LCFF Budget Overview for Parents

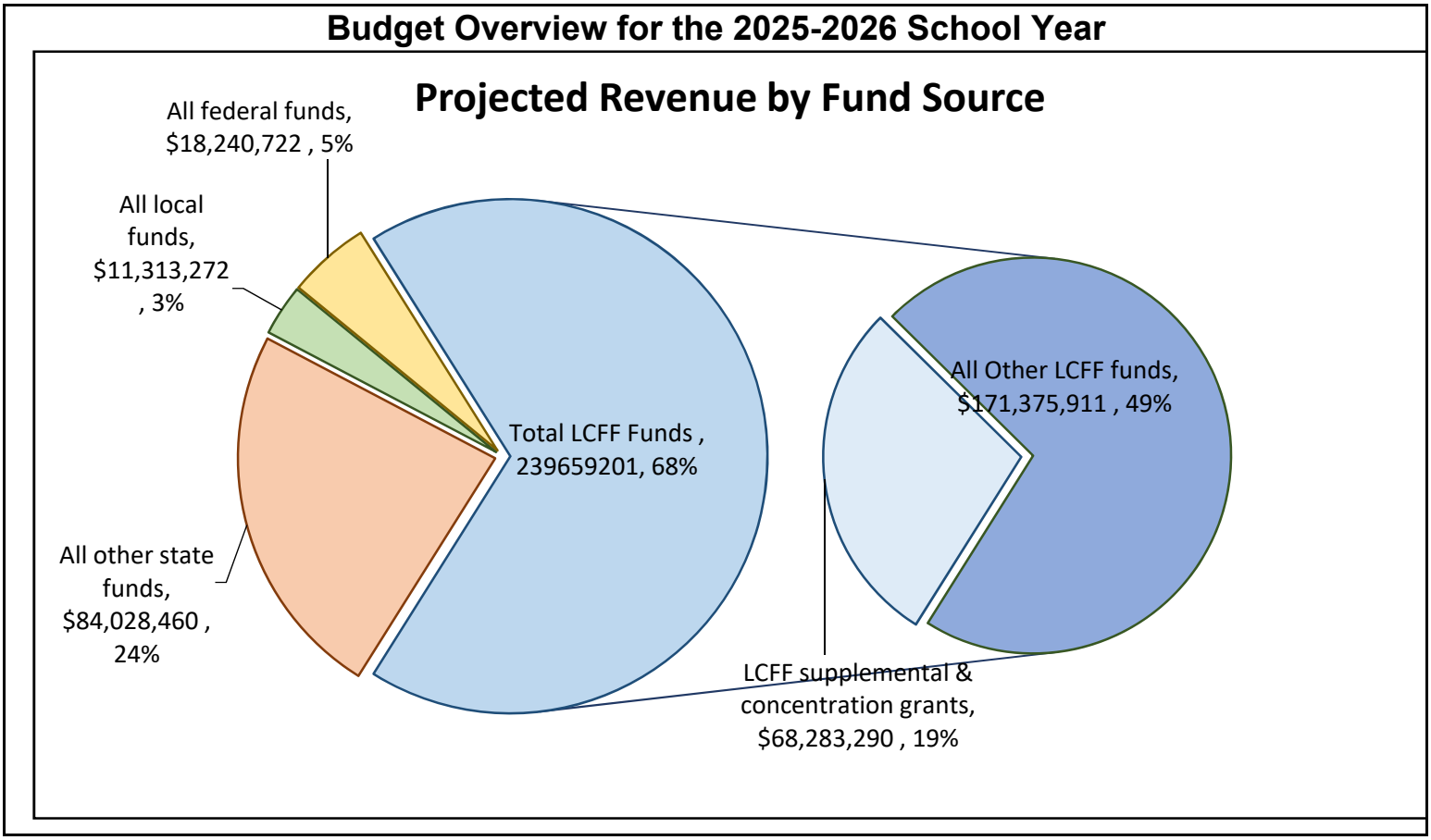
Local Educational Agency (LEA) Name: Palmdale Elememtary

CDS Code: 19-65854-0000000

School Year: 2025-2026

LEA contact information: Dr. Regina ZurbanoDirector of LCAP & Charter School Oversight

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).

