



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Apple Valley Unified School District

CDS Code: 36750770000000

School Year: 2024-25

LEA contact information:

Pat Schlosser

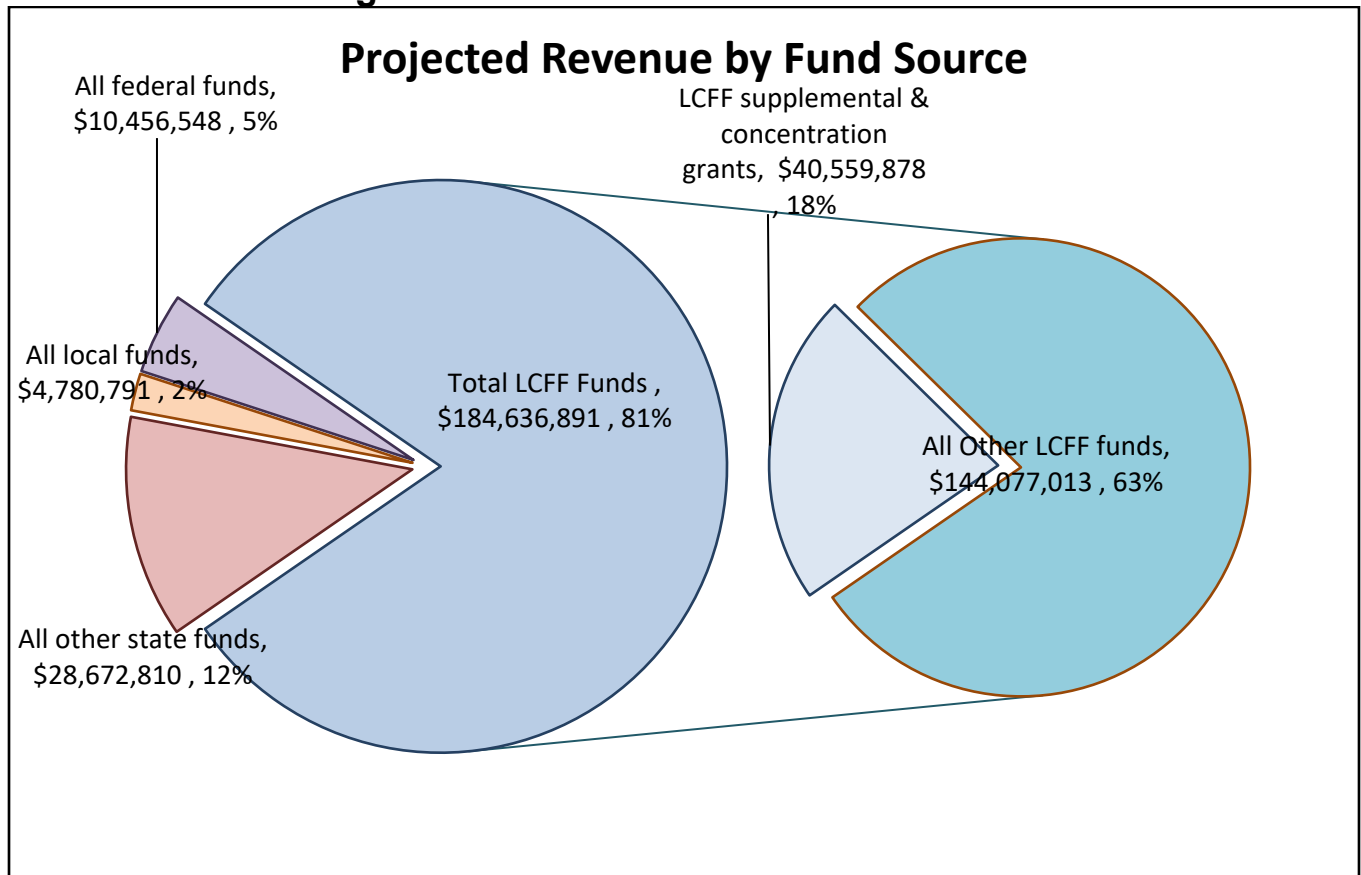
Assistant Superintendent

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 2024-25 School Year

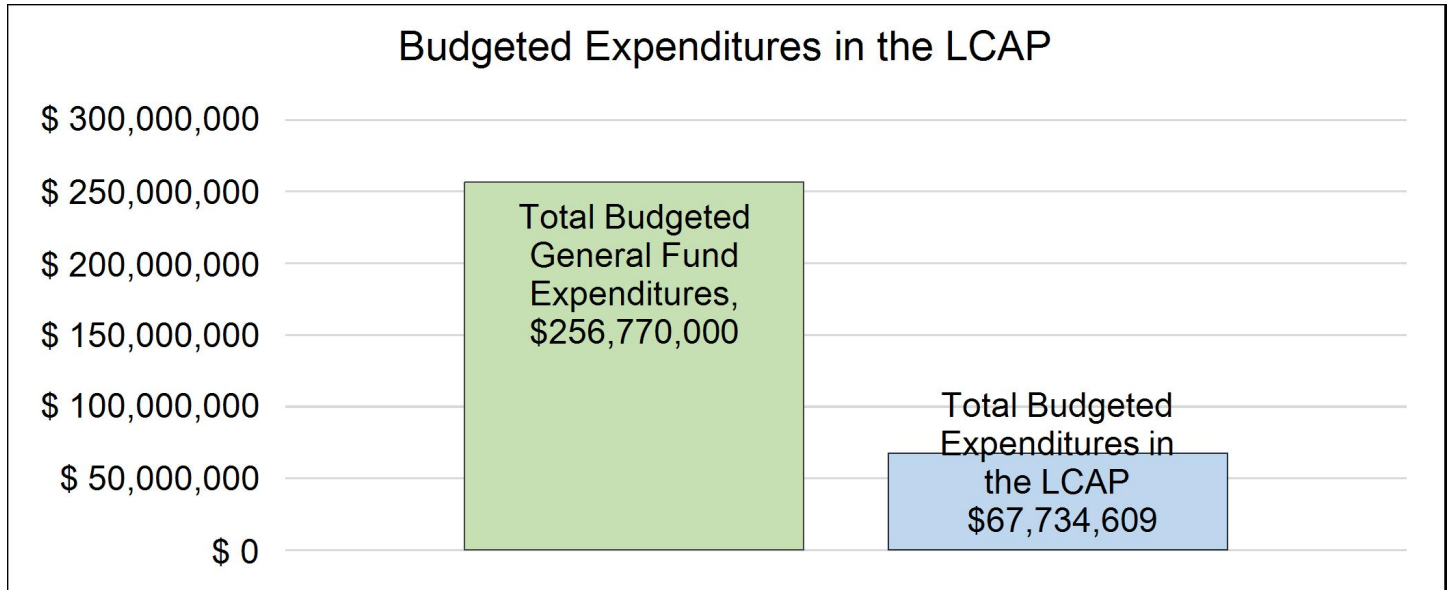


This chart shows the total general purpose revenue Apple Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Apple Valley Unified School District is \$228,547,040, of which \$184,636,891 is Local Control Funding Formula (LCFF), \$28,672,810 is other state funds, \$4,780,791 is local funds, and \$10,456,548 is federal funds. Of the \$184,636,891 in LCFF Funds, \$40,559,878 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 2024-25. 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 \$256,770,000 for the 2024-25 school year. Of that amount, \$67,734,609 is tied to actions/services in the LCAP and \$189,035,391 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

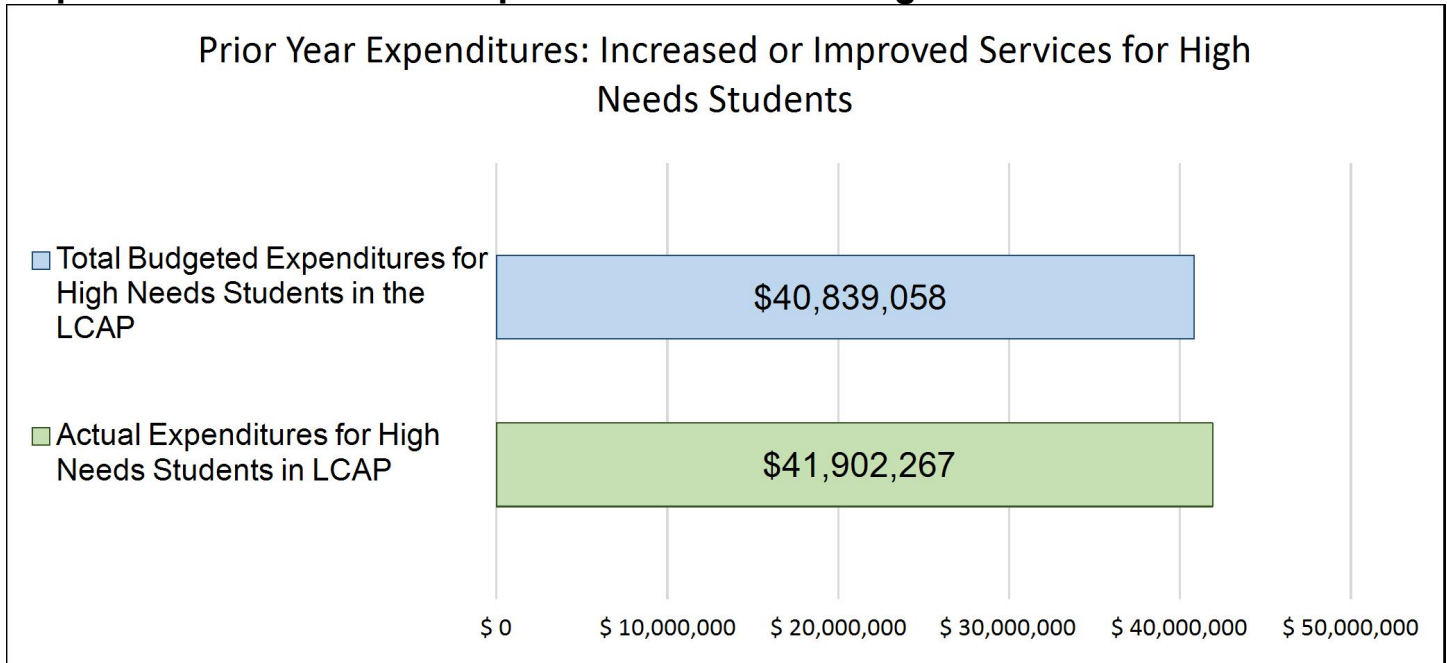
Certificated and Classified Salaries and Benefits, including the cost of Health and Welfare; Books and Supplies; Utilities, vehicle operational costs, including Home to School transportation costs; various virtual educational and operational platforms; capital outlay for Transitional Kindergarten Classrooms

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Apple Valley Unified School District is projecting it will receive \$40,559,878 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 \$43,589,239 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 2023-24



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 2023-24, Apple Valley Unified School District's LCAP budgeted \$40839058 for planned actions to increase or improve services for high needs students. Apple Valley Unified School District actually spent \$41902267 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	To continue to provide access to a high quality and engaging learning experience for all learners with consideration for our students in greatest need to include: Education delivered by highly qualified staff (Staff is inclusive of Teachers and Para-educators) trained in the implementation of the common core state standards; the inclusive and impactful use of educational technology, the delivery of social-emotional learning, appropriate instructional materials; support mechanisms for improved instructional quality including induction, professional development. This will be provided using the research-based model of instructional coaching whenever possible.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment Consortium composite scores for English Language Arts- Measured as points from "met standard"	The baseline data is from 2019 as reported on the California School Dashboard. The results are as follows: - All students: 23.5 points below standard - African American: 56 points below standard - English Learners: 51.1 points below standard - Hispanic: 34.4 points below standard - Homeless: 57.8 points below standard - Two or More Races: 16.2 points below standard - Socioeconomically Disadvantaged: 36 points below standard	There is not yet new data for the Smarter Balanced Assessment for English language arts because AVUSD students did not participate in this exam during the spring of 2021. Local tests do not translate exactly but show that students overall are further below standard in grades K-8 according to the IReady diagnostic assessment. Comparable Smarter Balanced data will be available for the tests	English Language Arts scores for 2022 are as follows: All Students -56.9 points below standard African American -96 points below English Learners -87 points below Hispanic -62.5 points below Homeless -82 points below Foster -108 points below Two or more races - 60 points below Socio-Economically Disadvantaged -66 points below	English Language Arts scores for 2023 are as follows: All Students -66.2 points below standard African American - 110.1 points below English Learners - 98.2 points below Hispanic -70.1 points below Homeless -96.8 points below Foster -118.3 points below Two or more races - 61.9 points below Socio-Economically Disadvantaged -77.6 points below	Moving toward Met Standard overall and reduction of the gap between subgroups- - All students: 18.5 points below standard - African American: 30 points below standard - English Learners: 30 points below standard - Hispanic: 20 points below standard - Homeless: 30 points below standard - Two or More Races: 10 points below standard - Socioeconomically Disadvantaged: 20 points below standard - Students with Disabilities: 60 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Students with Disabilities: 97.7 points below standard - Asian: 31.7 points above standard - White: 2.9 points below standard	that students are taking this spring for review in the fall of 2022	Students w/disabilities -138.4 points below Asian -12.8 points above White -43 points below	Students w/disabilities -128.7 points below Asian -3 points below White -52 points below	below standard - Asian: 32 points above standard - White: At standard
Smarter Balanced Assessment Consortium composite scores for Mathematics- Measured as points from "met standard"	The baseline data is from 2019 as reported on the California School Dashboard. The results are as follows: - All students: 66.8 points below standard - African American: 105.2 points below standard - English Learners: 89.6 points below standard - Foster Youth: 101.7 points below standard - Hispanic: 80.5 points below standard - Homeless: 93.5 points below standard - Students with Disabilities: 135.7 points below standard - White: 43.5 points below standard -	There is not yet new data for the Smarter Balanced Assessment for Mathematics because AVUSD students did not participate in this exam during the spring of 2021. Local tests do not translate exactly, but show that students overall are further below standard in grades K-8 according to the IReady diagnostic assessment. Comparable Smarter Balanced data will be available for the tests that students are taking this spring for review in the fall of 2022	Mathematics scores for 2022 are as follows: All Students -100 points below standard (bs) African American -147 points below English Learners -125 points below Hispanic -107.3 points below Homeless -120 points below Foster Youth -134 points below Two or more races - 106.8 points below Socio-Economically Disadvantaged -109 points below Students w/disabilities -166.8 points below Asian -20.4 points below	Mathematics scores for 2023 are as follows: All Students -103 points below standard (bs) African American - 153.3 points below English Learners -136 points below Hispanic -109 points below Homeless -131.7 points below Foster Youth -147 points below Two or more races - 92.3 points below Socio-Economically Disadvantaged -114.2 points below Students w/disabilities -160.6 points below Asian -31.2 points below	The Expected Math results are as follows: - All students: 50 points below - African American: 70 points below - English Learners: 65 points below - Foster Youth: 70 points below - Hispanic: 65 points below - Homeless: 65 points below - Students with Disabilities: 90 points below - White: 25points below - Socioeconomically Disadvantaged: 50 points below - Asian: 15 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 80.1 points below standard - Asian: 14 points above standard		White -81.1 points below	White -83.3 points below	
Percentage of properly credentialed Teachers	in the 2020/2021 school year AVUSD had 100% (all) positions filled with properly credentialed teachers.	For the 2021/2022 school year AVUSD again had 100% all positions filled with properly credentialed teachers.	The percentage of properly credentialed teachers was 100% with some technically misassigned.	For the 2023/2024 school year, The percentage of properly credentialed teachers was 100% with some technically misassigned.	Maintain 100% properly credentialed teachers
Student access to standards-aligned instructional materials	for the 2020/2021 school year, all students had access to standards-aligned instructional materials	For the 2021/ 2022 school year, all students had access to standards-aligned instructional materials.	For the 2022/ 2023 school year, all students had access to standards-aligned instructional materials.	For the 2023/ 2024 school year, all students had access to standards-aligned instructional materials.	Maintain 100% access to standards-aligned instructional materials.
Implementation of the academic content and performance standards adopted by the State Board	AVUSD implements the entire adopted academic content. For the 2020/2021 school year, AVUSD implemented an optional assessment for students in lieu of the Smarter Balanced Assessment. The district used the IReady assessment to measure student performance in grades 3-8 and 11 which is	For the 2021/2022 school year, AVUSD implemented and monitored the Academic content and performance standards adopted by the state board. Groups of teachers were able to review standards where updates occurred and make adjustments to learning targets as needed. Further, the	For the 2022/2023 school year, AVUSD implemented and monitored the Academic content and performance standards adopted by the state board. Groups of teachers were able to review standards where updates occurred and make adjustments to learning targets as needed. Further, the	For the 2023/2024 school year, AVUSD implemented and monitored the Academic content and performance standards adopted by the state board. Groups of teachers were able to review standards where updates occurred and make adjustments to learning targets as needed. Further, the	Return to full implementation of both the academic content and the performance standards adopted by the State Board.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards- aligned and for which permission was granted for that year due to the demands of distance learning.	State of California approved measure of student performance was used in all applicable areas.	State of California approved measure of student performance was used in all applicable areas.	State of California approved measure of student performance was used in all applicable areas.	

Goal Analysis

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

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

The actions within this goal are almost all related to professional development and support for instructional improvement. There were no challenges in implementing the actions within this goal this year.

We were able to fill the positions, adequately provide substitutes for staff to participate, and support the learning needs of our staff with training and coaching. This includes 1.01 and 1.03 which are both focused on instructional coaching and 1.02, 1.04, and 1.05 which are related to professional learning for various topics. The actions were carried out in accordance with the plan with the renewed availability of substitutes in the relevant job classes, we have been able to access staff during the school day for limited training. This had been a challenge in prior years that has been much reduced this year. In addition, the increase in hourly payment for extra duty including professional learning enacted last year has led to an increase in staff attendance at summer and after-school training. The increase in training and professional development for the 2023/2024 school year has not yet yielded any state test scores, but we anticipate growth. In short, the successes in this area include the participation of hundreds of teachers in the actions contained in this goal and the measure to which staff respondents report via survey that they feel that professional growth opportunities are sufficient.

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

There are no material differences between budgeted expenditures and estimated actual expenditures with one exception in action #2 where the increase in the hourly rate for Apple Valley Unified Teachers Association members which caused an increase in the staff costs for training. Likewise, there were no anticipated differences between the planned percentage of improved services and the estimated actual percentage of improved service.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The main metric used to measure the impact of actions 1.01 through 1.04 within this goal is the performance of students in grades 3-8 and 11 on the CAASPP. There was a 43-point reduction in ELA scores and a 37-point reduction in math from the baseline year when measured as distance from standard. This baseline year was before the COVID closure and shows the decline that occurred over that time. We did not have that measure for all years in this cycle, however, the slight decline from 2022 to 2023 in that measure cannot be directly attributed to teacher professional development. In fact, the reflection of the district advisory committee suggests that chronic absenteeism is a significant contributing factor. For students who attended school and participated in the instructional program, scores increased. Therefore, the actions were not effective when measured solely against the student test scores for all students. However, there are other indicators that are important to our educational community. These include the aforementioned increase in scores for students who attended school regularly as well as the teacher-reported sense of support for professional learning on the Youth Truth survey where they report a feeling of support that is beyond that of the average California teacher. For action 1.05, since this is a science-focused professional development action, this is most directly measured by the implementation of the academic program. Therefore, action 1.05 was effective in helping to provide access to excellent science experiences for teachers and students in accordance with the adopted standards.

