7	Extended Learning Program	Yes	$0.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.8**	Multi-tiered Systems of support- In class interventions for Reading and Math	Yes	$4,135,385.00	$12,893,405.00		
2	**2.9**	Reading and math intervention programs- intensive tier	Yes	$9,447,705.00	$1,577,711.00		
2	**2.10**	Class Size Reduction	Yes	$5,646,297.00	$5,709,402.00		
2	**2.11**	Professional Development for staff to address the needs of English Learners	Yes	$100,000.00	$0.00		
3	**3.1**	Family Centers	Yes	$581,827.00	$631,080.00		
3	**3.2**	Translation Support	Yes	$808,029.00	$711,844.00		
3	**3.3**	Parent Engagement	Yes	$9,612.00	$2216.00		

2025-26 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)
$146,493,322	$42,412,907	0.00%	28.952%	$47,585,143.00	0.000%	32.483%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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