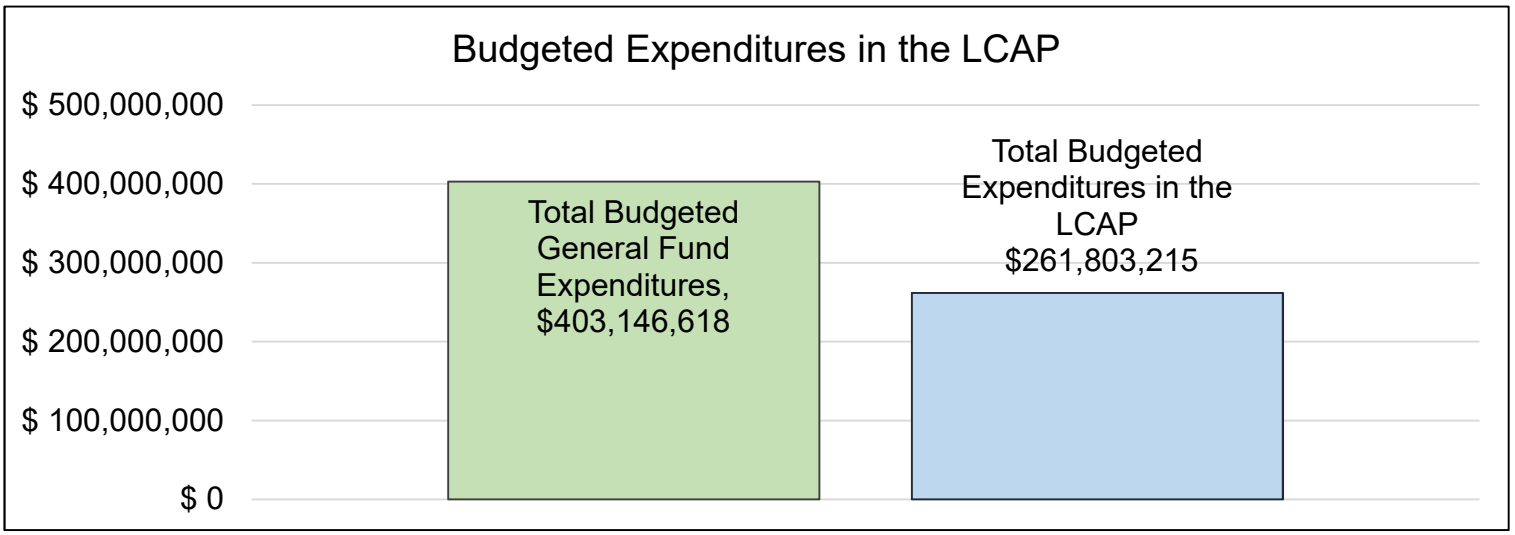


This chart shows the total general purpose revenue Palmdale Elememtary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palmdale Elememtary is $353,241,655.00, of which $239,659,201.00 is Local Control Funding Formula (LCFF), $84,028,460.00 is other state funds, $11,313,272.00 is local funds, and $18,240,722.00 is federal funds. Of the $239,659,201.00 in LCFF Funds, $68,283,290.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Palmdale Elememtary plans to spend for 2025-2026. 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: Palmdale Elememtary plans to spend $403,146,618.00 for the 2025-2026 school year. Of that amount, $261,803,215.00 is tied to actions/services in the LCAP and $141,343,403.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