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

As part of the reflection on the entire LCAP and this goal in particular, the educational partners all felt that the student test scores alone were not the best indicator and yet that these actions were not as effective as we had hoped. The reason for the ineffectiveness was determined to be two-fold: 1, poor attendance meant that many students did not benefit from the instructional program and 2, our scope of professional learning was too broad and did not allow for high levels of mastery of any single content area for staff. As a result, it was decided to focus on the continued professional development in a much narrower band of targeted activities in support of those outcomes selected as priorities by the educational partners. The action for professional learning will move to the newly created broad goal of student achievement in the new LCAP with many of the same metrics including teacher assignments, smarter balanced scores, and other local indicators. This change to the entire structure of the LCAP goals was requested by the educational community and all partners as a more clear and efficient method to categorize this work to achieve the district mission. This will strengthen our approach for the new cycle for 2024-2027 by narrowing the scope of professional learning to only those items that align with the new goal structure and the priority metrics identified through this process.

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.

Goals and Actions

Goal

Goal #	Description
2	Provide low-income students, English learners, and foster youth access to and success in high quality and engaging 21st-century learning experiences that will yield college and career readiness and the four Cs: Collaboration, Creativity, Critical Thinking, and Communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	<p>For 2020, the overall rate is 88.2% for all students The data for our student groups is as follows:</p> <ul style="list-style-type: none"> Hispanic: 88.9% African American: 76.6% White: 90.9% English Learner: 78.7% Foster Youth: 84.6% Students with Disabilities: 71.9% Low Income: 86.3% 	<p>For the 2021 School Year, the overall graduation rate is 88.1% for all students. The data for our student groups is as follows:</p> <ul style="list-style-type: none"> Hispanic: 86.9% African American: 76.8% White: 92.8% English Learner: 86.5% Foster Youth: 47.4% Students with Disabilities: 71.2% Low Income: 85.7% 	<p>For the 2022 School Year, the overall graduation rate is 92.5% for all students. The data for our student groups is as follows:</p> <ul style="list-style-type: none"> Hispanic: 91.6% African American: 87.8% White: 94.7% English Learner: 86% Foster Youth: 90.5% Students with Disabilities: 79.7% Low Income: 91.7% 	<p>For the 2023 School Year, the overall graduation rate is 89.4% for all students. The data for our student groups is as follows:</p> <ul style="list-style-type: none"> Hispanic: 90% African American: 82.5% White: 89.9% English Learner: 86.1% Foster Youth: 60.9% Students with Disabilities: 67.3% Low Income: 88.2% 	<p>Overall graduation rate of 92% and reduction of the gap between subgroups as follows: The specific target for each of main student groups is as follows:</p> <ul style="list-style-type: none"> Hispanic: 91% African American: 85% White: 92% English Learner: 87% Foster Youth: 88% Students with Disabilities: 82% Low Income: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Passage of an AP exam with a score of 3 or higher	We tested 447 students in the 2019/2020 school year (the last for which data is available.). Those students took 763 AP exams. The number of scores of 3 or better (passing) is 375	In the Spring of 2021, 511 students in Apple Valley Unified School District sat for 961 examinations. The number of scores of 3 or higher was 312. This is an increase in tests taken and a decrease in the pass rate. This group of students did not have the benefit of in-person instruction for the majority of the school year.	In the Spring of 2022, 461 students in Apple Valley Unified School District sat for 801 Advanced Placement Examinations. The number of passing scores (3 or higher) was 270. This is a slight decline in students and tests and more in line with the baseline year.	In the Spring of 2023, 344 students in Apple Valley Unified School District sat for 636 Advanced Placement Examinations. The number of students with passing scores (3 or higher) was 174. This is a decline in number of students, exams, and pass rate.	To increase the number of tests taken without reducing the overall passing rate. The target would be to increase to 1000 tests and 500 passing scores.
Completion of the A-G sequence of courses for admission to the University of California	The most current rate for the class of 2020 is 40% of graduates completed the A-G sequence The data for our student groups is as follows: <ul style="list-style-type: none"> African American: 34.7% Asian: 68% Hispanic: 37% White: 44.5% Socioeconomically Disadvantaged: 35% 	The A-G completion rate for the class of 2021 is 47.1% of graduates. The data for our student groups is as follows: <ul style="list-style-type: none"> African American: 39% Asian: 71% Hispanic: 41% White: 53% Socioeconomically Disadvantaged: 40% 	The A-G completion rate for the class of 2022 is 37.4% of graduates. The data for our student groups is as follows: <ul style="list-style-type: none"> African American: 31.9% Asian: 82% Hispanic: 32.5% White: 43% Socioeconomically Disadvantaged: 33% 	The A-G completion rate for the class of 2023 is 38.7% of graduates. The data for our student groups is as follows: <ul style="list-style-type: none"> African American: 29.5% Asian: 57.1% Hispanic: 38.1% White: 41% Socioeconomically Disadvantaged: 34.3% 	To increase the A-G completion rate to over 50% and to reduce discrepancies or gaps between student subgroups So that the target data for each of our student groups is as follows: <ul style="list-style-type: none"> African American: 40% Asian: 68% Hispanic: 45% White: 49% Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Foster Youth: 9% Students with Disabilities: 4.7% English Learners: 22.8% 	<ul style="list-style-type: none"> Foster Youth: 10% Students with Disabilities: 10% English Learners: 29% 	<ul style="list-style-type: none"> Foster Youth: 31.6% Students with Disabilities: 4.9% English Learners: 18.6% 	<ul style="list-style-type: none"> Foster Youth: 38.5% Students with Disabilities: 5.6% English Learners: 17.9% 	<ul style="list-style-type: none"> Disadvantaged: 45% Foster Youth: 30% Students with Disabilities: 15% English Learners: 35%
College and Career Readiness Indicator (which serves to report several things including CTE pathway completion as well as participation and demonstration of college preparedness) including pupil outcomes in priority 8.	<p>For the class of 2020 the data show 55.7% of students prepared. The data for our student groups is as follows:</p> <ul style="list-style-type: none"> Foster Youth: 33.3% prepared Students with Disabilities: 34.8% prepared African American: 37.5 % prepared English Learners: 42% prepared 	<p>The College and Career Readiness Indicators were not reported using the same metrics. The report instead includes the number and percentage of students by subgroup who met several benchmarks. It is not comparable. However, this data does show an increase in A-G completion as mentioned above from 40% to 47.1%. There is no other comparison to be made to any of the other data points provided this year.</p>	<p>The CCI was not included in the rollout of this year's CA School Dashboard. AVUSD continues to monitor the component parts of this metric, A-G completion, state test scores, Dual Enrollment with our local Community college, and internships. The first two are reported in other metrics. Victor Valley College dual enrollment and articulated credit have reached a high of 811 students and 96 students respectively.</p>	<p>The College and Career Readiness Indicator for the class of 2023 shows 38.5% of the class as prepared which is rated as "Medium." The student groups were as follows:</p> <ul style="list-style-type: none"> Foster Youth: 13% prepared Students with Disabilities: 12% prepared African American: 20% prepared English Learners: 24.5% prepared 	<p>The target for all students is 60% with subgroup targets as follows:</p> <ul style="list-style-type: none"> Foster Youth: 35% prepared Students with Disabilities: 40% prepared African American: 45 % prepared English Learners: 48% prepared Hispanic: 58% prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Hispanic: 53.3% prepared Homeless: 36.5% prepared Socioeconomically Disadvantaged: 51.7% prepared White: 66.5% prepared 			<ul style="list-style-type: none"> Hispanic: 38.1% prepared Homeless: 10.3% prepared Socioeconomically Disadvantaged: 33.8% prepared White: 43% prepared 	<ul style="list-style-type: none"> Homeless: 40% prepared Socioeconomically Disadvantaged: 58% prepared White: 67% prepared
Provide access to all students to a broad course of study that includes all of the subject areas described in Education Code section 51210 and 51220 (a)(i), including programs and services developed and provided to unduplicated students and students with exceptional needs.	AVUSD offers all students access to a broad course of study, complete with each subject listed in the relevant education code sections.	AVUSD offers all students access to a broad course of study, complete with each subject listed in the relevant education code sections.	AVUSD offers all students access to a broad course of study, complete with each subject listed in the relevant education code sections.	For the 2023/24 school year, AVUSD offers all students access to a broad course of study, complete with each subject listed in the relevant education code sections.	Continue to offer the complete cohort of programs and the broad range of study as called for in education code sections 51210 and 51220 (a)(i)
Middle School Dropout Rate	According to the CALPADS report, the middle school cohort dropout number for 2020 was 13 students	According to the CALPADS report, the middle school cohort dropout number for 2021 was 14 students	According to the CALPADS report, the middle school cohort dropout number for 2022 was 22 students.	According to the CALPADS report, the middle school cohort dropout number for 2023 was 46 students.	5 students or fewer considered middle school dropouts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			This data came from CALPADS report 1.14 from the 2022 submission.	This data came from CALPADS report 1.14 from the 2023 submission.	
High School Dropouts	The last year for which data is available is the 2017/2018 school year. For that year the number was 60 students or 1.4%	High School Drop out numbers for the class of 2021 are not reported in a reliable fashion by the State Department of Education. However, internal records suggest we lost contact with 58 high school students from the class of 2021 who did not enroll in another school anywhere in the state or out of state, as far as we could discern.	The High School Drop out numbers for the class of 2022 from the three district high school programs come from the State (CALPADS) report 1.14 and include 84 students who left one of our three schools or a non-public program and AVUSD was not able to determine if they enrolled in another program in any state.	The High School Drop out numbers for the class of 2023 from the three district high school programs come from the State (CALPADS) report 1.14 and include 107 students who left one of our three schools or a non-public program and AVUSD was not able to determine if they enrolled in another program in any state.	The target will be to reduce the rate to fewer than 20 students or 0.5% whichever is lower.

Goal Analysis

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

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

The actions within this goal were implemented as planned. The success of this goal continues to be in the growth of the music program as called for in action 2.04 as well as the success of the career and technical student organizations represented in actions 2.02 and 2.03. By both the count of connected students and the recognition of these students in the region and state, these programs are reaching the intended targets. The only minor challenge with these actions has been the constant need for staff to support these robust programs. As for action 2.01, we continue to provide devices to all students as called for and finally, action 2.05 has been implemented as planned.

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

There are no material differences between budgeted expenditures and estimated actual expenditures. Likewise, there were no anticipated differences between the planned percentage of improved services and the estimated actual percentage of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In the case of action 2.01, we were not able to correlate any metric directly to the provision of wireless devices. However, digital devices have become a necessary instructional material component to ensure all students have access to the base instructional program and therefore will continue to be provided as part of the base instructional materials offered. As mentioned above actions 2.2- 2.4, the CTE, CTSO, and Music actions all are showing a marked increase in student participation and those students are earning recognition across the region, county, state, and country. In addition, the graduation rate for 2021, 2022, and 2023 for students who are completers of a CTE pathway is 100% as it is for students in the AVID program. Therefore, actions 2.2-2.4 were deemed effective.

What is most notable in the analysis of the metrics for action 2.05 is the initial increase in some of the graduation-related outcome measures in the first and second years of this cycle and the slight downturn in this final year of the three-year LCAP. The following data suggests that action 2.05 was partially ineffective. In the area of graduation rate and even meeting the University of California admission criteria, we anticipated that the class of 2023 would have a slightly more difficult time as they adjusted to the re-instituted full graduation requirement and no Pass/No Pass option for A-G classes. This class were freshmen during the initial COVID closure and did their entire sophomore year in some kind of remote or hybrid environment. As a result, they had limited access to make changes to their transcripts, unlike the two classes before them. The net change in grad rate from the baseline of 88.2% to 89.4% is positive and trending close to the target set by the community in 2021. Further, the new Career and College Indicator (CCI) measure which was reported again on the 2023 dashboard, does not reflect all efforts made by the district. Although CDE reports on the 2023 dashboard only 98 students in the class of 2023 participated in dual enrollment, according to district records nearly 1,000 actually participated in a dual enrollment program. This data discrepancy does not suggest a lack of effectiveness but rather a need for a deep dive to determine the cause of the discrepancy between the state data and actual district data.

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

Similar to the other goal areas, this goal will be changed due to community feedback and reflection so that the actions contained herein will be placed into the proper goal in alignment with the board goals and district leadership. The new broad goal number two will be focused on student achievement and continue to measure the metrics contained herein. The actions will be slightly changed to condense the two related to CTE (0202 and 0203) into one action. The actions in this goal have been deemed to be effective when allowed to adjust to the student

needs as we saw with the first two years of metrics. This third year is an outlier and should not cause a wholesale abandonment of the actions. Further, the first action will no longer be included as an item in the LCAP since it is now considered a component of the base program.

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.

Goals and Actions

Goal

Goal #	Description
3	Multi-Tiered Systems of Support: Interventions to support positive student growth and development academically, behaviorally, and emotionally. Actions within this goal will be targeted to develop systems of support at all schools to meet the needs of all students for academic support and acceleration, social- emotional learning and counseling, and behavior support. The goal and related actions target school climate and pupil engagement as well as pupil achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates for all students with particular attention paid to the unduplicated pupil groups and the student groups that showed a gap in attendance rate.	The baseline attendance rate for the 2019/2020 school year (attendance accounting ended on February 21,2020) was 94.6%	The attendance rate for 2020/2021 is nearly impossible to calculate using any traditional method. Although students may have connected to a virtual class, engagement was more difficult to measure remotely. An estimate of attendance rate for 2020/2021 is 85%.	The attendance rate for 2021/2022 was 86.2% for all students	The overall attendance for the district as of Month 4 of the 2023/2024 school year, the last month for which we have finalized data is 92.4%	96% attendance for all students
Suspension Rate-	The Baseline rate from the end of 2019/2020 was 4.7% overall with all student groups. The following subgroup percentages are as follows:	For the 2020/2021 school year there were no suspensions. This lack of data applies to all student groups reflected in the baseline. This is in part, due to the mostly	The Suspension Rate for the 2021/2022 school year overall was 5.6%. Subgroup rates are as follows:	The Suspension Rate for the 2022/2023 school year overall was 6.7%. Subgroup rates are as follows:	The target overall will be 3% for all student groups. The subgroup target percentages are as follows: <ul style="list-style-type: none"> African American: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • African American: 11.1% • Asian: 2% • Hispanic: 4.3% • White: 4% • English Learner: 4.1% • Foster Youth: 12% • Homeless: 6.7% • Socioeconomically Disadvantaged: 5.5% • Students with Disabilities: 6.9% 	virtual nature of the school system for the year and the desire to maximize time in seats for those students who could come to school.	<ul style="list-style-type: none"> • African American: 11.1% • Asian: 0% • Hispanic: 5.5% • White: 4.5% • English Learner: 6% • Foster Youth: 14.7% • Homeless: 8.2% • Socioeconomically Disadvantaged: 6.2% • Students with Disabilities: 9.2% 	<ul style="list-style-type: none"> • African American: 14% • Asian: 2% • Hispanic: 6% • White: 6.4% • English Learner: 6.5% • Foster Youth: 14.8% • Homeless: 9.8% • Socioeconomically Disadvantaged: 7.4% • Students with Disabilities: 8.9% 	<ul style="list-style-type: none"> • Asian: 1% • Hispanic: 2% • White: 2% • English Learner: 2% • Foster Youth: 6% • Homeless: 3% • Socioeconomically Disadvantaged: 3% • Students with Disabilities: 4%
Expulsion Rate- For the district overall	The most recent year for which there is data is 2019/2020. The total for that school year (as of March 2020) was 40 expulsions which yield a rate of 0.28% which is over double the County of San Bernardino rate.	There were no Expulsions for the 2020/2021 school year.	The expulsion rate for 2021/2022 was 0.2% which represented 35 students	The expulsion rate for 2022/2023 was 0.1% which represented 21 students	Reduce the number of expulsions to a rate of 0.10% or fewer. This would be approximately 15 or fewer total expulsions for a school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	<p>The district rate for the last data available (2019/2020 school year) was 13.6% overall were chronically absent by the state definition. Subgroup data as per the California School Dashboard for 2019 is as follows:</p> <ul style="list-style-type: none"> African American: 22.5% Asian: 3.9% Hispanic: 14% White: 8% English Learner: 9.7% Foster Youth: 17.6% Homeless: 32.2% Socioeconomically Disadvantaged: 15.6% Students with Disabilities: 19.5% 	<p>Chronic Absenteeism was 33% for the 2020/2021 school year. Subgroup data as per Dataquest for 2020/2021 is as follows:</p> <ul style="list-style-type: none"> African American: 50.4% Asian: 9.9% Hispanic: 35.4% White: 26.3% English Learner: 36.6% Foster Youth: 45.1% Homeless: 51.8% Socioeconomically Disadvantaged: 37.1% Students with Disabilities: 36.7% 	<p>Chronic Absenteeism was 51.8% for the 2021/2022 school year. Subgroup data is as follows:</p> <ul style="list-style-type: none"> African American: 63.5% Asian: 23% Hispanic: 53% White: 47% English Learner: 51.3% Foster Youth: 52.1% Homeless: 60.5% Socioeconomically Disadvantaged: 55.2% Students with Disabilities: 61% 	<p>Chronic Absenteeism was 38.2% for the 2022/2023 school year. Subgroup data is as follows:</p> <ul style="list-style-type: none"> African American: 47.4% Asian: 11% Hispanic: 40.1% White: 32.4% English Learner: 38.2% Foster Youth: 35.7% Homeless: 45.6% Socioeconomically Disadvantaged: 41.8% Students with Disabilities: 48.2% 	<p>The desired outcome for all students is for 5% or fewer chronically absent with subgroup targets as follows: -African American: 10%</p> <ul style="list-style-type: none"> Asian: 2% Hispanic: 5% White: 4% English Learner: 3% Foster Youth: 9% Homeless: 10% Socioeconomically Disadvantaged: 4% Students with Disabilities: 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safety and school connectedness- This metric may be best measured using survey data provided by the Youth Truth Survey which will be implemented each Fall.	The most recent Youth Truth Survey (spring of 2021) shows that middle school-aged students score in the 63rd percentile for feelings of safety when compared with other students across California and Elementary students scored in the 69th percentile.	<p>The Youth Truth data survey results for November 2021 in the area of safety now includes high school, middle school, and elementary school students. In response to the question, "I feel safe at school." The percent answering in the positive (agree or strongly agree) is as follows for each group: High school- 52% Middle School- 61% Elementary School- 68%</p> <p>These are lower than the previous data and represent a decline in comparison to the average of Youth Truth schools.</p>	<p>The Youth Truth data survey results for November 2022 in the area of safety now includes high school, middle school, and elementary school students. In response to the question, "I feel safe at school." The percent answering in the positive (agree or strongly agree) is as follows for each group: High school- 50% Middle School- 49% Elementary School- 59%</p> <p>These are again a decline and a topic of discussion in our community meetings</p>	<p>The Youth Truth data survey results for November 2023 in the area of safety now includes high school, middle school, and elementary school students. In response to the question, "I feel safe at school." The percent answering in the positive (agree or strongly agree) is as follows for each group: High school- 53% Middle School- 51% Elementary School- 59%</p>	For Elementary through High School students to feel that they are safe at school and report that by scoring at or above the 80th percentile on this Youth Truth Survey
High School Drop-out rate	47 dropouts were reported for the 2019-2020 school year. We know that the class of 2021 may have a much smaller number of dropouts only	High School Drop out numbers for the class of 2021 are not reported in a reliable fashion by the State Department of Education. However,	The High School Drop out numbers for the class of 2022 from the three district high school programs come from the State (CALPADS) report	The High School Drop out numbers for the class of 2023 from the three district high school programs come from the State (CALPADS) report	Our target is to have fewer than 20 for the 2023-24 school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	because of the various pandemic-related changes to the graduation requirements for that class. This will not diminish the need to work to engage and re-engage students who show signs of risk.	internal records suggest we lost contact with 58 high school students from the class of 2021 who did not enroll in another school anywhere in the state or out of state, as far as we could discern.	1.14 and include 84 students who left one of our three schools or a non-public program and did not enroll in another program.	1.14 and include 107 students who left one of our three schools or a non-public program and AVUSD was not able to determine if they enrolled in another program in any state.	
Parental Participation for input and decision-making including for programs for unduplicated students and students with exceptional needs as measured by participation in surveys and connection to the district communication tool, Parent Square, and the related Student Information system, Aeries Portal.	Currently, only 73% of our parents are connected to this combination of Parent Outreach tools. In addition, for parents of our unduplicated students that number is only 67%. Survey participation is not linked to any demographic information unless parents elect to share that information. However, overall survey participation was 30% for all families for the most recent survey in the spring of 2021.	As of this writing, 94% of our families are contactable via our Parent Square outreach tool. This includes a rate of 89% for our unduplicated students. In addition, Youth Truth parent survey participation rate of only 15% in November. This was a decline from prior years and will be a focus for the November 2022 survey.	Parent Square contact ability is 96% and the Parent/ Family participation rate for the youth truth survey was 17% for November of 2022	Parent Square contact ability is 97% and the Parent/ Family participation rate for the youth truth survey was 15% for November of 2023	80% of all parents and 80% of unduplicated parents connected to school via Parent Square and the Portal account and 30% of families participating in the Youth Truth Fall survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment Consortium composite scores for English Language Arts- Measured as points from "met standard"	<p>The baseline data is from 2019 as reported on the California School Dashboard. The results are as follows:</p> <ul style="list-style-type: none"> All students: 23.5 points below standard African American: 56 points below standard English Learners: 51.1 points below standard Hispanic: 34.4 points below standard Homeless: 57.8 points below standard Two or More Races: 16.2 points below standard Socioeconomically Disadvantaged: 36 points 	No Smarter Balanced Assessments were conducted in the Spring of 2021.	<p>English Language Arts scores for 2022 are as follows:</p> <p>All Students -56.9 points below standard</p> <p>African American -96 points below</p> <p>English Learners -87 points below</p> <p>Hispanic -62.5 points below</p> <p>Homeless -82 points below</p> <p>Foster -108 points below</p> <p>Two or more races - 60 points below</p> <p>Socio-Economically Disadvantaged -66 points below</p> <p>Students w/disabilities -138.4 points below</p> <p>Asian -12.8 points above</p> <p>White -43 points below</p>	<p>English Language Arts scores for 2023 are as follows:</p> <p>All Students -66.2 points below standard</p> <p>African American - 110.1 points below</p> <p>English Learners - 98.2 points below</p> <p>Hispanic -70.1 points below</p> <p>Homeless -96.8 points below</p> <p>Foster -118.3 points below</p> <p>Two or more races - 61.9 points below</p> <p>Socio-Economically Disadvantaged -77.6 points below</p> <p>Students w/disabilities -128.7 points below</p> <p>Asian -3 points above</p> <p>White -52 points below</p>	<p>Moving toward Met Standard overall and reduction of the gap between subgroups-</p> <ul style="list-style-type: none"> All students: 18.5 points below standard African American: 30 points below standard English Learners: 30 points below standard Hispanic: 20 points below standard Homeless: 30 points below standard Two or More Races: 10 points below standard Socioeconomically Disadvantaged: 20 points below standard Students with Disabilities: 60 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> Students with Disabilities: 97.7 points below standard Asian: 31.7 points above standard White: 2.9 points below standard 				<p>below standard</p> <ul style="list-style-type: none"> Asian: 32 points above standard White: At standard
Smarter Balanced Assessment Consortium composite scores for Mathematics- Measured as points from "met standard"	<p>The baseline data is from 2019 as reported on the California School Dashboard. The results are as follows:</p> <ul style="list-style-type: none"> All students: 66.8 points below standard African American: 105.2 points below standard English Learners: 89.6 points below standard 	No Smarter Balanced Assessments were conducted in the Spring of 2021.	<p>Mathematics scores for 2022 are as follows:</p> <p>All Students -100 points below standard (bs)</p> <p>African American -147 points below</p> <p>English Learners -125 points below</p> <p>Hispanic -107.3 points below</p> <p>Homeless -120 points below</p> <p>Foster Youth -134 points below</p> <p>Two or more races - 106.8 points below</p>	<p>Mathematics scores for 2023 are as follows:</p> <p>All Students -100 points below standard (bs)</p> <p>African American - 153.3 points below</p> <p>English Learners -136 points below</p> <p>Hispanic -109 points below</p> <p>Homeless -131.7 points below</p> <p>Foster Youth -147 points below</p> <p>Two or more races - 92.3 points below</p>	<p>The Expected Math results are as follows:</p> <ul style="list-style-type: none"> All students: 50 points below African American: 70 points below English Learners: 65 points below Foster Youth: 70 points below Hispanic: 65 points below Homeless: 65 points below Students with Disabilities:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Foster Youth: 101.7 points below standard • Hispanic: 80.5 points below standard • Homeless: 93.5 points below standard • Students with Disabilities: 135.7 points below standard • White: 43.5 points below standard • Socioeconomically Disadvantaged: 80.1 points below standard • Asian: 14 points above standard 		<p>Socio-Economically Disadvantaged -109 points below</p> <p>Students w/disabilities -166.8 points below</p> <p>Asian -20.4 points below</p> <p>White -81.1 points below</p>	<p>Socio-Economically Disadvantaged -114.2 points below</p> <p>Students w/disabilities -160.6 points below</p> <p>Asian -31.2 points below</p> <p>White -83.3 points below</p>	<p>90 points below</p> <ul style="list-style-type: none"> • White: 25points below • Socioeconomically Disadvantaged: 50 points below • Asian: 15 points above

Goal Analysis

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

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

These intervention actions are now deeply embedded into the practice and regular systems of the school district. We have been faithful to voice those challenges we face with either staffing or training as they arise. The educational partners agree that the main challenge we have faced in this area has been the high level of absenteeism for those students who are the most in need of intervention programs whether those are academic, behavioral, or wellness-related. Specifically, the actions 3.02, 3.03, 3.04, 3.05, 3.06, 3.08, 3.11, and 3.12 were fully implemented as planned in the LCAP. Action 3.09 and 3.10 were focused more on the high school level than anticipated due to the inclusion of a new state program to achieve the same outcomes which will be discussed below. In all, those two actions were enacted even more broadly and effectively than we could have with the LCAP funding alone.

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

There were no material differences between budgeted expenditures and estimated actual expenditures. Likewise, there were no anticipated differences between the planned percentage of improved services and the estimated actual percentage of improved services. However, it should be noted that there was a difference in funding sources for the actions related to the extended school year (actions 9 and 10). This is due to the inclusion of a new state funding source for the TK-6th grade Expanded Learning Opportunity Program. We will not spend as much from the supplemental and concentration grant in those two areas but the planned programs will be implemented with more added.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.2 has been effective in increasing the number and percentage of connected parents to our main communication system, Parent Square has grown from 73% of families to 97% connected. We are seeing interactions with the parent portal increase.

At first glance, the decline in test scores and the increase in suspension rate over the last year would argue that actions 3.03, 3.08, and 3.12 were not successful. However, as mentioned in the discussion of the actions in goal #2, those students who attended school regularly (at least 95%) did see improvement in scores. For example, students in grade 11 in 2022/23 who had 95% attendance or better scored at 40% met or exceeded the standard in ELA CAASPP and 14% met or exceeded the standard in Math. This is in comparison to only 31% and 8% respectively for all students. Similar gaps show in all grade levels. This suggests that the instructional program is effective for those students who participate. We must redouble our efforts in the area of attendance and chronic absenteeism, which was a request of the district advisory committee.

For those actions related to student behavior 3.05 and 3.11, the increased staffing and support have been critical and somewhat effective as students have returned to a school environment with new habits, mindsets, and behaviors. The slight increase in suspension rate from 4.7% to 6.7% over three years is only one indicator, but the success of the various programs in making classrooms feel safe and well managed as well as the ability to give focused attention to those students in crisis has been important. In the one-year comparison (the only two years for

which data is really comparable) we see a slight increase in the sense of safety at school for high school (up 1% from 52 to 53%) and a slight decline for middle (down from 61% to 51%) and elementary school students (down from 68% to 59%).

The student support actions 3.04 and 3.06 have been very effective when considering the increase in student reports of mental health on the youth truth survey. Students increasingly report that they have access to an adult on campus which is one of the outcomes of providing increased counselors and therapists. The change over the last three years by student segment in the percent of students who respond positively to some form of the statement "When I am feeling upset, there is an adult on campus I can talk to" is as follows: High school from 41% to 44%, Middle school from 36% to 38%, and elementary school from 52% to 56%.

Actions 3.9 and 3.10 have not been effective when measured against only graduation rate and state test scores, however, participants in these programs report great joy in the programs. We have no current tool for determining outcomes for only those students who participate in the afterschool or extended-year programs versus those who do not. With the introduction of the ELOP, we have a greater number of students who participate in at least one program or offering this year. The educational community asked that we continue these programs to offer enrichment and credit recovery for students who need it.

Action 3.01 and 3.07 were moved to goal 4 in the 23-24 LCAP.

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

This goal and the related actions will be considered and strengthened in the new and reorganized LCAP in order to narrow the focus on those high-value items that will yield the greatest change to the metrics. We have found that the missing item in some of the actions has been the accountability structure for full implementation. As a result, the new goals and actions will include explicit expectations for implementation and monitoring for impact long before the final metric of a yearly survey or suspension rate. The district educational partners determined to adjust the new actions slightly to focus on the needs of the students as reported by the student advisory committees. This includes more opportunities for clubs, activities, and student-selected play at the elementary level. Likewise, the educational partners have requested that a rigorous analysis be made of the reading and math intervention outcomes in light of the San Bernardino County Cradle to Career Roadmap. To that end, a data dashboard will be created to monitor progress toward selected priority metrics so that the staff and programs that make up these actions create the impact that is intended. There were some very specific requests from the educational community to be certain that we include enriching after-school opportunities for all students which will move to goal 2 action 7. This will strengthen the approach going forward with student voice including determining offerings.

Action 0309 and 0310 will be combined into a new action in goal two that will focus on the non-ELOP extended learning efforts that will allow for a closer alignment between the intended target and the outcomes. This action will now focus on students in grades 7-12. Likewise actions 0308 and 0303 will move into goal two as they are all about the tiers of support and intervention leading to student achievement this was an explicit request of the District Advisory Committee to capture like actions into a broad goal.

Further in the new LCAP, there will be a continued focus on improving student attendance through counselors, training, parent education, and incentives all aligned to the new goal #1. Actions 0305, 0304, and 0306 will all move to this new goal #1 which will be a broad goal focused on creating a safe and nurturing learning environment.

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.

Goals and Actions

Goal

Goal #	Description
4	Improve family communication, outreach, support, and connection with expanded family centers, accessible and trained outreach staff, increased capacity for connection, increased availability of home to school transportation, and welcoming campus environments. The actions in this goal are primarily focused on the Apple Valley Unified School District Families and our partnership with them.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Facilities in Good Repair as measured by the facilities inspection reports	The most recent inspection of 2020 resulted in three school sites designated as "fair" and the rest in "good" or better designation using a rigorous third-party evaluation system.	The fall 2021 facility inspection conducted by a third-party agency found that 5 of our campuses were in "fair" condition and the rest in "good" condition.	The fall 2022 facility inspection conducted by a third-party agency found that only 1 of our campuses was in "fair" condition and the rest in "good" condition.	The fall 2023 facility inspection conducted by a third-party agency found that only 1 of our campuses was in "fair" condition and the rest in "good" condition.	All sites in "good" condition as rated by the independent third-party inspection company.
Utilization of Transportation	The last year for which data is available was 2019/2020 showed 5348 students who signed up to utilize the home to school transportation system beyond those who were transported as part of an Individualized Education Plan.	For the 2021/2022 school year there were 5690 students who were eligible and had passes to utilize the expanded transportation services offered by this action.	For the 2022/2023 school year there were 3000 students who were eligible and had passes to utilize the expanded transportation services offered by this action. This decline does not mean a reduction in utilization for this year,	For the 2023/24 school year there were 5100 students issued bus passes and close to our target. This service was offered to all eligible students by address.	Increase to include all low-income, English learners, and foster youth who live outside of the walk radius. This is a shifting number each year but our target at this time is 5500 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			but rather a loss of the pass system for a time this year.		
Youth Truth Survey data- Percent positive (scores greater than 3.5 out of 5) in the category of culture- Family Response composites	The Spring 2021 Youth Truth Survey of 1829 parents (elementary only due to an administrative error) yielded a composite percent positive of 75% for this measure.	The fall Youth Truth Data now includes parents of all age groups. In the broad area of campus culture the overall percent positive rating for High School parents was 51% and for Elementary (Tk-8) parents 69%. These results are an overall decline from the prior spring and reflect the national tone of struggle with health concerns and mandates.	The fall 2022 Youth Truth survey family results show the following percent positive ratings by segment in the area of Culture: High School: 56% K-8: 69% This is a slight increase for high school families and no change at the elementary/ middle level. This is a positive trend	The fall 2023 Youth Truth survey family results show the following percent positive ratings by segment in the area of Culture: High School: 60% K-8: 63% This is a slight increase for high school families and no change at the elementary/ middle level. This is a positive trend	80% positive for the Relationship measure for families.
Youth Truth Survey data- Percent positive (scores greater than 3.5 out of 5) in the category of Relationships- Family Response composites	The Spring 2021 Youth Truth Survey of 1829 parents (elementary only due to an administrative error) yielded a composite percent positive of 83% for this measure.	The fall Youth Truth Data now includes parents of all age groups. In the broad area of relationships the overall percent positive rating for High School parents was 58% and for Elementary (Tk-8) parents 80%. These results are an overall decline	The fall 2022 Youth Truth survey family results show the following percent positive ratings by segment in the area of Relationships: High School: 62% K-8: 78% This is a slight increase for high school families and decline at the	The fall 2023 Youth Truth survey family results show the following percent positive ratings by segment in the area of Relationships: High School: 66% K-8: 78% This is a slight increase for high school families and no change at the	86% positive for the Relationship measure for families.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		from the prior spring and reflect the national tone of struggle with health concerns and mandates.	elementary/ middle level.	elementary/ middle level.	
Chronic Absenteeism	<p>The district rate for the last data available (2019/2020 school year) was 13.6% overall were chronically absent by the state definition. Subgroup data as per the California School Dashboard for 2019 is as follows:</p> <ul style="list-style-type: none"> African American: 22.5% Asian: 3.9% Hispanic: 14% White: 8% English Learner: 9.7% Foster Youth: 17.6% Homeless: 32.2% Socioeconomically 	<p>Chronic Absenteeism was 33% for the 2020/2021 school year. Subgroup data as per Dataquest for 2020/2021 is as follows:</p> <ul style="list-style-type: none"> African American: 50.4% Asian: 9.9% Hispanic: 35.4% White: 26.3% English Learner: 36.6% Foster Youth: 45.1% Homeless: 51.8% Socioeconomically Disadvantaged: 37.1% 	<p>Chronic Absenteeism was 51.8% for the 2021/2022 school year. Subgroup data is as follows:</p> <ul style="list-style-type: none"> African American: 63.5% Asian: 23% Hispanic: 53% White: 47% English Learner: 51.3% Foster Youth: 52.1% Homeless: 60.5% Socioeconomically Disadvantaged: 55.2% Students with Disabilities: 61% 	<p>Chronic Absenteeism was 38.2% for the 2022/2023 school year. Subgroup data is as follows:</p> <ul style="list-style-type: none"> African American: 47.4% Asian: 11% Hispanic: 40.1% White: 32.4% English Learner: 38.2% Foster Youth: 35.7% Homeless: 45.6% Socioeconomically Disadvantaged: 41.8% Students with Disabilities: 48.2% 	<p>The desired outcome for all students is for 5% or fewer chronically absent with subgroup targets as follows: -African American: 10%</p> <ul style="list-style-type: none"> Asian: 2% Hispanic: 5% White: 4% English Learner: 3% Foster Youth: 9% Homeless: 10% Socioeconomically Disadvantaged: 4% Students with Disabilities: 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged: 15.6% <ul style="list-style-type: none"> Students with Disabilities: 19.5% 	<ul style="list-style-type: none"> Students with Disabilities: 36.7% 			

Goal Analysis

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

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

The family services goal and the related action 4.01 were implemented as planned. The success has been the engagement of families in all areas of our work including the family centers, newly devised African American parent advisories, and other large events like our International Day of the Child in April. The need for support from services such as our food pantry has been growing while resources have started to taper slightly. The challenges we face in this area include matching the need for support services to the available district and community resources. The other actions related to increased bilingual receptionists 4.02, increased bussing 4.03, and increased maintenance support 4.04 were implemented as planned.

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

There were no material differences between budgeted expenditures and estimated actual expenditures. Likewise, there was no anticipated difference between planned percentage of improved services and the estimated actual percentage of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 4.1 and 4.2 are deemed effective by virtue of the survey results from all families that report engagement with the school in a positive manner (up from 51% to 60% in high school and from 51% to 54% in Elementary). This change was anticipated at the high school level as we met with students throughout the fall. However, the elementary school results, although higher in both measures were a surprise. This led to conversations with those students and school-level surveys to work toward recommendations for continued improvement. Most responses requested increased communication with school sites. The effectiveness of the bussing action 4.03 can be best measured with

our increase in attendance from year to year, which is still very low when measured against 2018/19 but is improving, with pre-pandemic Chronic absenteeism at 13.6% that peaked at 51.8% and is down to 38.2% in 22/23. We have moved from around 3000 students using the busses in that year to about 5200 this year which is near to the intended target. Finally, the third-party reports of the status of our facilities show progress in action 4.04 to keep schools well maintained.

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

Like the other goal areas, this goal will be adjusted and actions moved to align with our board goal structure. The District Advisory Committee has asked that the recommendations of the students and parents gathered via advisory and survey, be included in the actions next year to strengthen the impact. The recommendations included using specific questions within the Youth Truth survey and reporting percent positive instead of the scaled score responses. The selected questions for families were: "My school creates a friendly environment." and "I feel valued by my school". Baseline data will be included for these new metrics in the 2024 LCAP. Actions will be gathered under a new overall goal for Parent and community engagement and will be focused on a narrower band of actions and outcomes. In addition, parents requested more frequent communication from the school sites which will be given attention in a new goal 3 item.

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.

Goals and Actions

Goal

Goal #	Description
5	To provide English Language Development and progress toward Proficiency and reclassification for all English Learners. This entire goal is focused on the support of English learners, their families, and the school support systems to attain the target metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate/ Number reclassified	11.6% reclassified in 2019/2020	For the 2020/2021 school year there were 4.5% students reclassified or redesignated. This decline is indicative of the lack of in person instruction and time at school hearing the target language.	For the 2021/2022 school year there were 50 students reclassified which is 3.6% of the 1397 total students identified.	For the 2022/2023 school year there were 58 students reclassified.	Increase to 15% of students reclassifying each year
% of English Learners who make progress toward English Proficiency measured by the ELPAC	Our last dashboard indicator for this metric showed that 46.8% of students made progress. This put us in the "Medium" classification.	There is no Dashboard indicator for English Learner progress at this time. However, the ELPAC results show that we have 12.83 % of our students proficient which is above the county average and when combined with level 3 "moderately developed" we have	The English Learner Progress Indicator returned this year on the state dashboard. AVUSD has 37.9% of our English Learners making progress toward proficiency. This was a "low" status on the Dashboard	The English Learner Progress Indicator returned on the 2023 state dashboard. AVUSD has 46.2% of our English Learners making progress toward proficiency. This was a "high" status on the Dashboard	Above 55% of students making progress to move to the "High" progress level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		over 48% of our students making good progress.			
Enable English Learners to access the Common Core State Standards and English Language Development Standards for purposes of gaining academic content knowledge and English Language Proficiency as measured by the Smarter Balanced Assessment- Distance From Met Standard	for the 2019 test, English Learners scored 51.1 points below standard in English Language Arts	The Smarter Balance Assessment was not administered in this school year. There is no other standard measure to relate to the Smarter Balanced scores referred to in prior years.	For the 2022 Smarter Balance assessment aggregate score of 87.1 points below standard	For the 2023 Smarter Balance assessment aggregate score of 98.2 points below standard	To increase the score to 20 points from met standard for English Learners

Goal Analysis

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

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

The English Language Development goal and the actions therein were implemented as planned. The main success in this area has to do with a systematic program for training and support of those who provide instruction for English Learners in both designated and integrated format. We have seen stability in this group and supportive parents. The challenges that this team faces continues to be the administrative challenges related to the testing timelines and the complexity of the state data system. Actions 5.01 through 5.05 have been implemented in service of 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.