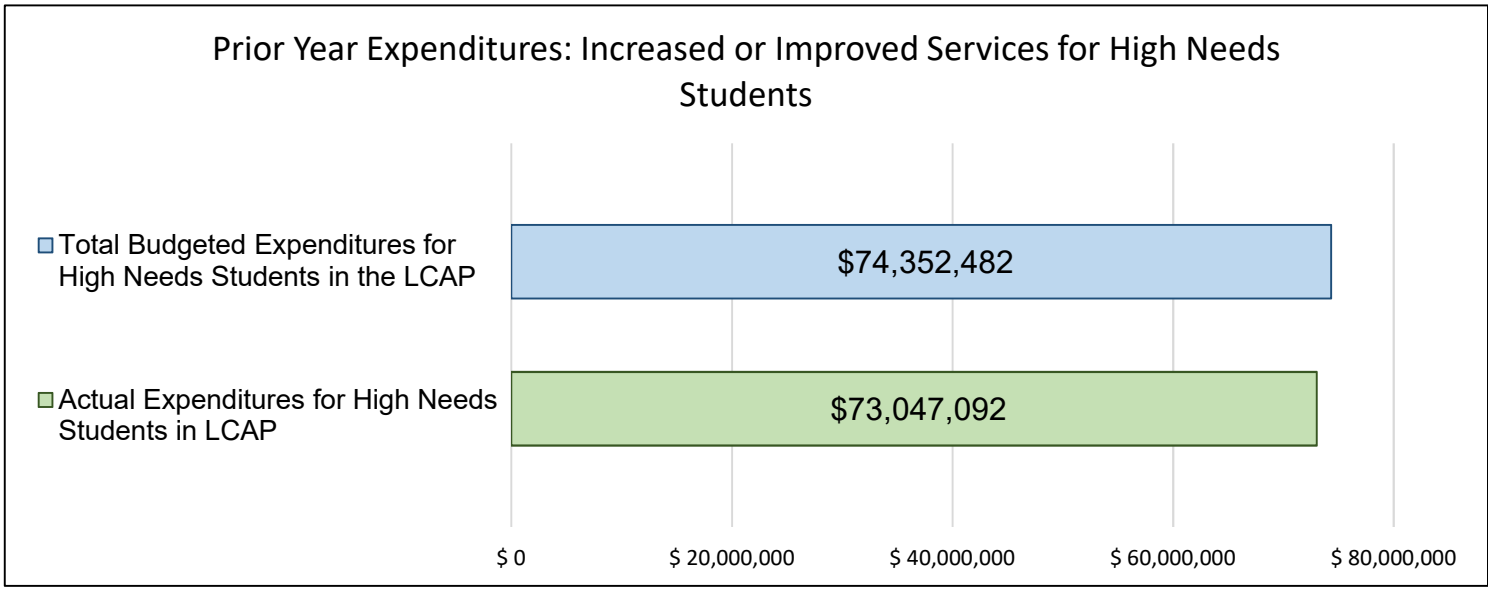
Expenditures utilizing Federal, State and Local funds (such as Title I, II, III, IV; Special Education, Arts & Music in Schools, CA Community Schools Partnership Program, etc.) are not included in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Palmdale Elememtary is projecting it will receive $68,283,290.00 based on the enrollment of foster youth, English learner, and low-income students. Palmdale Elememtary must describe how it intends to increase or improve services for high needs students in the LCAP. Palmdale Elememtary plans to spend $73,701,414.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



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

The text description of the above chart is as follows: In 2024-2025, Palmdale Elememtary's LCAP budgeted $74,352,482.00 for planned actions to increase or improve services for high needs students. Palmdale Elememtary actually spent $73,047,092.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of $1,305,390.00 had the following impact on Palmdale Elememtary's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $1,305,390 had the following impact on PSD's ability to increase or improve services for high needs students in 2024-25:
Vacated positions that were not backfilled impacted the number ofs staff available to do the following: collaborate to focus on first instruction and other aspects of the MTSS Instructional Framework (MTSS IF) (Action 1.3), provide site-specific support of high levels of academic preparation and college & career readiness (Action 1.6), facilitate social emotional wellbeing efforts and the implementation of the MTSS IF (Action 2.2), and monitoring of the EL and FY Support Plans (2.3).