There are no material differences between budgeted expenditures and estimated actual expenditures. Likewise, there was no anticipated difference between the planned percentage of improved services and the estimated actual percentage of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

With growth in the English Language Progress Indicator of 8.3% over the last two years for which we have consistent data (from 37.9% to 46.2% making adequate progress), the community feels strongly that actions 5.01, 5.02, and 5.05 are very effective. The impact of action 5.04 is best viewed through the lens of graduation rate which has been maintained for English Learners at 86.1% (up from 80.1% in 2020 the baseline year) which is not far from the graduation rate for all students and therefore very effective in the estimation of the Apple Valley Unified District English Language Advisory Committee. Finally, action 5.03 continues to allow access for all families to home language resources in print and in-person translation which affects family connections as measured by our continued DELAC and ELAC participation and the fact that families who speak a language other than English report an Engagement scaled score of 3.56/5 on the Youth Truth family survey and English speaking families report a 3.42/5, significant difference.

This is a true highlight of the school district and a testament to the partnership principles in place throughout this work.

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

The only changes to this program will be to organize the actions into the related board goals with no change to the implementation. Actions 0501, 0502, and 0505 will be consolidated into an action in goal number two with related actions moving to that goal area as well. Action 0504 will move to the same new goal as all counseling efforts but it will retain a unique action number since it is targeted to a single student group. Finally, 0503 will move into the new family and community engagement goal as an action related to continued connection to families. This was an important component of the discussion with the District English Language Advisory Committee members. This leadership group agreed to the changes to the LCAP organization but wanted to be sure that we kept the items as they were and that we reported student progress for English Learners as a student group.

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

Goals and Actions

Goal

Goal #	Description
6	To meet the needs of African American students so they can function, work, and thrive, and so that the gaps in student outcomes cease to be predicated on connection to any student group. More specifically, within the next year African American students will have a reduced suspension rate, increased graduation rate, improved English and Math scores, and improved survey results on the Youth Truth measure of engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	11.7%	N/A	11.7	2023 CA School Dashboard 14%	5.6%
Graduation Rate	89.2%	N/A	89.2%	2023 CA School Dashboard 82.5%	92%
Chronic Absenteeism	63.5%	N/A	63.5%	2023 CA School Dashboard 47.4%	30%
ELA Scores- Smarter Balance Assessmet	96.1 points below standard	N/A	96.1 points below standard	2023 CA School Dashboard 110 points below standard	50 points below
Math Scores- Smarter Balance Assessmet	147.1 points below standard	N/A	147.1 points below standard	2023 CA School Dashboard 153 points below standard	80 points below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Engagement Survey Scores	Using the Youth Truth Survey in the area of Engagement- African American students report the following percent positive: Elementary Students: 83% Middle Grades: 56% High School: 52%	N/A	Using the Youth Truth Survey in the area of Engagement- African American students report the following percent positive: Elementary Students: 85% Middle Grades: 56% High School: 52%	Using the data from the 2023 Fall Youth Truth Survey in the area of Engagement- African American students report the following percent positive: Elementary Students: 79% Middle Grades: 51% High School: 56%	Percent Positive by segment: Elementary- 90% Middle Grades- 80% High School- 80%
Campus Culture- student survey results	Using the Youth Truth Survey in the area of Culture- African American students report the following percent positive: Elementary Students: 22% Middle Grades: 19% High School: 22%	N/A	Using the Youth Truth Survey in the area of Culture- African American students report the following percent positive: Elementary Students: 22% Middle Grades: 19% High School: 22%	Using the data from the 2023 Fall Youth Truth Survey in the area of Culture- African American students report the following percent positive: Elementary Students: 18% Middle Grades: 29% High School: 25%	Percent Positive by segment: Elementary- 40% Middle Grades- 40% High School- 40%
Relationships- Student Survey results	Using the Youth Truth Survey in the area of Relationships- African American students report the following percent positive:	N/A	Using the Youth Truth Survey in the area of Relationships- African American students report the following percent positive:	Using the data from the 2023 Fall Youth Truth Survey in the area of Relationships- African American students report the	Percent Positive by segment: Elementary- 90% Middle Grades- 80% High School- 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Elementary Students: 79% Middle Grades: 43% High School: 33%		Elementary Students: 79% Middle Grades: 43% High School: 33%	following percent positive: Elementary Students: 75% Middle Grades: 43% High School: 37%	

Goal Analysis

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

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

Actions 6.02 through 6.05 were implemented as planned in large part because they were a component of either a larger district-wide effort or they were supported by the Plan/ Do/ Study/ Act cycle supported by the San Bernardino County Superintendent of Schools in the Differentiated Assistance Technical Support system. The principal successes had to do with the expansion of the African American Parent Advisory at selected schools and the development of a district-wide African American Parent Advisory Committee. The parent interactions led to important conversations about attendance support, academic needs, and school climate concerns for our students. The parent advisory network will continue to grow under the new goal structure.

Action 6.01, the expansion of our Multi-Tiered Systems of Support was not implemented as planned and will require the work to be done system-wide to change mindsets regarding the purpose of tiered interventions. The plan included staff training and clear definitions of the criteria to be used in cases of support for behavior and academics. This work was not started, due to a lack of staffing to focus on that effort.

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

There were material differences between budgeted expenditures and estimated actual expenditures in action 6.01 due to a lack of capacity in the district to provide the needed training. There were no additional material differences between budgeted expenditures and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

There are mixed results here. Actions 6.01, 6.02, and 6.04 were ineffective in changing the suspension rate for African American students, mostly due to a lack of staff training and usable interventions. A three-year look at CAASPP scores shows that African American students moved further from met standard from the baseline of 96.1 points below to 147.1 points below in ELA and from 110 points below to 153 points below in Math. In addition, the suspension rate for African Americans over two years for which we have data (2022 and 2023) changed from 11.7% to 14.0% still more than double the rate for all students (4.7% and 6.7% respectively).

The decrease in Chronic Absenteeism from 63.5% to 47.4% is encouraging and shows that action 6.03 was effective. In addition, the survey results suggest that in the middle grades, in the broad areas of engagement, culture, and relationships, African American students actually made growth which is contrary to the trend for all students.

We have begun the work in action 6.05 to expand the African American Parent Advisories to include also a district-level group this year. We see that the family survey data shows that African American parents/ guardians report a higher level of belonging and engagement (3.98/ 5) when compared to Hispanic (3.56/5) or white families (3.26). We only have one year of effort to analyze for this entire goal, but it is worth mentioning that this student group is one of our greatest areas of needed focus. Our District African American Advisory Committee felt that the actions were effective in getting this started, but felt that progress was still needed in this area.

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

Because of the prohibition for counting these funds as contributing toward increased or improved services for purposes of Supplemental and Concentration grant funds, it will be important to continue this work within the broader goals contained within the board goal structure that we have been asked to reorganize by the district advisory committee. To that end, each metric in the new LCAP will report data for the African American student group in all areas of achievement. Importantly, student group data for any performance gaps will continue to be made explicit in reporting. Further, the push to build African American Parent Advisory Committees will continue as an action in a new goal (goal 3) related to family engagement.

Action 6.1 will be included in the new action 0202 regarding professional learning.

Action 6.2 will be included in the new action 0101 for counseling support with graduation metrics as key indicators for African American students

Action 6.4 will be included in the new actions 0207 and 0208 for intervention support for students in need of bridging any performance gap.

The district advisory group requested that this change be made to include a focus on African American students as a component of the large goals expressing that the metrics and outcomes for all actions should include a discussion of any student group that is showing a gap in performance, and to monitor these actions are in place and effective for all student groups including African American students. Staff training will occur with these targets in mind.

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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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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 [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Apple Valley Unified School District (AVUSD) serves 14,500 students in our pre-school through adult education program who live in a geographic area larger than 200 square miles. In addition to expansive preschool and adult education programs, the district includes five TK-6 Elementary Schools, six TK-8 Academies, two comprehensive high schools, and one alternative education center. The district student population is growing and includes students from a wide variety of groups. The student demographics in the district include; Hispanic 57.8%, White 29%, African American 7.9%, Asian 1.4%, Filipino 0.4%, and Pacific Islander 0.4%. The Socio-economically disadvantaged student population is 75%, students with disabilities represent 12.7% and the English Learner population is 10.8%. 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 900 reported in the 2022/23 school year.

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

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

Phoenix Academy
High Desert Premier Academy
Apple Valley Virtual Academy
Special Education Pre-School

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 participated in a lengthy reflection process around all California School Dashboard Indicators and other local data starting in December of 2023 when most data was released. This reflection process culminates in a lengthy data-sharing conversation with community leaders and district advisory team members from each site and department. This "State of the District" conversation includes detailed discussions of each data point with subgroup details discussed. The following is a summary of those discussion outcomes generally with a much more detailed discussion provided in the annual update.

The slight decline in most student groups in achievement in both English Language Arts and Mathematics came as a disappointment and seemed contrary to local indicator data from the iReady Assessments in most grades. Overall there was a 9.2 point decline in scaled score in ELA and a 3 point decline in Math. This is despite a slight increase in iReady scores in grades 3-6 in ELA of +3% more students reading at grade level. Notable declines in the upper grades at most schools drove this decline. The only district-wide student group that saw growth was the Students with Disabilities group which grew 14 points in both ELA and Math. This overall decline drove a search and analysis of our systems for adjusting to student needs and meeting the intervention requirements of students who are many grade levels behind. In addition, the English Learner Progress Indicator showed improved growth on that measure (ELPAC) of over 8% to 46.2% making progress, while at the same time, English Learners declined 11 points on the Smarter Balanced ELA Assessment scaled score. Questions of motivation and the perceived importance of those tests were added to the student advisory discussion topics for the Spring semester.

The one-year decline in Chronic Absenteeism from 52% to 38.2% in 2023 and the related increase in overall attendance percentage from near 80% to almost 90% was a welcome change. Every student group improved in this measure and local indicators show similar positive change so far this year. It was notable that the student groups with the highest levels of chronic absenteeism improved the most thereby helping to close the gap.

We did not see the same decline in the suspension rate. The overall rate increased by 1.1% with some groups increasing by over 2%. This includes our African American students for whom we report a 14% suspension rate which is more than double the rate for all students. This has been an area of focus for goal 6 in the 2023/2024 LCAP and our area of focus for our Differentiated Assistance work with support from the San Bernardino County Superintendent of Schools. This focus has been an examination of all student outcomes for our African American

students and increased conversations with parents and community members who have an interest in this student group. This has included a discussion of academic needs, restorative practices, and sense of belonging. The main effort has been through parent engagement this year which will include in the new goal 3.

In the area of graduation rate and college readiness, the class of 2023 saw a slight decline overall and in all student groups. The 2.7% decline in overall graduation rate was an expected outcome of the return to a 220-unit graduation requirement after two years of COVID-related flexibility. Student group data showed declines in Foster Youth (-22.5%) Low-Income students (-3.5%) and African American students (6.7%). The English learner graduation rate was nearly unchanged, which was welcome news.

The College and Career Indicator (CCI) returned this year as an indicator and the data did not match our internal calculations. Our share of students who participate in dual enrollment classes with our local community college has increased steadily and yet the state only credited us with a small portion of those students properly. We had 300 students who were reported as dual enrollment in 2020 and only 98 in 2023 (the next year for which there is data). This is contrary to the number of students who show a completed course on both our transcript and the local community college of almost 1000. There is a disconnect between our student information system and the state data system. We are working with both vendors to attempt to remedy this discrepancy.

The dashboard data reveals that we remain eligible for differentiated assistance based on the outcomes for three student groups: Foster Youth in English and Math scores, suspension rate, and graduation rate; Homeless Youth in English and Math scores, and suspension rate; and African American students in English and Math scores, and suspension rate.

1) RED or Lowest Performance dashboard indicators for a school within the LEA (All students):

English Learner Progress Indicator:

Mariana Academy

English Language Arts- Smarter Balance Assessment:

Desert Knolls Elementary

Mariana Academy

Phoenix Academy

Sandia Elementary

Apple Valley High

Math- Smarter Balance Assessment:

Mariana Academy

Phoenix Academy

Rancho Verde Elementary

Sandia Elementary

Apple Valley High

Suspension Rate:

Phoenix Academy

Rancho Verde Elementary

Sandia Elementary

2) RED dashboard indicators for a student group within the LEA:

English Learners

ELA

Math

Foster Youth (DA)

ELA

Math

Suspension

Graduation

Homeless Youth (DA)

ELA

Math

Suspension

Socioeconomically Disadvantaged

ELA

Math

Students with Disabilities

Graduation

African American (DA)

ELA

Math

Suspension

Hispanic

ELA

Math

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

Desert Knolls Elementary (ATSI)

ELA

Socioeconomically disadvantaged.

Students with disabilities

Hispanic

Math

Socioeconomically disadvantaged.

Hispanic

Suspension

Socioeconomically disadvantaged.

African American

Mariana Academy (CSI)

ELPI – English learners

ELA

English learners

Socioeconomically disadvantaged.

Students with disabilities

Hispanic

White

Math

English learner

Socioeconomically disadvantaged.

Students with disabilities

Hispanic

White

Suspension

White

Chronic Absenteeism

English learners

Phoenix Academy (Equity Multiplier) (CSI)

ELA

English learners

Homeless

Socioeconomically disadvantaged.

African American

Hispanic

White

Math

English learners

Homeless

Socioeconomically disadvantaged.

Students with disabilities

African American

Hispanic

Suspension

English learners

Foster Youth

Homeless

Socioeconomically disadvantaged.

Students with Disabilities

African American
Hispanic
White

Rancho Verde Elementary (ATSI)

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

Rio Vista School of Applied Sciences

ELA
Homeless
Students with disabilities
Math
Homeless
Students with disabilities

Sandia Elementary (CSI)

ELA
English learners
Homeless
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
White
Math
English learners
Homeless
Socioeconomically disadvantaged.
Hispanic

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

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

Sycamore Rocks Elementary (ATSI)
ELA
English learners
Suspension
African American

Vanguard Preparatory (ATSI)
ELA
English learners
Students with disabilities
Math
English learners
Students with disabilities
Suspension
English learners
Students with disabilities

Yucca Loma Elementary (ATSI)
ELA
African American

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

Apple Valley High (ATSI)
ELA
English learners
Socioeconomically disadvantaged.
Students with disabilities
Hispanic
White

Math
English learners
Socioeconomically disadvantaged.
Hispanic
White
Suspension
African American
College/Career
Homeless

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

High Desert Premier Academy (Equity Multiplier)
ELA
Hispanic
Math
Hispanic
Suspension
African American
College/Career

Homeless
Socioeconomically Disadvantaged
Hispanic
White

Apple Valley Unified Preschool Special Education
(Equity Multiplier)

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

Apple Valley Virtual Academy
(Equity Multiplier)

- No indicators in the red. The area of focus will be Family engagement.

Reflections: Technical Assistance

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

Apple Valley Unified School District qualifies for differentiated assistance as a result of the dashboard indicators for the following groups and areas where the same group is in the "red" or lowest indicator for more than one category:

Foster Youth (ELA, Math, Suspension Rate, and Graduation Rate)

Homeless Youth (ELA, Math, and Suspension Rate)

African American Students (ELA, Math, and Suspension Rate)

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

In addition, we have technical assistance from the San Bernardino County Superintendent of Schools to work directly to improve the outcomes for African American students for the last two years. This has been conducted with a careful systems change protocol with explicit targets set at the start of each cycle now in the second year. We had a team of district directors and coordinators attend a full-day planning session with the San Bernardino County Superintendent of Schools on February 7, 2024 where the team was supported by a county director. The team was given time to evaluate data, reflect on root causes, and begin the Plan/ Do/ Study/ Act improvement cycle.

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

been growing momentum from all parents requesting increased access to give voice to their needs and that action item will keep the district focused on that work in coordination with our technical assistance provided from the county office.

Comprehensive Support and Improvement

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

Schools Identified

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

The schools that qualify for comprehensive support and improvement in the Apple Valley Unified School District:

Mariana Academy
Sandia Academy
Phoenix Academy

All of the sites listed have similar needs.

Support for Identified Schools

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

The LEA supports eligible schools in developing comprehensive support and improvement plans by providing guidance, resources, and technical assistance. Each school meets with the district team to assist them in the development of their CSI plans. The LEA provided support regarding the identification of needs, root cause analyses, educational partner engagement, and the development of the Single School Plan for Student Achievement.

Each site is guided through an evaluation of its School Plan for Student Achievement (SPSA) and Comprehensive Needs Assessment (CNA). An outline is provided to ensure their plans are aligned with the District LCAP. The School Site Council (SSC) is trained on the importance of this plan. Input provided by its educational partners is in the best interest of its students. The site's CSI plan is built into the SPSA and guided by the CNA and Annual Review section of the SPSA. Support is provided to school site committees and parent groups to ensure implementation, monitoring, and evaluation of evidence-based interventions and identified resource inequities.

We use formative and summative assessment data to monitor students' progress so teachers can identify strengths and weaknesses. We analyze student performance data through local and state scores so that we can identify trends and patterns. By monitoring this data site teams will be able to inform instructional decisions and identify interventions needed. We also gather feedback from parents and students through surveys and meetings. We look for insight into the perceived effectiveness and determine if these programs are helping us to achieve our goals.

The Curriculum and Instruction Director works one-on-one with each school site administrator to develop an outline of their CSI plans which

receives input and approval from their School Site Councils who are their educational partner groups. The data that we used to build each site's CSI plans is also used to develop their Comprehensive Needs Assessments. In developing the Comprehensive Needs Assessments staff and community input is provided. All data used to develop these plans came from the 2022 - 2023 Dashboard as well as the 2023 - 2024 District iReady data.

Resource Inequities:

In working with all three CST identified school sites, we found that per the Ca. Dashboard 2023 no inequities were identified using these metrics for any of these schools. However comparatively there is a higher socially economically disadvantaged population throughout the district. We have a higher correlation of the underperforming socio disadvantaged within our 3 CSI schools compared to other campuses within our district.

Data gathered from all three schools include:

SBAC scores - CA Dashboard

iReady diagnostic reports/usage reports

Reading Records-ODMS

Youth Truth Survey results

School Site Survey Results

Suspension and discipline statistics from Aeries/Precision Analytics

Attendance rates from Aeries/Precision Analytics

This plan will be evaluated monthly through suspension and discipline data, annually through the Youth Truth Survey and three times throughout the year through parent and student surveys. We will hold data talks a minimum of three times a year. These findings will be reported to site committees such as School Site Council and School Site Leadership, in promoting transparency and gaining input on necessary adjustments based on the effectiveness of the strategies listed above.

Effectiveness for all three CSI identified school sites will be evident with the following outcomes:

The What Works Clearinghouse was utilized in the development in these areas based on their research in effective, evidence-based practices.

Paraeducator Support - Increasing paraeducator support allows for more intensive and individualized learning opportunities for students.

Paraeducator-Supplemented Instruction in Structural Analysis with ...

[ies.ed.gov](#) › [ncee](#) › [WWC](#) › Study

Paraeducator-Supplemented Instruction in Structural Analysis with Text Reading Practice for Second and Third Graders at Risk for Reading Problems [Quasi- ...

Tutoring - Students who participate in tutoring opportunities ultimately have an increase in their academic achievement.

The Evaluation of Enhanced Academic Instruction in After-School ...

[ies.ed.gov](#) › [ncee](#) › [pubs](#)

... after-school activities (for example, remedial education, academic enrichment, tutoring, recreation, and drug and violence prevention), particularly ...

Ongoing Staff Support - Professional Development allows for educators to grow their practice. Allowing our staff to work with Instructional Coaches to deepen this learning will have a direct impact on student achievement.

Instructional Coaching in K–12: A Literature Review and Discussion ...

ies.ed.gov › west › pdf › REL-West-CPP-5-2-2-2-Lit-Review-508

File Format: PDF/Adobe Acrobat

Coaches support teachers to plan instruction aligned to curriculum, rigorous standards, and effective research-based teaching practices. 2) Observing ...

Parent Outreach - Parent Engagement is a keystone in a successful educational community, and has a direct impact on student achievement.

<https://ies.ed.gov/ncee/rel/Products/Region/central/Ask-A-REL/20002>

Restorative Practices - Restorative Practices increase student voice and skill in addressing conflict, which can lead to increased attendance and access to academics.

Restorative Justice Practices in Schools | Ask A REL Response ...

ies.ed.gov › edlabs › regions › northwest › askarel › restorative-justice

In the literature reviewed for this report, restorative justice is generally portrayed as a promising approach to address school climate, culture, and safety.

Below, you will see each CSI identified sites breakdown of each area of need that was identified along with their data and evidence support. Each site's data is based on the 2022/23 CA dashboard and the 2023/24 district i-Ready data. Due to the data results, you will notice that each site's activities, strategies, and interventions are similar.

Mariana Academy:

Mariana's needs identified include:

We found that Mariana Academy has low performance in both ELA and math.

Academic Performance: English Language Arts - All student groups scored an average of 97 points below grade level standard, placing them in the red indicator range on the California School Dashboard for English Language Arts.

Goal: Using the CA Dashboard Target Setting Tool, each sub-group must grow a minimum of 3 points per year for three years to increase one indicator level, to orange. I-ready diagnostic scores will be used as a projected proficiency monitoring tool throughout the year, being reviewed three times during the school year, following each diagnostic.

Academic Performance: Math - All student groups scored an average of 119 points below grade level standard, placing them in the red

indicator range on the California School Dashboard for Mathematics.

Goal: Using the CA Dashboard Target Setting Tool, each sub-group must grow a minimum of 3 points per year for three years to increase one indicator level, to orange. I-ready diagnostic scores will be used as a projected proficiency monitoring tool throughout the year, being reviewed three times during the school year following each diagnostic.

Mariana's Evidence Based Interventions (Strategies / Activities, Annual Review and Update, as applicable):

Interventions will be implemented to address Academic Performance:

Paraeducator Support - Additional support is needed to support student academics in the classroom setting; and to be a trusted adult for the growing number of children who experience adversity in the form of poverty, homelessness, food insecurity, learning obstacles, or lack of health care. Schools need a flexible system of support to address these needs, as without these basic needs met there is minimal likelihood of increasing academic achievement.

Paraeducator-Supplemented Instruction in Structural Analysis with ...

ies.ed.gov › ncee › WWC › Study

Paraeducator-Supplemented Instruction in Structural Analysis with Text Reading Practice for Second and Third Graders at Risk for Reading Problems [Quasi- ...

Tutoring - Students who participate in tutoring opportunities ultimately have an increase in their academic achievement.

The Evaluation of Enhanced Academic Instruction in After-School ...

ies.ed.gov › ncee › pubs

... after-school activities (for example, remedial education, academic enrichment, tutoring, recreation, and drug and violence prevention), particularly ...

Ongoing Staff Support - Professional Development allows for educators to grow their practice. Allowing our staff to attend content-specific professional development and work with Instructional Coaches on site to deepen this learning will have a direct impact on student achievement.

Instructional Coaching in K–12: A Literature Review and Discussion ...

ies.ed.gov › west › pdf › REL-West-CPP-5-2-2-2-Lit-Review-508

File Format: PDF/Adobe Acrobat

Coaches support teachers to plan instruction aligned to curriculum, rigorous standards, and effective research-based teaching practices. 2) Observing ...

Academic Performance: English Language Arts - Evidence-based instructional strategies will continue to be implemented with students in grades K-8.

Students in grade K-6 will be supported with Orton Gillingham strategies

Leveled Literacy Intervention will be used to support the lowest performing students in grades 1-6

Guided Reading groups and Fountas & Pinnell Interactive Reader Libraries will be used in grades TK-6 to strengthen reading comprehension and leveled reading support for all students in the classroom

Instructional support from a paraeducator as a push-in and/or pull-out small group and 1:1 reading aide, working with highest needs students,

as determined by reading records and I-Ready Reading diagnostics

I-Ready Tools for Teachers will be utilized to form targeted reading intervention groups for reading skills in grades K-8, which will then be followed up with I-Ready customized lessons for all students.

Tutoring for ELA will be offered during after school hours to strengthen reading performance for the lowest performing students in all grade levels based on I-Ready diagnostic scores.

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

Academic Performance: Math - Evidence based instructional strategies will continue to be implemented in grades K-8 to address math performance.

I-Ready Tools for Teachers will be utilized to form targeted math intervention groups for grades K-8, which will then be followed up with I-Ready customized lessons for all students.

Teachers will implement evidence-based instructional strategies to strengthen Number Sense for Grades TK-8 with Zearn Math Digital resources.

Tutoring for Math will be offered during after school hours to strengthen math performance for the lowest performing students in all grade levels. Tutoring resources will include I-Ready math lessons, Zearn Math based on I-Ready diagnostic scores.

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

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

CSI funds will be used for the following needs as previously stated:

Actions taken for Mariana's Academic Performance: English Language Arts & Math SPSA Goal 1 (Academic Achievement), Activity 1: Targeted Intervention Resources for Reading and Math groups and tutoring Including: Fountas & Pinnell Grade Level Guided Reading Libraries, I-Ready Tools for Teachers, Zearn Math, Touch Math

Hourly pay for qualified Certificated & Classified Staff for individual & small-group tutoring intervention in English Language Arts & Math utilizing I-Ready Individualized Reading/Math lessons, Zearn Math, Touch Math

Professional Development and Training in ELA & Math instruction, including: Registration and related costs, coverage by substitutes, expenses to attend content-specific training throughout the year, such as AVID/RIMS Content Tutorial Trainings, California Mathematics Council Conference, California Reading Association Conference, Guided Reading Training and dedicated training time with instructional coaches.

Total compensation costs for a full-time Paraeducator dedicated to site-based interventions in academics, both push-in and pull-out groups, in English Language Arts, and content training for this staff member to effectively support students.

Sandia Academy:

The needs identified for Sandia Academy include:

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

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

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

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

Sandia's Evidence Based Interventions (Strategies / Activities, Annual Review and Update, as applicable):

1. Academic Performance: English Language Arts - Evidence-based instructional strategies will continue to be implemented with students in grades K-8. Students in grade K-6 will be supported with Orton Gillingham and Heggerty strategies. Leveled Literacy Intervention will be used to support the lowest performing students in grades 1-5. Guided Reading groups and Fountas & Pinnell Interactive Reader Libraries will be used in grades 3-4 to strengthen reading comprehension and leveled reading support for all students in the classroom.

I-Ready Tools for Teachers will be utilized to form targeted reading intervention groups for reading skills in grades K-8, which will then be followed up with I-Ready customized lessons for all students. After school extended learning opportunities will be offered for reading enrichment in grades K-6.

Tutoring for ELA will be offered during after school hours for students in grades 7-8 to strengthen reading performance for the lowest performing students in these grade levels. Tutoring resources will include I-Ready reading lessons, and StudySync differentiated lesson materials as part of the district adopted curriculum. Third Quest reading program will be implemented in grades 4-6. Kinder and First grade students with low phonics skills will receive daily direct intervention in small groups using OG/Heggerty strategies.

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

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

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

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

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

Progress will be evaluated monthly through suspension and discipline data, annually through the Youth Truth Survey and three times throughout the year through parent and student surveys.

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

CSI funds will be used for the following needs as previously stated:

1. Academic Performance: English Language Arts

SPSA Goal 1 (Academic Achievement), Activity 1:

Paraeducator assigned to provide daily small group intervention for Kinder/1st grade.

SPSA Goal 1 (Academic Achievement), Activity 2:

Certificated staff to implement after school tutoring for intervention and enrichment grades 7-8.

SPSA Goal 1 (Academic Achievement), Activity 3:

I-Ready Tools for Teachers.

SPSA Goal 1 (Academic Achievement), Activity 4:

Certificated staff to implement after school tutoring for interventions and enrichment grades 7-8.

SPSA Goal 1 (Academic Achievement), Activity 5:

“Do the Math” Curriculum and staff training purchase.

SPSA Goal 2 (Academic Achievement), Activity 2:

Paraeducator assigned to provide daily student support for MTSS development and support for behavior and engagement of students in the classroom.

SPSA Goal 2 (Academic Achievement), Activity 7:

Parent Power Teams presentations/ training.

Phoenix Academy:

Phoenix's needs identified include:

Our school initiated an annual Comprehensive Needs Assessment, which through analyzing various data and consultation between District, School, and Community partners, the following Priority Areas for 2024/2025 were established:

Improve student attendance for Chronically Absent students.

Engage parents as educational partners via outreach efforts (i.e. communication and home visits), and parent educational opportunities on campus.

Continue work with Guided Reading, both in the classroom and through professional development opportunities with staff.

Consistent implementation of CHAMPS-based expectations across all classrooms, with posted and implemented expectations.

Build opportunities for students to connect/invest in our campus in areas of their interest.

Increase consistency amongst all processes and programs.

Through this process, we also developed specific targeted measured areas, listed below:

1. Academic Performance: English Language Arts (SPSA Goal 1 & 4) - All student groups' scores decreased 27.1 points for English Language Arts, with the exception of Students with Special Needs, this sub group increased by 4.0 points. All students will show 15.4 point growth in English Language Arts yearly. I-Ready Reading scores for grades K-8 will be used as a projected proficiency monitoring tool.

2. Academic Performance: Math (SPSA Goal 1 & 4) - All student groups scored in the very low indicators for Mathematics. Mathematics progress declined by 6.7 points overall as measured by the CA Dashboard Indicators. Students will show 18.9 point growth in Mathematics. I-Ready Math scores for grades K-8 will be used as a projected proficiency monitoring tool and will be reviewed three times during the school year.

School Culture and Safety-SPSA Goal 2: Student behavior and suspension rates will be positively impacted by a school-wide effort focused on student expectations and school culture. All students will have resources available through MTSS processes; which are individualized as

needs are identified.

3. Suspension Rates (SPSA Goal 2 & 4): Suspension rates increased by 5.7% as indicated on the CA Dashboard. Students need to actively engage in school, and feel a sense of belonging amongst staff and peers, to foster academic achievement. Suspension rates need to be reduced by 6%, as measured by annual reporting, with monitoring being conducted monthly. Further, students who receive suspensions also need intentionally, evidence-based opportunities for intervention and support both prior to suspension and in tandem with any suspensions provided to minimize further disciplinary incidents.

Phoenix's Evidence Based Interventions (Strategies / Activities, Annual Review and Update, as applicable):

Paraeducator Support - Additional support is needed to support student academics in the classroom setting; and to be a trusted adult for the growing number of children who experience adversity in the form of poverty, homelessness, food insecurity, learning obstacles, or lack of health care. Schools need a flexible system of support to address these needs, as without these basic needs met there is minimal likelihood of increasing academic achievement.

Tutoring - Students who participate in tutoring opportunities ultimately have an increase in their academic achievement.

Ongoing Staff Support - Professional Development allows for educators to grow their practice. Allowing our staff to work with Instructional Coaches to deepen this learning will have a direct impact on student achievement.

Parent Outreach - Parent Engagement is a keystone in a successful educational community, and has a direct impact on student achievement. Further some of our specific plans, such as home visits, set the stage for reducing disciplinary concerns and help increase students' and families' feeling of positivity and belonging about the school setting.

Restorative Practices - Restorative Practices increase student voice and skill in addressing conflict, which can lead to increased attendance and access to academics as students have the tools to navigate conflict and furthermore be a part of a productive solution.

Phoenix's CSI funds will be used for:

All students at Phoenix Academy receive Tier 1 Universal Supports (For example: access to core adopted curriculum, specialized reading intervention when appropriate, access to counseling and social/emotional support staff as needed). CSI funds will be explicitly used for activities and resources that support the improvement in the areas of Academic Performance in English Language Arts and Mathematics, and reduced Suspension Rates, as measured by attendance rates, academic assessment data, and suspension rates. All expenditures will be approved through the District Curriculum and Instruction office to ensure the alignment of use of CSI funds with district LCAP goals.

CSI funds will be used for the following needs as previously stated:

1. SPSA Goal 1 - Academic Performance: English Language Arts / Mathematics.

Comprehensive Needs Assessment Priority Area: "Continue work with Guided Reading, both in the classroom and through professional development opportunities with staff."; and "Build opportunities for students to connect/invest in our campus in areas of their interest."

Paraeducator Support - Paraeducator dedicated to site-based interventions in academics, both push-in and pull-out groups during the instructional day, in English Language Arts and Math, and content training for this staff member to effectively support students.

Tutoring - Establishment of small-group tutoring in English Language Arts & Math.

Ongoing Staff Support - To support District Initiatives on curriculum and instructional support, all teachers have access to Professional Development opportunities. These funds will be used specifically to give our teachers and staff access to dedicated time with our Instructional Coaches for ongoing support in these areas, and to allow for specialized development and implementation surrounding Phoenix students and their needs.

2. SPSA Goal 2 - School Climate

Comprehensive Needs Assessment Priority Area: “Engage parents as educational partners via outreach efforts (i.e. communication and home visits), and parent educational opportunities on campus.”; and “Improve student attendance for Chronically Absent students.”

Parent Outreach - Establishment of a Parent Outreach Team to conduct home visits and establish Parent Engagement opportunities on campus in an effort to eradicate any possible barriers connecting students and families to school.

Restorative Practices - Initial Training, Follow-Up Support, Coaching and Learning Opportunities, and Materials for certificated and classified staff to be trained in Restorative Practices.

Monitoring and Evaluating Effectiveness

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

Each school site’s team will meet monthly throughout the school year to review the plan, assess implementation and progress, analyze and evaluate data to make adjustments as needed. The School Site Councils will receive a presentation of findings annually and will be given the opportunity to provide input and feedback at each school site council meeting. Parents, staff and community partners will participate in the evaluation process at site meetings and at the District Advisory Committee. Students will review data and provide input and feedback at the Superintendent’s Advisory Council meetings. Engagement with our educational partners will be ongoing, and the process will prioritize continuous improvement based on data results and lessons learned.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
High School Students	Students in grades 9-12 were administered a survey from Youth Truth in November of 2023 with topics including belonging, engagement, school culture, mental health, and academic challenges. Over 2800 students participated in the survey of a possible 4000. This included students in all grades and student groups. In addition, each high school provided a representative group of students to participate in a superintendent advisory committee series of meetings conducted at Apple Valley High School, Granite Hills High School, and High Desert Premier Academy. The sessions were held in September, November, January, and February. Students were given the opportunity to evaluate data from their school site and formulate plans that influenced the development of the LCAP. In addition, students presented their findings and plans to school site administrative teams who worked to build those plans into the school site action plans. More than 100 students participated in these high school sessions.
District English Language Advisory Committee	The DELAC information process includes the entire scope of the LCAP plan cycle including data analysis, plan review, priorities, and plan approval. The DELAC-only sessions began on September 27, 2023 included a submission of the draft plan on May 8, 2024. In addition, the AVUSD DELAC is present at all district advisory committee meetings with live translation.
All Educational Partners- Families	The district provided a survey to all parents and guardians in the two weeks in November 2023 before Thanksgiving week using Youth Truth. The survey included topics such as school engagement, culture, relationships, academic challenge, and others. Participation

	<p>was approximately 10% of households in the district. The data was gathered and reported back to each school site team during the LCAP development process. In addition, the data is used at each school site for all plan development including CSI, Equity Multiplier, and SPSA. Invitations were sent to all families using the parent communication tool Parent Square, email, district social media, and other site-based tools.</p>
District staff	<p>The district provided a survey to all staff in the two weeks in November 2023 before Thanksgiving week using Youth Truth. The survey included topics such as school engagement, culture, relationships, academic challenges, and others. Participation was approximately 70% of eligible staff in the district. The data was gathered and reported back to each school site team during the LCAP development process. In addition, the data is used at each school site for all plan development including CSI, Equity Multiplier, and SPSA. Invitations were sent to all staff using district email, district social media, and other site-based tools.</p>
<p>District Advisory Committee</p> <p>Site Principals, teachers, counselors, district administration, Apple Valley Unified Teacher Association representatives, California School Employees Association Chapter 828 representatives, SELPA representatives, DELAC, and Parents representing schools throughout the district including:</p> <p>English Learners, Low-Income, students with disabilities, foster youth, homeless, Hispanic, white, and African American.</p>	<p>LCAP development began with a presentation of data on January 22, 2024. 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.</p> <p>The second session was on February 26, 2024 - 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. Also, the group provided feedback about the proposed goal structure to align the actions with board goals. Discussion took place to determine possible re-alignment and combining of like actions into this new goal structure.</p> <p>On April 1, 2024, the draft LCAP with the goals and actions adjusted as requested was presented to the district advisory committee of parents and staff as listed. The entire group approved the draft LCAP as presented. At this same session, all participating parents were allowed to provide verbal or written questions. Since no questions were provided, there was no written response from the superintendent.</p>

All Elementary Schools in the District (Grades 3-8)	Students in grades 3-8 were administered a survey from Youth Truth in November of 2023 with topics including belonging, engagement, school culture, mental health, and academic challenges. Over 5700 students participated in the survey of a possible 6000. This included students in all grades and student groups. In addition, each school provided a representative group of 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.
SELPA Consultation	The Desert Mountain SELPA administrator (also known as the California Association of Health Education Linked Professionals CAHELP) works closely with Apple Valley Unified School District. A draft of the LCAP was presented to the SELPA administrator on May 17, 2024
Local Leaders from business, community organizations, and government agencies including the Town of Apple Valley and San Bernardino County.	January 22, 2024 - State of the District- Presentation to local leaders to share dashboard indicators and survey results along with other local data for each LCAP goal.
AVUSD Board of Trustees	February 1, 2024 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.
African American Parents	District African American Parent Advisory Committee. The first session on February 7th included a review of data and presentation from SBCSS staff. The second session on May 1st allowed for a review of the metrics for African American students included in the LCAP
AVUSD Board of Trustees	February 7, 2024 - Board Workshop with board goals as one element of the discussion. The board provided clarification regarding board goals and definitions that would influence the LCAP
District Leadership, Directors, and County Staff	February 7, 2024 Differentiated Assistance planning session-- Session designed to evaluate data, build plan, and start cycle of improvement.
AVUSD District Directors connected to instruction	February 26, 2024 - 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	Phoenix Academy and Special Education Pre-School Equity Multiplier School Plan Development:

	<p>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 2023 California Schools Dashboard.</p> <p>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 Special Education Pre-School program is contained on this site and yet has a unique school number registered with the state. This program will have an action within the Phoenix Academy Equity Multiplier goal</p> <p>The School Site Council at Phoenix Academy approved the SPSA which included the equity multiplier plan on May 8, 2024.</p> <p>Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p>
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students	<p>Apple Valley Virtual Academy Equity Multiplier School Plan Development:</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percent 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 2023 California Schools Dashboard.</p> <p>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.</p> <p>The School Site Council at Apple Valley Virtual Academy approved the SPSA which included the equity multiplier plan on May 8, 2024.</p>

	Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students	<p>High Desert Premier Academy Equity Multiplier School Plan Development:</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percent 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 2023 California Schools Dashboard.</p> <p>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.</p> <p>The School Site Council at High Desert Premier Academy approved the SPSA which included the equity multiplier plan on May 8, 2024.</p> <p>Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p>
AVUSD Board of Trustees	May 16, 2024 - Draft LCAP with community recommendations provided for reading prior to June public hearing.
AVUSD Board of Trustees	June 6, 2024 - Public Hearing to consider comments regarding the draft AVUSD LCAP
AVUSD Board of Trustees	June 13, 2024 - Board Adoption of the LCAP

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

The 2024-2027 LCAP was wholly reorganized based on the feedback of the educational partners in Apple Valley. The district leadership and governance teams requested that the LCAP goals and the AVUSD Board Goals be aligned so that there was a single set of targets for the entire system from the Superintendent and Board and throughout the system. The Board of Trustees reaffirmed their goals in conjunction with the superintendent over several board meetings and during a workshop on February, 7th, 2024. The outcome of that session and subsequent input from district administration on 2/26/24 led to a proposed reorganization of actions into the goal structure of the board. This was taken to the District Advisory Committee on that same evening for their consideration. In addition, the district advisory committee helped to set outcomes for all dashboard metrics for each student group by school site. This included a site team of parents and staff in most cases.