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
Palmdale Elementary	Dr. Regina Zurbano Director of LCAP & Charter School Oversight	rdzurbano@palmdalesd.org (661) 789-6590

Plan Summary 2025-2026

General Information

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

Palmdale School District (PSD) serves its community by providing a quality educational experience to more than 17,500 children from preschool through 8th grade. With 29 schools and more than 2,000 employees, PSD actively prepares students to be successful in the 21st Century using the district strategic plan, “The Palmdale PROMISE” / “La PROMESA de Palmdale.” The Palmdale PROMISE has five overarching goals and approximately 40 actions that drive the district’s vision of “…every student leaves ready for success in high school and beyond: college, career, and the global world.”

The Palmdale PROMISE/La PROMESA de Palmdale embodies our commitment to: Pursuing Remarkable Opportunities to Marshall Innovation, Inspiration and Imagination for Success and Engagement / Promoviendo y Realizando Oportunidades Magnificas de Inovacion, Inspracion, e Imaginacion para un Sobresaliente Exito. The identified five strategic goals that form the framework for powerful and sustainable district transformation are:

1 - Dramatically improve student engagement and achievement through access to powerful learning opportunities.
2 - Create and sustain globally-competitive learning environments of high intellectual performance across the curriculum and in all areas needed for 21st Century success for students, including opportunity for development of high levels of multilingual and STEAM competencies.
3 - Provide strategic direction and support to district administrators, principals, teachers and sites, focused on improving the quality of classroom instruction and interaction in every classroom in every school.
4 - Create and support safe, affirming, equitable, and enriched globally-competitive school environments for participatory, restorative, inclusive, and culturally and linguistically responsive learning and interaction for students.
5 - Engage diverse families and communities in powerful learning and collaboration.

Developing the LCAP requires aligning the priorities from the Strategic Plan with the state's eight priorities. Four District LCAP goals connect the district and state priorities and create the framework for the LCAP. The goals are:

1 - High Level Academic Preparation and College & Career Readiness - aligned to State Priorities 2 (Conditions of Learning), 4 (Pupil Achievement (Outcomes), 7 (Course Access), 8 (Other Pupil Outcomes)
2 - Welcoming, Safe and Healthy Learning Environment – aligns to State Priorities 5 (Pupil Engagement), 6 School Climate, Priority 7 (Course Access), 8 (Other Pupil Outcomes)

3 - Parent, Family and Community Engagement – aligns to State Priority 3 Parent Involvement (Engagement)
4 - Basic Services (Williams Compliance) – aligns to State Priority 1 Conditions of Learning

PSD is located in the Antelope Valley, one of the largest and fastest growing areas in Southern California, a hub for many of the nation's largest aerospace corporations, and home to Edwards Air Force Base. Palmdale is northeast of metropolitan Los Angeles. It has seen unprecedented growth over the past several decades, but still offers affordable housing, a small-town atmosphere, and big city amenities. The Antelope Valley attracts families from diverse socioeconomic and ethnic backgrounds. The 2023-24 student population, by ethnicity, consists of 77.9% Hispanic/Latino, 13.88% African American, 3.87% White, 0.43% Asian, 0.91% American Indian, 0.63% Filipino,0.21% Pacific Islander, and 1.95% with two or more races. The district has 90.0% of students on Free or Reduced-Price Meal (FRPM), 16.0% students with disabilities, 3.0% foster youth and 2.0% homeless students. Currently, 21.0% of our students are English Language Learners (ELL) and 13.3% are Redesignated Fluent English Proficient (RFEP).