Feedback from the district advisory committee of all educational partners requested that the metrics be adjusted to highlight any student groups that were not achieved based on the dashboard indicators or based upon a discrepancy in local data points such as iReady. To accommodate this, we have included new local metrics and targets for several actions that will include student performance on iReady by student group. This will be reported in real-time to site administration and the district advisory committee at each meeting. Particularly in Goals one and two, the metrics will call out particular student groups at the district and site level.

Further, the metrics will now include reference to carefully selected questions in the Youth Truth survey for students and parents regarding felt safety and positive engagement respectively. In addition, there was an action included in the new goal number one that now includes increased health care resources for students in the form of school nurses. This was a request of the group in prior years that remains and the current advisory group affirmed it as an additional item.

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

Other items were removed from the LCAP if they were not contributing actions that were allowable expenses for Supplemental and Concentration grant funds. The committee asked that those items be removed for the sake of clarity and simplicity.

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

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

The fourth equity multiplier program is a program located on the campus of Phoenix Academy and includes a very small preschool program for students with special needs. The students and parents in this program typically connect to the program for only one year and it is a site that does not operate independently, however, the plan includes the desires of staff and the needs of those students. For example, the staff has made requests for greater training in Trauma-informed teaching strategies such as Trust Based Relationship Instruction (TBRI) which will be offered to them using these funds.

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)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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:

- 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.
- 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%			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%	

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 EL 48.1% Sitting Bull AA 33.0%			2027 TK-6 Yucca Loma HY 27.7% TK-8 Mariana EL 20% Sitting Bull AA 20.00%	
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 2027 Percent Positive: Elementary Students- 80% Middle Grades- 75% High School Students- 75% Elementary Parents- 90% High School Parents- 80% Elementary Staff- 90% High School Staff- 90%	
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"			2025-2026 School Year All sites in "Good Repair"	
M1.5	Suspension Rate Percentage – District Targets for student groups in the red as well as for all students	2022-23 ALL 6.7% EL 6.5% FY 14.8% HY 9.8% LI 7.4% SWD 8.9%			2027 All 4.5% EL 4.%% FY 4.5 % HY 4.5 % LI 4.5% SWD 4.5%	

	Source: CA School Dashboard	AA 14.0% AI 7.0% AS 2.0% FI 0.00% HI 6.0% PI 4.0% WH 6.4% 2 or More 4.9%			AA 4.5 % AI 4.5% AS 2.0% FI 0.00% HI 4.0% PI 3.1% WH 4.5% 2 or More 4%	
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%			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%	

		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 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%	
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 staff. Middle Grades families and staff are included in the	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 2026 Percent Positive: Elementary Students- 90% Middle Grades- 60% High School Students- 60% Elementary Parents- 75% High School Parents- 75% Elementary Staff- 80% High School Staff- 80%	

	elementary for reporting purposes.					
M1.8	<p>Survey Results: Culture</p> <p>Percentage Positive response (Students, Staff, and Families combined surveys)</p> <p>Source: Youth Truth</p> <p>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.</p>	<p>November 2023</p> <p>Percent Positive:</p> <p>Elementary Students- 18%</p> <p>Middle Grades- 25%</p> <p>High School Students- 26%</p> <p>Elementary Parents- 63%</p> <p>High School Parents- 60%</p> <p>Elementary Staff- 52%</p> <p>High School Staff- 57%</p>			<p>November 2026</p> <p>Percent Positive:</p> <p>Elementary Students- 70%</p> <p>Middle Grades- 60%</p> <p>High School Students- 55%</p> <p>Elementary Parents- 75%</p> <p>High School Parents- 75%</p> <p>Elementary Staff- 80%</p> <p>High School Staff- 80%</p>	
M 1.9	<p>Survey Results: Mental Health</p> <p>Percentage Positive response from students</p> <p>Source: Youth Truth</p> <p>Questions regarding access to an adult (or service) at school when upset or having troubles. The data will be reported by segment.</p>	<p>November 2023</p> <p>Percent Positive:</p> <p>Elementary Students- 56%</p> <p>Middle Grades- 38%</p> <p>High School Students- 46%</p>			<p>November 2026</p> <p>Percent Positive:</p> <p>Elementary Students- 70%</p> <p>Middle Grades- 70%</p> <p>High School Students- 70%</p>	

M 1.10	Expulsion Rate percentage as published by the CDE	2022-2023 School year 0.1 % all students 0.4% AA			2025-2026 School Year 0.1% All 0.2% AA	
M 1.11	Overall District Attendance percentage as reported by the AVUSD Administrative services department	2022-2023 School Year 88%			2025/2026 School Year 95%	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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	\$3,390,943.00	Yes

		increase social-emotional support to students. This will include 26 counselors beyond the base requirement.		
1.2	Increased healthcare support	The district will provide Eight additional Registered School Nurses beyond the base requirement to provide a range of health services within the school setting, serving students, school staff, families, and the broader community. This action will be principally directed toward English learners, foster youth, and low-income students. The tasks will be to increase student attendance, connection to school, sense of safety, and overall health of the whole child.	\$1,483,065.00	Yes
1.3	School Climate supports	The district will Provide ongoing support to school staff to create a positive classroom and school culture. (including behavior management staff, professional development, coaching, and resources). This includes 73 positions such as Board Certified Behavioral Analysts, Behavior Intervention Technicians, and other supervisors to assist. This action will be principally directed toward English learners, foster youth, and low-income students.	\$4,342,788.00	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 and from school. This action includes 77 full and part-time positions to increase bussing in this manner.	\$4,379,050.00	Yes
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.	\$752,402.00	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 three positions.	\$519,172.00	Yes
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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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	CAASPP ELA – District wide Distance From Standard (DFS) Source: CA School Dashboard	2023 ALL: -66.2 EL: -98.2 FY: -118.3 HY: -96.8 LI: -77.6 SWD: -128.7 AA: -110.1 AI: -53.5 AS: -3 FI: 50.6 HI: -70.1 PI: -61.5			2027 All: -57.2 EL: -70 FY: - 70 HY: -70 LI: -68 SWD: -70 AA: -70 AI: -44.5 AS: -3 FI: 50 HI: -61 PI: -52.5	

		WH: -52 2 or More: -61.9			WH: - 43 2 or More: -53	
M2.2	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 TK-6 Desert Knolls ALL -79.1 LI -90.7 SWD -156.9 HI -83.1 Rancho Verde SWD -101 AA -75.1 WH -76.3 Rio Vista HY -84.1 SWD -115.7 Sycamore Rocks EL -80.8 Yucca Loma AA -108.6 TK-8 Mariana ALL -97 EL -114 LI -99.1 SWD -149.3 HI -97.8 WH -100.8 Phoenix ALL -116.2 EL -132.5 HY -131.5 LI -122.5 AA -145.1 HI -112.3 WH -99.3 Sandia ALL -110.9 EL -133.6			2027 TK-6 Desert Knolls ALL -70 LI -70 SWD -147.9 HI -70 Rancho Verde SWD -70 AA -66.1 WH -67.3 Rio Vista HY -74.1 SWD -106.2 Sycamore Rocks EL -62.8 Yucca Loma AA -93.6 TK-8 Mariana ALL -70 EL -70 LI -70 SWD -70 HI -70 WH -70 Phoenix ALL -66.2 EL -72.5 HY -71.5 LI -72.5 AA -75.1 HI -62.3 WH -49.3 Sandia ALL --5 EL -70	

		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			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	
M2.3	CAASPP Math – District wide Distance From Standard (DFS) Source: CA School Dashboard	2023 ALL -103 EL -136 FY -147 HY -131.7 LI -114.2 SWD -160.6 AA -153.3 AI -112.9 AS -31.2 FI -15 HI -109 PI -113.3 WH -83.3 2 or More -92.3			2027 ALL -94 EL -95 FY -95 HY -95 LI -95 SWD -110 AA -95 AI -95 AS -0 FI -0 HI -90 PI -95 WH -75 2 or More -80	
M2.4	CAASPP Math – School and Student Groups	2023 TK-6 Desert Knolls			2027 TK-6 Desert Knolls	

	Distance From Standard (DFS) Source: CA School Dashboard	LI -103 HI -98.3 Rancho Verde ALL -104.1 EL -112.9 LI -107.3 SWD -128.4 AA -136.3 HI -106 Rio Vista HY -102.2 SWD -126.4 Yucca Loma EL -110.8 SWD -159 TK-8 Mariana ALL -119.3 EL -144.9 LI -123.4 SWD -172.6 HI -121.7 WH -118 Phoenix ALL -151.7 EL -164.9 HY -168.5 LI -157.6 SWD -192.6 AA -182.1 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			LI -94 HI -89.3 Rancho Verde ALL -95 EL -95 LI -95 SWD -95 AA -95 HI -95 Rio Vista HY -92.2 SWD -115.9 Yucca Loma EL -98.8 SWD -149 TK-8 Mariana ALL -95 EL -95 LI -95 SWD -95 HI -95 WH -95 Phoenix ALL -101.7 EL -108 HY -118.5 LI -107.6 SWD -122.6 AA -112.1 HI -96.5 Sandia ALL -95 EL -95 HY -95 LI -95 HI -95 WH -25 Sitting Bull EL -95	
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		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			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	
M2.5	High School Graduation Rate Percentage- District Source: CA School Dashboard	2023 graduation rate percentage ALL 89.4% EL 86.1% FY 60.9% HY 72.2% LI 88.2% SWD 67.3% AA 82.5% AS 100% HI 90.0% WH 89.9% 2 or More 88.9%			For the class of 2026 (reported for the 2027 LCAP) graduation rate Percentage ALL 90.5% EL 89.1% FY 80% HY 80% LI 90.5% SWD 80% AA 85.5% AS 95% HI 91% WH 91% 2 or More 91%	
M2.6	High School Graduation Rate Percentage - School and Student Group	2023 Graduation rate percentage No groups are currently in the "Red" or lowest indicator.			For the class of 2026 (reported for the 2027 LCAP) Graduation Rate Percentage	

	Source: CA School Dashboard	<p>Apple Valley High School All - 95.2 EL - 86.4% SWD- 75.3% AA- 89.3% LI- 94.3%</p> <p>Granite Hills High School All -92% EL- 95% SWD- 74.3% AA- 91.5 LI- 91%</p> <p>High Desert Premier Academy All - 71.2% EL- 78.6% AA- 63.2% LI- 71.8%</p>			<p>Apple Valley High School All - 95% EL - 89.4% SWD- 80% AA- 90.5% LI- 94.3%</p> <p>Granite Hills High School All -95% EL- 95% SWD- 80% AA- 91.5 LI- 91%</p> <p>High Desert Premier Academy All - 80% EL- 81.6% AA- 80% LI- 80%</p>	
M2.7	<p>English Learner proficiency – District</p> <p>Percentage making progress</p> <p>Source: CA School Dashboard</p>	<p>2023</p> <p>EL 46.2% Making Progress</p>			<p>2026</p> <p>To maintain "green" Status we must reach 52.2% making progress.</p>	
M2.8	<p>English Learner proficiency – Schools and student groups</p> <p>Percentage making progress</p>	<p>2023</p> <p>TK-8 Mariana EL 35%</p>			<p>2026</p> <p>TK-8 Mariana EL 45%</p>	

	Source: CA School Dashboard					
M2.9	<p>IReady Scores ELA Third Grade</p> <p>Percentage of students on or above grade level</p> <p>Source: iReady winter data for grade 3</p>	<p>2024</p> <p>All third grade (winter window): 32.75% on or above grade level</p> <p>AA: 22.65%</p> <p>EL: 18%</p> <p>LI: 27.67%</p>			<p>2027</p> <p>All third grade (winter window): 43% on or above grade level</p> <p>AA: 38%</p> <p>EL: 30%</p> <p>LI: 40%</p>	
M2.10	<p>Ninth grade Math 1 pass rate</p> <p>Percentage of students earning a grade of "C-" or better.</p> <p>Source: Local Transcript Evaluation in Third party tool- Precision Analytics</p>	<p>2023- Final Grades:</p> <p>All - 59.8 %</p> <p>EL- 50%</p> <p>FY- 47.5%</p> <p>LI- 54.5%</p> <p>AA- 51.5%</p>			<p>2026 final grades:</p> <p>All - 75%</p> <p>EL- 70%</p> <p>FY- 65%</p> <p>LI- 75%</p> <p>AA- 75%</p>	
M2.11	<p>College and Career Indicator – District</p> <p>Percentage considered Prepared</p> <p>Source: CA School Dashboard</p>	<p>Class of 2023</p> <p>ALL 38.5%</p> <p>EL 24.5%</p> <p>FY 13.0%</p> <p>HY 10.3%</p> <p>LI 33.8%</p> <p>SWD 11.9%</p> <p>AA 20.0%</p> <p>HI 38.1%</p> <p>WH 43.0%</p> <p>2 or More 44.4%</p>			<p>Class of 2026</p> <p>ALL- 44.5%</p> <p>EL- 35%</p> <p>FY- 35%</p> <p>HY- 35%</p> <p>LI- 40%</p> <p>SWD- 35%</p> <p>AA- 35%</p> <p>HI- 44.1%</p> <p>WH- 49%</p> <p>2 or More- 50.4%</p>	
M2.12	<p>College and Career Indicator – School and Student Group</p>	<p>Class of 2023</p> <p>9-12</p> <p>Apple Valley HS</p> <p>ALL 48.3%</p>			<p>Class of 2026</p> <p>9-12</p> <p>Apple Valley HS</p> <p>ALL 54.3%</p>	

	Percentage considered Prepared Source: CA School Dashboard	EL 20.9% LI 42% SWD 15.3% AA 21.4% HI 45.6% WH 55.7% Homeless 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%			EL- 35% LI - 48% SWD- 35% AA- 35% HI- 52% WH- 56% Homeless- 35% Granite Hills HS ALL- 46.4% EL- 45.5% HY- 35% LI - 43.8% SWD- 35% AA- 35% HI - 48% WH - 45.4%	
M2.13	Percentage of fully credentialed teachers (based on the CDE Data quest report)	2021-22 school year 74.8%			2024-25 school year 90%	
M2.14	Percentage of Students with standards aligned instructional materials- Internal audit verified by San Bernardino County team visits	2023-24 School Year 100%			2026-27 School Year 100%	
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			2026-27 Average rating: 4.7	
M2.16	Percentage of pupils who have completed the	Class of 2023: 38.7%			Class of 2026: 47.5%	

	UC or CSU course of study requirements for entry- from dataquest					
M 2.17	Percentage of pupils who have completed a state approved and aligned CTE pathway Data Source- District Student Information System	End of year report 2023 76%			End of year report 2026 90%	
M 2.18	Middle School Drop-outs reported as a number of students reported on the CALPADS report total	2023 report 46 students			2026 report fewer than 30 students	
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 2026 40 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 2026 20%	
M 2.21	Percentage of students who passed an advanced Placement examination with a score of 3 or higher	Spring 2023 Exam session: 41.6%			Spring 2026 Exam session 50%	

	Data Source: College Board District Dashboard					
M 2.22	<p>Percentage of students who demonstrate college preparedness pursuant to the Early Admission Program (EAP) requirements meaning level 4- standard exceeded</p> <p>Data Source: CAASPP scores for grade 11</p>	<p>Class of 2024 (as juniors in 2023)</p> <p>ELA: 7.41%</p> <p>Math: 4.4 %</p>			<p>Class of 2027 (as Juniors in 2026)</p> <p>ELA: 15%</p> <p>Math: 9%</p>	
m2.23	<p>Reclassification Rate (reported as a number of students)</p> <p>Source: Reclassification reports and outcomes annual</p>	<p>For 2023 there were 58 students who earned reclassification</p>			<p>For the 2025 school year the goal will be 100 students</p>	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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 27 certificated positions.	\$4,087,121.00	Yes
2.2	Professional Learning	Provide all staff with professional development in support of district priorities in service of improved instruction and student growth in the priority metrics using district-adopted materials and tools. This action is principally directed to foster youth, English learners, and Low-income students to increase student achievement on SBAC and iReady scores. This professional learning will often be in large group settings and supported over time by the instructional coaches in action 2.1. This action will be measured by metrics M2.1, M2.2, M2.3, M2.4, and M2.9 and will include four positions as well as funding to allow for staff to attend training after regular duty hours or during summer. Also, the funds will cover the costs for substitutes when needed and for trainers when needed.	\$3,413,606.00	Yes
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-	\$3,864,534.00	Yes

		income, foster youth, and English learners. This action will be measured by Metric M2.11 and M 2.12.		
2.4	Music Program	Music teachers will be provided to each school beyond the base funding (and prior to any proposition 28 / AMS additions) to allow for music education and increased engagement and participation in the overall school program. This action will be principally directed toward low-income, foster youth, and English learners. This action will be measured by metrics M2.1, M2.2, M2.3, and M2.4.	\$3,947,916.00	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	\$94,447.00	Yes
2.6	English Language Development Program	Provide integrated and designated English Language Development programs including para-educators, specialists, and teachers on special assignment, to support English Learners and Long Term English Learners (LTELs) in making progress toward English Proficiency. This action will be measured by M2.7, M2.8, and EL outcomes in other metrics such as M2.5 and M2.11.	\$2,906,720.00	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	\$15,164,543.00	Yes
2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	Provide access to multi-tiered systems of support for students in need of intervention to offer early-stage tier one and tier two interventions within the general education setting in an inclusionary model. This action is	\$4,757,765.00	Yes

		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.		
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	\$5,979,945.00	Yes
2.10	Class Size Reduction	Provide 40 additional certificated positions in order to subsidize the class size reduction grade span adjustment in grades K-3. This action is principally directed to low-income, foster youth, and English learners. This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9.	\$5,409,574.00	Yes
2.11	Professional Development for staff to address the needs of English Learners	The district will provide through the English Language Development Department, ongoing training for all instructional staff who interact with students. This will include the unique needs of English Learners and Long Term English Learners.	\$100,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

1. Student Success: Research consistently shows that family and community involvement in education positively impacts student achievement and success. When families are engaged in their children's education, students tend to have higher grades, better attendance, improved behavior, and increased motivation (Henderson & Mapp, 2002). By fostering family and community engagement, we can create a supportive network around students, enhancing their overall learning experience.
2. Holistic Support: Families and communities play a crucial role in providing holistic support to students. They can offer valuable insights into students' strengths, challenges, and learning styles. By involving families and communities in educational decision-making processes, we can tailor support services and interventions to better meet the diverse needs of students.
3. Cultural Competence: Engaging families and communities from diverse backgrounds promotes cultural competence within schools and districts. By recognizing and valuing the cultural assets and contributions of all families, educators can create inclusive learning environments where students feel affirmed and respected. This, in turn, fosters a sense of belonging and promotes academic success, particularly for students from marginalized or underserved communities.
4. Resource Mobilization: Families and communities can serve as valuable resources for schools and districts. In Apple Valley, many offer volunteer support, expertise, and access to community resources that enhance the educational experience for students. By building strong partnerships with families and community organizations, we can leverage these resources to address academic, social, and emotional needs effectively.
5. Accountability and Transparency: Engaging families and communities promotes transparency and accountability in education. When families are actively involved in school activities and decision-making processes, they develop a greater understanding of the educational system and are more likely to hold schools and districts accountable for student outcomes. This collaborative approach to governance fosters

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Family Center Number of interactions for service Source: Family Center Staff reports Type and number of service: # of families served with food # of students provided clothing # of other services	2023-2024 (as of May 2024) Type and number of service: # of families served with food- 5215 # of students provided clothing- 92 # of other services- 30			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	
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 2027 Elementary Families- 85% High School Families- 80%	

M3.3	<p>Survey Results- Family Engagement</p> <p>Percentage of Postive Responses</p> <p>Fall Survey- question: "I feel valued by my school".</p>	<p>November 2023 Elementary Families- 61%</p> <p>High School Families- 59%</p>			<p>November 2027 Elementary Families- 75%</p> <p>High School Families- 75%</p>	
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Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Centers	Maintain five family centers in order to provide families with access to necessary items, support, and training in order for parents to be able to meet the needs of their children directed principally to low-income, foster	\$510,774.00	Yes

		youth, and English Learners. This action will be measured by Metric M3.1 and M1.1 and M1.2		
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.	\$724,878.00	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	\$65,366.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

These two school sites both serve in non-traditional settings where students may not participate in a typical school environment on a traditional schedule. The need for this additional support is best evidenced by the respective qualifying data points for both the percentage of Low-income students and the non-stability rate. For the 2022-2023 school year AVVA enrollment was 78.6% low-income and 53.6% non-stable. HDP shows 77.9% low-income and 67.9% non-stable enrollment. Further, High Desert Premier Academy students are in the Red or lowest indicator for the following:

- ELA- Hispanic
- Math- Hispanic
- Suspension Rate- African American Students
- College and Career Indicator- Homeless, low-income, Hispanic, and White students

Apple Valley Virtual Academy students have no indicators on the dashboard yet, due to small numbers and recent opening. However, the Chronic Absenteeism data shows at 49.6% they are far more absent than the district average.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 4.1	Suspension rate percentage from the California School Dashboard	2023 HDPa: All: 4.7 AA: 12.7 HI: 3.4 LI: 4.8 AVVA: Not Applicable (virtual program)			2027 HDPa: All- 4.0 AA- 6.0 HI- 3.0 LI- 4.0	
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			2027 HDPa: All: -45 AA: -45 HI: -45 LI: -45 AVVA: All: -45 AA: -45 HI: - 45 LI: - 45	
M 4.3	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 HDPa: All: -209 AA: N/A (Not reportable) HI: -213			2027 HDPa: All: -115 AA: -115 HI: -115 LI: -115	

		LI: -214 AVVA: All: -107 AA: -123 HI: - 101 LI: - 108			AVVA: All: -25 AA: -25 HI: - 25 LI: - 25	
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			HDPa: All: 20 AA: 20 HI: 20 LI: 20 WH: 20 AVVA: All: 15 AA: 15 HI: 15 LI: 15 WH: 15	
M 4.5	College and Career Readiness reported as the CCI by percentage CA school Dashboard	2023 HDPa: All: 0.7% HI: 1.5% HY: 2.7% LI: 0.8% White: 0% (no other groups reported) AVVA: N/A			2026 HDPa: All: 35% HI: 35% HY: 35% LI: 35% White: 35% AVVA: N/A	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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.	\$320,000.00	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.	\$360,000.00	No
4.3	Support expanded alternative learning opportunities	The school site at Apple Valley Virtual Academy and High Desert Premier Academy will provide additional field trips, job site visits, and other alternative learning experiences for students in order to increase student engagement, attendance, and decrease suspensions.	\$150,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The educational community at Phoenix Academy including those in the pre-school program all reacted to the opportunity of using the equity multiplier funds to improve the experience for students in those areas that are the greatest continued struggles. The student demographic data that leads to qualification includes 85.5% of the 2022/23 student population considered low-income and a non-stability rate of 31.6%. Those two data points are not available due to the small size for the preschool program but mostly likely mirror the community data for the school where it is located.

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

Critical Phoenix Academy data includes the following:
Suspension rate of 11.7% for all students which is an increase of 5.7% eight student groups in the "red" or lowest indicator including:
African American: 21.1%
English Learners: 6.2%
Foster Youth: 18.4%
Hispanic: 8.4%
Homeless Youth: 17.5%

Low Income: 11.6%
Students With Disabilities: 14.2%
White: 7.7%

Chronic Absenteeism rate of 49.1% which is a decline of 15.3% but still high.

CAASP ELA scores for all students (grades 3-8) at 116.2 points distance from standard (DFS) with six student groups in the "red":
African American: 145.1 DFS
English Learners: 132.5 DFS
Hispanic: 112.3 DFS
Homeless: 131.5 DFS
Low Income: 122.5 DFS
White: 99.3 DFS

CAASP Math scores for all students (3-8) at 151.7 points (DFS) away with six student groups in the "Red":
African American: 182.1 DFS
English Learners: 164.9 DFS
Hispanic: 146.5 DFS
Homeless: 168.5 DFS
Low Income: 157.6 DFS
Student with Disabilities: 192.6

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

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%			2027 Phoenix ALL 8.1% EL 2.6% FY 10% HY 10%	

		LI 11.6% SWD 14.2% AA 21.1% HI 8.4% WH 14.4%			LI 7.0% SWD 9% AA 10% HI 4.8% WH 9%	
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			2027 Phoenix ALL -66.2 EL -72.5 HY -71.5 LI -67.5 AA -75.1 HI -62.3 WH -49.3	
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			2027 Phoenix ALL -101.7 EL -108 HY -105.5 LI -102.6 SWD -122.6 AA -112.1 HI -96.5	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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 the connected pre-school program) increased access to mental health care and counseling support with the intended impact to increase student attendance and thereby raise scores and decrease suspension rates as measured in Metric M 5.1, M 5.2, and M 5.3	\$300,000.00	No
5.2	Student Intensive Interventions	The district will provide to students at 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 in order to connect the student to a successful pathway with frequent interventions and connection to wellness support.	\$135,000.00	No
5.3	Academic Intervention and training	The district will provide an increased academic intervention program to students at Phoenix Academy by increasing tutoring, offering targeted training, increasing the support of para-educators in the classroom setting, and increasing the enrichment opportunities for students.	\$675,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$40,559,878	\$4407480

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.456%	0.000%	\$0.00	28.456%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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	<p>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.</p> <p>Scope: LEA-wide</p>	<p>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).</p> <p>By improving the student-to-counselor ratio, counselors will have more capacity to guide students in selecting a well-rounded course load that meets graduation requirements and prepares them for post-secondary success. This includes ensuring that all students, particularly those from unduplicated groups and those with exceptional needs, have access to and are supported in engaging with a broad and challenging curriculum.</p>	

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		<p>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.</p> <p>By implementing this action LEA-wide, we ensure that every student, regardless of their background, receives the necessary support to succeed academically and socially.</p>	
1.2	<p>Action: Increased healthcare support</p> <p>Need: The Survey results in Metrics 1.1, 1.2, and 1.7 all suggest a need for better school connectedness. The chronic absenteeism rate is for all students 38.2% and yet is 41.8% for Low-Income students, 38.2 % (the same) for English learners, and 35.7% for Foster Youth. The community in Apple Valley feels strongly that student access to health is an important factor. Specifically, parents from our district advisory committee indicated a need for a focus on the whole child for low-income students, foster youth, and English learners the groups toward whom this action is principally directed.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>Maughan, E. (2003). The Impact of School Nursing on School Performance: A Research Synthesis. The Journal of School Nursing.</p>	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
1.3	<p>Action: School Climate supports</p> <p>Need: The relatively high suspension rate for many student groups particularly Foster (14.8%) and Homeless youth (9.8%) is an alarm, with low-income students at 7.4% and English learners at 6.5%. There has been a strong desire for systematic approaches to improving school climate. Both from staff who express difficulty in managing student behaviors and from parents who feel that school sites are not welcoming to all students. The Foundations approach and the related Multi-Tiered systems of support offer a systematic solution over time.</p> <p>Scope: LEA-wide</p>	<p>The primary area for concern in the development and maintenance of this work is the perception data of school culture as reported in surveys with low levels of positive responses from all educational partners and students. Also, the sense of safety at school (survey data) is lower than the state average for most segments and groups. Additionally, the suspension rate for all students at 6.7% still exceeds the state and county average at each segment. The Apple Valley Unified team determined to review the available research regarding schoolwide positive behavior supports. Since we have been engaged in this work to some degree for many years. It was determined that research supports that this is a multi-year process that must eventually include the earnest effort of a majority of staff. The research of Bradshaw et al.(Journal of Positive Behavior Interventions V12 n3) investigates the outcomes of this work in many states with overwhelming support that comprehensive school-wide approaches to behavior interventions yield benefits in our selected metrics for all students but the greatest improvements are seen for those students in greatest need. Therefore, although this is a district-wide action, the work will be principally directed to foster youth, students of poverty, and English Learners who will benefit from these outcomes only if they are carried out in a comprehensive manner.</p>	M1.3, M1.5, M1.6, M1.8
1.4	<p>Action: Transportation Supports</p> <p>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</p>	<p>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</p>	M1.1 and M1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>interactions where representatives from those students voiced their concerns about bussing not only to and from school but for after-school programs. The chronic absenteeism rate is for all students 38.2% and yet is 41.8% for Low-Income students, 38.2 % (the same) for English learners, and 35.7% for Foster Youth.</p> <p>Scope: Schoolwide</p>	<p>transportation for students of poverty (over 75% of our students), Foster youth, or English Learners. By making this a system-wide offering, we will destigmatize 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.</p>	
1.5	<p>Action: Mental Health Supports</p> <p>Need: The data that indicates this need most strongly is the feedback from parents and staff regarding the need for unduplicated students to have access to Mental Health care. Mental Health referrals through our online referral portal are highest at school sites with the highest number of unduplicated students. The demographic data of students who are in mental health care is confidential, but service providers and parents both report the greatest need in our English learners, low-income, and foster youth.</p> <p>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).</p> <p>Scope:</p>	<p>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.</p> <p>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).</p>	Metric M1.9

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	LEA-wide		
2.1	<p>Action: Instructional Coaching Supports</p> <p>Need: With many district-wide and site-level indicators for student achievement at the lowest level, it begs the question as to why. The scores for English learners, foster youth, and low-income students are in the lowest performance level and below the overall student scores in English Language Arts and Mathematics. Scores (reported as Distance From Met Standard scaled score) are as follows: ELA- All students: -66.2 Low Income: -77.6 English Learners: -98.2 Foster Youth: -118.3 Math- All Students: -103 Low Income: -114.2 English Learners: -136 Foster Youth: -147 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.</p> <p>Scope: LEA-wide</p>	<p>We know that beyond the impact of the pandemic, students are in need of excellent instruction. Improvements in classroom instruction can come about through a variety of means. 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.</p> <p>Research suggests that professional development coupled with instructional coaching embedded in the workplace leads to greater change. (Showers, B., Joyce, B., & Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis. Educational Leadership, 45(3), 77-87.) To that end, this action includes 27 certificated positions.</p> <p>Instructional coaching meets several important needs in a school setting and although principally directed to English learners, foster youth, and low-income students, it is important that these changes are systemic to be certain that results reach the target group.</p> <p>1. Professional Development: Instructional coaching provides ongoing, job-embedded professional development for teachers. Rather than attending one-time workshops or trainings, teachers work closely with instructional coaches to receive personalized support, feedback, and guidance that is directly relevant to their classroom practice. This targeted approach helps teachers</p>	This action will be measured by metric M2.1, M2.2, M2.3, M2.4 and M2.9

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		<p>develop their instructional skills and improve their effectiveness over time.</p> <p>2. Support for Implementation of Initiatives: Schools often implement new instructional initiatives or curricular changes, such as adopting the CHAMPS model for classroom management, adhering to the pillars of literacy development, or implementing a new math framework. Instructional coaching supports teachers in effectively implementing these initiatives by providing guidance, modeling best practices, and troubleshooting challenges that arise during implementation. Coaches help bridge the gap between theory and practice, ensuring that new initiatives are successfully integrated into classroom instruction.</p> <p>3. Differentiation and Individualization: Instructional coaching is tailored to the individual needs of teachers, allowing for differentiated support based on their unique strengths, areas for growth, and professional goals. Coaches work collaboratively with teachers to identify their specific instructional needs, provide targeted feedback, and offer resources and strategies that are aligned with their professional development priorities. This individualized approach maximizes the impact of coaching and supports continuous improvement in teaching practice.</p> <p>4. Collaborative Learning Communities: Instructional coaching fosters a culture of collaboration and continuous learning within the school community. Coaches facilitate professional learning communities where teachers can engage in peer-to-peer collaboration, share instructional strategies, and learn from each other's</p>	

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		<p>experiences. This collaborative approach promotes a sense of collective responsibility for student success and encourages a culture of inquiry, reflection, and growth among teachers.</p> <p>5. Improvement of Student Outcomes: Ultimately, the goal of instructional coaching is to improve student outcomes by enhancing the quality of teaching and learning in the classroom. Research has consistently shown that effective coaching leads to improvements in teacher practice, student engagement, and academic achievement. By providing targeted support and ongoing professional development, instructional coaching helps teachers become more effective educators, leading to positive outcomes for students.</p>	
2.2	<p>Action: Professional Learning</p> <p>Need: With many district wide and site level indicators for student achievement in the lowest level, it begs the question as to why? The scores for English learners, foster youth, and low-income students are in the lowest performance level and below the overall student scores in English Language Arts and Mathematics. Scores (reported as Distance From Met Standard scaled score) are as follows: ELA- All students: -66.2 Low Income: -77.6 English Learners: -98.2 Foster Youth: -118.3 Math- All Students: -103 Low Income: -114.2</p>	<p>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:</p> <p>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.</p>	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
	<p>English Learners: -136 Foster Youth: -147</p> <p>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.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>5. Aligning with Research and Best Practices: Effective professional development is grounded in research and best practices in education. By ensuring that professional development opportunities are evidence-based and aligned with the latest research in teaching and learning and staff requests, schools can maximize their impact</p>	

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		<p>on student achievement and ensure that educators are equipped with the most effective strategies for supporting student learning.</p> <p>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.</p>	
2.3	<p>Action: CTE program support</p> <p>Need: The college and Career readiness indicator data shows a need for increased opportunities for students to apply the skills they learn and add relevance to learning beyond the classroom. English learners, foster youth, and low-income students all score in the Low band of performance on the College and Career Indicator on the state dashboard. The data for the College and Career Indicator (CCI) expressed as a percent prepared is as follows: All students: 38.5% prepared Low Income: 33.8% English Learners: 24.5% Foster Youth: 13%</p>	<p>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:</p> <p>1. Workforce Preparation: CTE programs equip students with the knowledge, skills, and hands-on experience needed to succeed in the workforce. By offering industry-aligned curriculum and technical training in various fields such as healthcare, engineering, information technology, and skilled trades, CTE programs prepare</p>	This action will be measured by Metric M2.11, M 2.12, 2.17, and 2.20

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	<p>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.</p> <p>Scope: Schoolwide</p>	<p>students for high-demand careers and provide pathways to gainful employment upon graduation.</p> <p>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.</p> <p>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.</p> <p>4. College and Career Readiness: CTE programs promote college and career readiness by providing students with the skills and credentials needed to pursue postsecondary education and enter the workforce. Whether students choose to pursue further education at a college or technical school or enter the workforce directly after high school, CTE programs provide them with valuable credentials, certifications, and industry-recognized qualifications that enhance their employability and career prospects. Many of the programs within Apple Valley Unified include courses that articulate with courses at the local community college level.</p>	

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		<p>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.</p> <p>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.</p>	
2.4	<p>Action: Music Program</p> <p>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</p>	<p>This action is principally directed to low-income, foster youth, and English learners. It is best presented in a district-wide fashion in order to provide a single accessible format for students. Since such a great majority of students make up the unduplicated percentage, it is best if programs such as this are widely available as long as no student is turned away for lack of space. This action includes 11 certificated positions.</p> <p>The benefits of a quality music education to students include:</p>	This action will be measured by metrics M2.1, M2.2, M2.3, and M2.4.

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	<p>action as been of high value for our district advisory as a way to engage and grow the skills of our unduplicated students.</p> <p>The state test scores for English learners, foster youth, and low-income students are at the lowest performance level and below the overall student scores in English Language Arts and Mathematics. Scores (reported as Distance From Met Standard scaled score) are as follows: ELA- All students: -66.2 Low Income: -77.6 English Learners: -98.2 Foster Youth: -118.3</p> <p>Math- All Students: -103 Low Income: -114.2 English Learners: -136 Foster Youth: -147</p> <p>Scope: LEA-wide</p>	<p>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.)</p> <p>2. Academic Achievement: Research suggests (Broh, B. A. (2002). Linking extracurricular programming to academic achievement: Who benefits and why? Sociology of Education, 75(1), 69-95.) a positive correlation between music education and academic achievement. Students in poverty who receive quality music education often demonstrate improved performance on standardized tests, higher graduation rates, and increased likelihood of pursuing postsecondary education. Music education fosters discipline, perseverance, and critical thinking skills that can transfer to academic success across various subject areas.</p> <p>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.</p>	

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		<p>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.</p> <p>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.</p> <p>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.</p>	
2.5	Action: College Entrance Programs	The Advancement Via Individual Determination (AVID) program and ancillary programs serve the needs of all students, especially low-income	This action will be measured by M2.10, M2.11 and M2.12

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	<p>Need: The rate for ninth-grade students passing Math 1 or Math 1 Honors is a single indicator of the looming University of California requirements (A-G completion) that face students. This rolls up into the College and Career Readiness Indicator (CCI) which shows a need for growth. The need for support for unduplicated pupils shows when one sees that the pass rate for 9th-grade math for English learners (50%), foster youth (53%), and low-income students (62%) all lag behind the overall pass rate of 64%.</p> <p>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.</p> <p>Scope: Schoolwide</p>	<p>students, by providing comprehensive support to help them access and succeed in college:</p> <ol style="list-style-type: none"> 1. College Readiness Skills: AVID equips students with academic, organizational, and social skills crucial for college success (Martin, 2012). Through its curriculum, students learn critical thinking, note-taking, study, and time management skills, essential for navigating college-level coursework (AVID, n.d.). 2. Supportive Learning Environment: AVID fosters a supportive learning community where students feel valued and encouraged to pursue their academic and college goals (AVID, n.d.). Small group tutorials, collaborative activities, and peer support networks in AVID classrooms promote academic confidence and a sense of belonging among students, particularly those from low-income backgrounds (Martin, 2012). 3. College Preparation Resources: AVID offers students access to college preparation resources, including application assistance, financial aid workshops, and college visits (AVID, n.d.). These resources demystify the college admissions 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). 	