PSD has 29 schools consisting of five middle magnet academies, sixteen elementary schools, three K-8 schools, and five specialized schools. Two of the K-8 schools are full Spanish Dual 50/50 Immersion and the third is an International Baccalaureate (IB) K-8 school with both an authorized Primary Years Programme (PYP) and Middle Years Programme (MYP). The Dual Immersion Schools of choice continue to develop students' literacy in English and Spanish through academic instruction in both languages, and, in 2016, one of our dual immersion schools received CABE's Seal of Excellence for their outstanding dual language program. In addition, PSD is expanding multilingual opportunities for students at several of our elementary schools in the form of dual language academies, or "plazas". The district will continue to add dual language grade levels and programs, as it recognizes that the cognitive demands of dual immersion programs have been of high academic value to all of our students, especially our English Learner students.

In the 2017-18 school year, PSD converted its four existing intermediate schools to middle schools and opened up a 5th middle school – SAGE Academy. The addition of 6th grade provides our students three years of academic instruction in our academies, allowing them to have the opportunity to spend three years exploring all the electives and pathways that have been developed. The five middle schools all have Science, Technology, Engineering, Arts and Mathematics (STEAM) focused pathways and include Engineering and Design; Medical, Health, and Technology; Law and Government; Fine Arts; and Space and Aeronautics Academies. As of 2023-24 our academies provide electives across the district including Music, AVID, Robotics, Project Lead the Way, ASB, Geometric Design, Lego Robotics, Home Economics, Business Computers, Computer Gaming, Culinary Arts, Business Marketing, Junior Upcoming Medical Professionals (JUMP), as well as focused fitness electives. Increasing our school day by 24 minutes allowed PSD to increase middle school periods from six to seven which gave students the opportunity to take two electives and at least one elective for students who are in intervention or ELD classes. The goals of the federal Magnet School Assistance Project (MSAP) grant, which funded this process from 2016-2023, were to reduce the isolation of our unduplicated students in the middle school; significantly increase achievement in English Language Arts for African Americans, English Learners, low SES and students with disabilities; create middle school STEAM academies to inspire students; and improve school climate and safety in all of our schools by improving positive school-wide relationships and setting expectations to significantly reduce disproportionate suspension of African American students. This work was in complete alignment with the Palmdale PROMISE strategic goals 1, 2, and 3.

SAGE (Space and Aeronautics: Gateway to Exploration) Magnet Academy is designed with a space and aeronautics magnet theme. We have located the school in the center of the City of Palmdale to offer dynamic, inspiring, 21st Century choices to the students who live in the center of the city. This is an intentional decision to locate the newest, most technologically sophisticated school in the highest-needs area of our community. The plan is to create and sustain systemic change in educational practices and school cultures based upon research-based practices that have demonstrated effectiveness with populations that are similar to ours. SAGE offers a wide variety of STEAM electives including courses in Aviation and Civil Air Patrol.

In the 2023-24 school year all of our magnet schools with Magnet Schools of America, and, as of 2022-23, all 5 magnets and the 3 K-8s Schools of Choice are fully accredited by the Western Association for Schools and Colleges (WASC). The WASC work helps align all of our activities, training, and goals around student learning and offers the opportunity for outside evaluation (the Visiting Team) through the accreditation process. The WASC process focuses on student learning, closing the learning gap (data), reflection on our practices, and is ultimately valuable feedback for all of our educational partners.

PSD believes that students should be a part of the decision-making process in their education. Through the Palmdale PROMISE Student Ambassador program, the Inter-school Communication Council, Model United Nations, Mock Trial, and all the site-based Associated Student Body Clubs, we have increased student voice and leadership and have allowed students to design communication strategies for sharing the PROMISE vision, values, and strategic goals with their peers. During the 2023-24 school year Student PROMISE Ambassadors continued to focus meetings on developing leadership skills using Kouzes and Posner's The Students Leadership Challenge. Student leaders across the district were able to attend leadership conferences through UC Santa Barbara and the California Association of Student Leadership (CASL) and the California Association of Directors of Activities (CADA). PSD students at the secondary level, Grades 6-12, also elect two student board members who serve on the PSD school board and provide a voice for their student constituents. We continue to work with all of our educational partners in an effort to prepare all of our students for their futures as lifelong learners and contributing members of society. In addition, our schools offer several before- and after-school programs that include yearbook, intramural sports, choir, tutoring,

heritage folk music & dance classes and participation in Cyberquest, Mathletes, Science Olympiad, PE Olympiad, and Robotics.