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		<p>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).</p> <p>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).</p> <p>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.</p>	
2.7	<p>Action: Extended Learning Program</p> <p>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</p>	<p>A high-quality after-school program serves the needs of low-income, English learners, and foster youth in grades 7-12 through various means:</p> <p>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.</p>	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
	<p>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.</p> <p>Parents have been strong advocates of a strong afterschool program to assist with homework and enrichment.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	

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
		<p>foster youth, enhancing their overall well-being and success.</p> <p>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.</p>	
2.8	<p>Action: Multi-tiered Systems of support- In class interventions for Reading and Math</p> <p>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 CAASPP with a greater distance from standard (DFS) than the 66.2 for all students. The difference is as follows: English learners- 32 points lower Foster youth- 52 points lower Low-Income- 11 points lower</p> <p>A similar discrepancy exists in Math: English learners- 33 points lower Foster youth- 44 points lower Low-Income- 11 points lower</p> <p>In addition, this action is widely supported by all educational partners who are seeking</p>	<p>The need for intervention is profound in our low-income, foster youth, and English learners, however, these students are in great numbers across every classroom in the system where intervention is needed. With such widespread need, it is most appropriate to provide this service in a system-wide approach. This action will include funding for 21.5 certificated and 12.7 classified staff (FTEs). This in-class practice is most effective for students for the following reasons:</p> <ol style="list-style-type: none"> 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 	This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>systematic answers for managing behavior while still serving all students.</p> <p>Scope: LEA-wide</p>	<p>later and promote academic success for all students.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
2.9	<p>Action: Reading and math intervention programs-intensive tier</p> <p>Need: The data for unduplicated student groups lags behind that of all students in ELA scores on the CAASPP with a greater distance from standard (DFS) than the 66.2 for all students. The difference is as follows:</p>	<p>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</p>	<p>This action will be measured using metrics M2.1, M2.2, M2.3, M2.4, and M2.9</p>

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
	<p>English learners- 32 points lower Foster youth- 52 points lower Low-Income- 11 points lower</p> <p>A similar discrepancy exists in Math: English learners- 33 points lower Foster youth- 44 points lower Low-Income- 11 points lower</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>pull-out style can be most impactful for all students for several reasons:</p> <ol style="list-style-type: none"> 1. Targeted Instruction: Pull-out intervention allows for targeted instruction tailored to students' specific needs (Fuchs & Fuchs, 2006). By focusing on individual or small groups of students, educators can address learning gaps more effectively and provide intensive support to accelerate progress. 2. Customized Learning Environment: Pull-out intervention creates a customized learning environment where students can receive instruction at their own pace and level (Vaughn & 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. 	

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
2.10	<p>Action: Class Size Reduction</p> <p>Need: The critical first years of school require intensive attention and focus. Our scores in third-grade ELA and Math on the CAASPP as well as the ELA scores in grades 1-3 on the iReady measure indicate a majority of students are not at standard or grade level. For all students in grade 3 during the winter testing window, the percentage of students at 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%</p> <p>The educational partners affirmed this action and asked for expansion into other grade levels, which was not possible at this time.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <ol style="list-style-type: none"> Enhanced Teacher-Student Interaction: <ul style="list-style-type: none"> Smaller class sizes allow for more personalized attention from teachers to individual students. Teachers can better identify learning needs, provide targeted support, and build stronger relationships with each student (Blatchford, 2013). 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. Academic Achievement: <ul style="list-style-type: none"> 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. Early Intervention and Remediation: <ul style="list-style-type: none"> 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). 	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
		<ul style="list-style-type: none"> For low-income students, foster youth, and English Learners who may be at a higher risk of falling behind academically, early intervention is crucial for preventing further learning setbacks and promoting academic success. <p>4. Classroom Climate and Engagement:</p> <ul style="list-style-type: none"> 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. <p>5. Long-Term Benefits:</p> <ul style="list-style-type: none"> 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. 	

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
		<p>References:</p> <ul style="list-style-type: none"> • Blatchford, P. (2013). The class size debate: Is small better? McGraw-Hill Education (UK). • Finn, J. D., & Achilles, C. M. (1999). Tennessee's class size study: Findings, implications, misconceptions. Educational Evaluation and Policy Analysis, 21(2), 97-109. • Mosteller, F. (1995). The Tennessee study of class size in the early school 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	<p>Action: Family Centers</p> <p>Need: Families continue to struggle with basic needs for food, shelter, and transportation. We see this in the visits to our family centers and the food pantry turnout each Friday. We distribute basic food items to 150-200 households per week and we serve 100s of families per year with clothing. We do not require demographic data related the unduplicated pupil categories, however</p>	<p>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:</p> <p>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,</p>	This action will be measured by Metric M3.1 and M1.1 and M1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>anecdotally and logically, these families are our most needy.</p> <p>The community supports and prioritizes this with many parents providing volunteer support to assist with food distribution.</p> <p>Scope: LEA-wide</p>	<p>clothing, housing, and healthcare, these centers help alleviate immediate stressors that may be impacting families' well-being and ability to focus on their children's education.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5. Improved Student Well-Being and Academic Success: Meeting basic needs is essential for promoting student well-being and academic success (Taylor et al., 2006). When students'</p>	

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
		<p>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.</p> <p>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.</p>	
3.3	<p>Action: Parent Engagement</p> <p>Need: The survey data for school environment perception on the part of parents hovers around 60% positive which is troubling and has become an area of focus for our educational community in the return from Pandemic closures. In addition, our parent advisory committees report a great need for family supports for English learners, foster youth, and low-income students.</p> <p>Scope: LEA-wide</p>	<p>A robust parent and family engagement committee offers numerous benefits for schools and students. Although principally directed to low-income, foster youth, and English learners, robust family connections must be schoolwide at every level to be effective and unifying. In addition, this work will be coordinated with the differentiated assistance team at the San Bernardino County Superintendent of Schools and the technical assistance that is provided to build strong African American parent advisory networks. Although there is a need for parent outreach for our unduplicated pupils, we see that both our African American student outcomes as well as the students with disabilities will benefit from parent advocacy and connection. AVUSD will promote parent participation through direct outreach, offering engaging, informative, and fun activities for families to share their needs and make connections with school staff. Using the Community school framework, schools will continue to build toward shared leadership that</p>	<p>This action will be measured by M3.2, M3.3, M1.7, and M1.8</p>

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
		<p>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.</p> <p>The rationale for this as a system-wide action is as follows:</p> <ol style="list-style-type: none"> 1. Improved Academic Outcomes: Research shows that strong parent and family engagement correlates with improved academic outcomes for students (Henderson & Mapp, 2002). A committee or several committees dedicated to fostering parent and family involvement can lead to increased student achievement, higher graduation rates, and better overall academic performance. 2. Positive School Climate: Engaging parents and families in school activities and decision-making processes contributes to a positive school climate (Green et al., 2010). A robust engagement committee fosters partnerships between families and schools, creating a supportive environment where students feel valued and motivated to learn. 3. Enhanced Communication and Collaboration: A parent and family engagement committee facilitates effective communication and collaboration between schools and families (Epstein et al., 2009). By providing a forum for dialogue and feedback, the committee helps ensure that parents' voices are heard and that 	

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
		<p>school policies and practices are responsive to family needs and concerns.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

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	<p>Action: English Learner Counseling Supports</p> <p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	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	<p>Action: English Language Development Program</p> <p>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.</p> <p>The CAASP data is as follows: ELA- All students: -66.2 English Learners: -98.2</p>	The action is tailored to the needs of each student at the campus and grade level using data such as the ELPAC and iReady scores in reading and math. This action is designed to ensure that English learners have access to the common core state standards as well as the ELD standards for purposes of gaining content knowledge and English language proficiency. Students are provided a range of integrated and designated supports as needed. Services are coordinated by the English Language Development team and monitored for impact using a growth model that	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
	<p>Math- All Students: -103 English Learners: -136</p> <p>The CCI data is as follows: All students 38.5% prepared English Learners: 24.5% prepared</p> <p>To help close this gap the educational partners request this action to improve services and increase opportunities.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>ultimately leads to the English Language Progress Indicator or ELPI. This action includes two certificated positions and 28.2 Classified FTEs.</p>	
2.11	<p>Action: Professional Development for staff to address the needs of English Learners</p> <p>Need: The CAASPP scores for English learners lag behind those of the student group at large. English learners are in the Red or lowest indicator in both English Language Arts and Mathematics. The distance from standard (DFS) is 98.2 in ELA much higher than the 66.2 for all students. Likewise in Math the DFS is 153.3 in contrast to 103 for all students in the district. Through interaction with our English Language Advisory Committees and the District English Language Advisory Committee parents expressed the need for this action.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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:</p> <ol style="list-style-type: none"> 1- By bringing awareness of high value instructional practices that should be used at the various levels of proficiency, students will benefit from the development of the academic vocabulary and skills that are required and only present with explicit instruction. 2- Students move through the district from school to school as they matriculate, district wide training allows for seamless transition and reduced stress for all involved. 3- Careful attention to the required data points and benchmarks allows student tracking and support so that student progress toward proficiency has a common district definition and clear targets for all. 	<p>This action will be measured by M2.7, M2.8, and EL outcomes in other metrics such as M2.5 and M2.11</p>

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

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

N/A

Additional Concentration Grant Funding

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

The increased concentration grant funds were brought to the district advisory committee during the 2022/23 school year for discussion and priorities. All community partners were engaged in determining the best use of the new resource at the school site level for direct-to-student services. All of the schools in the LEA are above 55% of foster youth, English learners, and low-income students. Therefore, all schools were eligible to receive the benefit of these funds and no comparison can be made. The plan that came from the community included the provision of 10 behavioral intervention technicians (one per elementary school) found in goal 1 action 3, the additional nurses in goal 1 action 2, and added school counselors in goal 1 action 1 so that there is one for every site, and high school therapists.

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

2024-25 Total 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	\$142,537,045	\$40,559,878	28.456%	0.000%	28.456%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$43,689,239.00	\$19,670,399.00	\$0.00	\$4,474,971.00	\$67,834,609.00	\$53,300,328.00	\$14,534,281.00

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
1	1.1	Counseling Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,390,943.00	\$0.00	\$3,205,702.00	\$6,869.00		\$178,372.00	\$3,390,943.00
1	1.2	Increased healthcare support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,483,065.00	\$0.00	\$1,483,065.00				\$1,483,065.00
1	1.3	School Climate supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,756,803.00	\$585,985.00	\$4,189,574.00	\$140,924.00		\$12,290.00	\$4,342,788.00
1	1.4	Transportation Supports	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy , Phoenix Academy , Sitting Bull Academy , Sandia Academy , Mariana Academy , Rancho Verde, Yucca Loma, Desert Knolls,	Ongoing	\$2,322,843.00	\$2,056,207.00	\$4,379,050.00				\$4,379,050.00

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
								Sycamore Rocks, Rio Vista								
1	1.5	Mental Health Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$591,265.00	\$161,137.00	\$752,402.00				\$752,402.00
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	\$519,172.00	\$0.00	\$519,172.00				\$519,172.00
2	2.1	Instructional Coaching Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,087,121.00	\$0.00	\$2,906,923.00	\$959,660.00		\$220,538.00	\$4,087,121.00
2	2.2	Professional Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,474,192.00	\$939,414.00	\$2,589,402.00	\$178,372.00		\$645,832.00	\$3,413,606.00
2	2.3	CTE program support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy 9-12	Ongoing	\$2,702,667.00	\$1,161,867.00	\$3,392,166.00	\$172,940.00		\$299,428.00	\$3,864,534.00
2	2.4	Music Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,727,515.00	\$220,401.00	\$1,550,755.00	\$2,330,928.00		\$66,233.00	\$3,947,916.00
2	2.5	College Entrance Programs	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Academy, Sandia Academy	Ongoing	\$22,928.00	\$71,519.00	\$75,217.00			\$19,230.00	\$94,447.00

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
								, Mariana Academy , Vanguard Preparatory Academy , Sitting Bull Academy , Apple Valley High School, and Granite Hills High School 7-12								
2	2.6	English Language Development Program	English Learners		Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$2,767,798.00	\$138,922.00	\$2,648,093.00			\$258,627.00	\$2,906,720.00
2	2.7	Extended Learning Program	English Foster Low Learners Youth Income		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	Ongoing	\$6,837,385.00	\$8,327,158.00	\$1,040,683.00	\$13,940,706.00		\$183,154.00	\$15,164,543.00

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
2	2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,654,765.00	\$103,000.00	\$4,757,765.00				\$4,757,765.00
2	2.9	Reading and math intervention programs-intensive tier	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,979,945.00	\$0.00	\$3,491,742.00			\$2,488,203.00	\$5,979,945.00
2	2.10	Class Size Reduction	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	K-3	Ongoing	\$5,409,574.00	\$0.00	\$5,366,876.00			\$42,698.00	\$5,409,574.00
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	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00
3	3.1	Family Centers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$490,956.00	\$19,818.00	\$510,774.00				\$510,774.00
3	3.2	Translation Support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$666,391.00	\$58,487.00	\$724,878.00				\$724,878.00
3	3.3	Parent Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$65,366.00	\$5,000.00			\$60,366.00	\$65,366.00
4	4.1	Expand Counseling Supports	All		No				2024/25 funding permitting	\$320,000.00	\$0.00		\$320,000.00			\$320,000.00
4	4.2	Increased intervention	All		No				2024/25 Funding Permitting	\$160,000.00	\$200,000.00		\$360,000.00			\$360,000.00
4	4.3	Support expanded alternative learning opportunities	All		No				2024/25 Funding Permitting	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00
5	5.1	Mental and Emotional Health and wellness	All		No				Ongoing	\$300,000.00	\$0.00		\$300,000.00			\$300,000.00
5	5.2	Student Intensive Interventions	All		No				On going	\$60,000.00	\$75,000.00		\$135,000.00			\$135,000.00

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
5	5.3	Academic Intervention and training	All	No				ongoing	\$475,000.00	\$200,000.00		\$675,000.00			\$675,000.00

2024-25 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
\$142,537,045	\$40,559,878	28.456%	0.000%	28.456%	\$43,689,239.00	0.000%	30.651 %	Total:	\$43,689,239.00
								LEA-wide Total:	\$25,443,104.00
								Limited Total:	\$3,992,143.00
								Schoolwide Total:	\$14,253,992.00

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	\$3,205,702.00	
1	1.2	Increased healthcare support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,483,065.00	
1	1.3	School Climate supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,189,574.00	
1	1.4	Transportation Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Apple Valley High School, Granite Hills High School, High Desert Premier Academy, Phoenix Academy, Sitting Bull Academy, Sandia Academy, Mariana Academy, Rancho Verde, Yucca Loma, Desert	\$4,379,050.00	

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 (%)
						Knolls, Sycamore Rocks, Rio Vista		
1	1.5	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$752,402.00	
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	\$519,172.00	
2	2.1	Instructional Coaching Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,906,923.00	
2	2.2	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,589,402.00	
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	\$3,392,166.00	
2	2.4	Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,550,755.00	
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	\$75,217.00	

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	\$2,648,093.00	
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	\$1,040,683.00	
2	2.8	Multi-tiered Systems of support- In class interventions for Reading and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,757,765.00	
2	2.9	Reading and math intervention programs-intensive tier	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,491,742.00	
2	2.10	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	K-3	\$5,366,876.00	
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	\$510,774.00	
3	3.2	Translation Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$724,878.00	
3	3.3	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$71,290,699.00	\$71,258,556.00

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	Support for instructional excellence: high school.	Yes	\$705,000.00	\$1,194,134
1	1.2	Professional Development	Yes	\$2,402,745.00	\$4,138,876
1	1.3	Instructional Coaching - Intervention	Yes	\$2,217,779.00	\$1,994,548
1	1.4	Instructional Technology Training & Professional Development	No	\$200,000.00	\$259,247
1	1.5	STEM Coordinators and science specialist	No	\$731,369.00	\$409,363
2	2.1	Digital Device provision support and access	No	\$4,546,782.00	\$1,737,592
2	2.2	CTE Programs	Yes	\$4,288,798.00	\$4,999,484
2	2.3	CTSO & STEAM Pathway Support	Yes	\$400,000.00	\$367,000
2	2.4	Music Programs	Yes	\$1,168,256.00	\$1,577,091
2	2.5	College Access Support Activities-	Yes	\$1,078,265.00	\$350,000
3	3.1	Family Center	No	\$0.00	\$0.00

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)
3	3.2	Community Outreach	No	\$161,985.00	\$171,712
3	3.3	Supplemental Reading & Math Intervention programs	Yes	\$5,938,682.00	\$5,806,634
3	3.4	Therapists and Support for Student mental health	Yes	\$792,000.00	\$792,000
3	3.5	Coordinated Student Behavior Management support	Yes	\$1,835,441.00	\$2,323,599
3	3.6	Increased school counseling	Yes	\$3,160,976.00	\$3,369,466
3	3.7	Increased High School and District Bilingual Clerical for community connection	No	\$0.00	\$0.00
3	3.8	Additional Intensive Academic and Behavior Support (tier 2 and 3)	Yes	\$8,193,031.00	\$7,859,976
3	3.9	Before/After School Programs	Yes	\$6,597,755.00	\$7,497,882
3	3.10	Summer School	Yes	\$1,928,644.00	\$1,760,217
3	3.11	School Site Administrative Support	No	\$6,757,891.00	\$5,678,879
3	3.12	TK-3 Class Size Reduction	Yes	\$5,403,514.00	\$5,458,070
4	4.1	Family Resource Centers	Yes	\$458,942.00	\$402,527
4	4.2	Family support- High schools and District Office	No	\$242,511.00	\$389,931
4	4.3	Expanded Home to School Transportation	Yes	\$6,286,670.00	\$8,395,196

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)
4	4.4	Well Maintained and welcoming schools	No	\$712,978.00	\$617,809
5	5.1	Bilingual Paraeducators	Yes	\$2,266,913.00	\$2,186,526
5	5.2	Expanded English Language Development Team	Yes	\$645,547.00	\$646,458
5	5.3	Translation Services	Yes	\$242,382.00	\$238,510
5	5.4	English Learner Counseling Services	Yes	\$553,477.00	\$514,829
5	5.5	Expanded English Language Development Instructional Materials	Yes	\$122,366.00	\$121,000
6	6.1	Staff Training- MTSS	No	\$200,000.00	0.00
6	6.2	Graduation progress support	No	\$100,000.00	0.00
6	6.3	Building a Positive attendance program	No	\$350,000.00	0.00
6	6.4	Intervention programs	No	\$500,000.00	0.00
6	6.5	African American Parent Advisory	No	\$100,000.00	0.00

2023-24 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)
\$39,382,341	\$40,839,058.00	\$41,902,267.00	(\$1,063,209.00)	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	Support for instructional excellence: high school.	Yes	\$705,000.00	\$321,190	0.00%	
1	1.2	Professional Development	Yes	\$1,355,193.00	\$2,268,127	0.00%	
1	1.3	Instructional Coaching - Intervention	Yes	\$2,158,778.00	\$1,935,971	0.00%	
2	2.2	CTE Programs	Yes	\$3,060,151.00	3250159	0.00%	
2	2.3	CTSO & STEAM Pathway Support	Yes	\$400,000.00	425000	0.0%	
2	2.4	Music Programs	Yes	\$1,159,883.00	\$1,467,825	0.00%	
2	2.5	College Access Support Activities-	Yes	\$482,485.00	350,000	0.00%	
3	3.3	Supplemental Reading & Math Intervention programs	Yes	\$3,305,386.00	\$3510125	0.00%	
3	3.4	Therapists and Support for Student mental health	Yes	\$792,000.00	\$792000	0.00%	
3	3.5	Coordinated Student Behavior Management support	Yes	\$1,810,441.00	\$2,244,729	0.00%	
3	3.6	Increased school counseling	Yes	\$2,922,369.00	\$3,109,358	0.00%	
3	3.8	Additional Intensive Academic and Behavior Support (tier 2 and 3)	Yes	\$5,006,821.00	\$4,388,702	0.00%	
3	3.9	Before/After School Programs	Yes	\$1,000,000.00	\$559	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)
3	3.10	Summer School	Yes	\$1,000,000.00	\$54,540	0.00%	
3	3.12	TK-3 Class Size Reduction	Yes	\$5,341,227.00	5271751	0.00%	
4	4.1	Family Resource Centers	Yes	\$458,942.00	\$462,000	0.00%	
4	4.3	Expanded Home to School Transportation	Yes	\$6,286,670.00	\$8,815,895	0.00%	
5	5.1	Bilingual Paraeducators	Yes	\$2,266,913.00	\$2,083,018	0.00%	
5	5.2	Expanded English Language Development Team	Yes	\$430,940.00	\$361,041	0.00%	
5	5.3	Translation Services	Yes	\$242,382.00	\$239,025	0.00%	
5	5.4	English Learner Counseling Services	Yes	\$553,477.00	\$514,829	0.00%	
5	5.5	Expanded English Language Development Instructional Materials	Yes	\$100,000.00	\$36,423	0.00%	

2023-24 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)
\$140,235,536	\$39,382,341	1.39%	29.473%	\$41,902,267.00	0.000%	29.880%	\$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.

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.

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.
- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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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