Palmdale also believes that education is a partnership between the home and school. Parent engagement is valued and supported and we have built a strong parent base that supports district initiatives through a partnership that was built through our three-year strategic planning process. Together all of our educational partners created the Palmdale PROMISE/La PROMESA de Palmdale based on our community priorities.

The LCAP is intended to be a roadmap that guides the action, services, and decision making of schools and the district. The design principle of the Palmdale PROMISE appropriately aligns with the twelve district LCAP goals (see outline below). Palmdale PROMISE: Every student leaves Ready for Success in High School and Beyond: College, Career, the Global World.

LCAP Goal #1: High Level Academic Preparation and College & Career Readiness.
PROMISE Goal #1:
- Creating Globally Competitive Learning Environments of High Intellectual Performance
- Dramatically Improve Student Engagement and Achievement
- Providing Strategic Direction for School Sites and Staff.

LCAP Goal #2: Welcoming, Safe and Healthy Learning Environment
PROMISE Goal #2: Providing Safe and Affirming School Environment

LCAP Goal #3: Parent, Family and Community Partnership
PROMISE Goal #3: Engaging Families and Communities

LCAP Goal #4: Basic Services - Williams Compliance

LCAP Goals #5-11: EQUITY MULTIPLIER SCHOOLS
Innovations Academy
Oak Tree Community Day School
Palm Tree Elementary
SAGE Magnet Academy
Yellen Learning Center
Yucca Elementary
Tamarisk Elementary

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70%.

EC Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students.

LCAP Goal #12: Learning Recovery Emergency Block Grant (LREBG) Reporting
Palmdale School district will have unexpended funds in the 2025-26 school year.

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 services and supports are mostly commonly based on educational research and/or metrics of LEA, school and/or student performance. Equity Multiplier funds must be used to supplement, not supplant, funding from other sources provided to Equity Multiplier school sites.

Reflections: Annual Performance

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

Successes:
- SBA Proficiency Rate for ELA – Elementary (2022-23 to 2023-24): FY +3%, LI +4%, MR +2%
- SBA Proficiency Rate for ELA – Middle School (2022-23 to 2023-24): HL +1%
- SBA Proficiency Rate for Math – Elementary (2022-23 to 2023-24): FY +4%, MR +4%
- SBA Proficiency Rate for Math – Middle School (2022-23 to 2023-24): RFEP +1%, FY +3%, MR +4%
- Students at Benchmark & Above in ELA on LPMs - Elementary (2023-24 to 2024-25): All +9%, EL +4%, FY +2%, SWD +3%, MR +4%
- Students at Benchmark & Above in ELA on LPMs – Middle School (2023-24 to 2024-25): All +14%, RFEP +5%, EL +5%, FY +12%, LI +2%, SWD +5%, HL +5%, AI +41%, MR +9%
- Students at Benchmark & Above in Math on LPMs – Elementary (2023-24 to 2024-25): All +6%, RFEP +1%, AI +4%
- Students at Benchmark & Above in Math on LPMs – Middle School (2023-24 to 2024-25): All +8%, EL +4%, AA +1%, SWD +2%, MR +7%
- Decrease points from level 3 for SBA ELA for Grades 3-8 (2022-23 to 2023-24): EL -1.3 points, AI -5.2 points
- Decrease points from level 3 for SBA Math for Grades 3-8 (2022-23 to 2023-24): EL -0.2 points, SWD -1.1 points, MR -6.6 points
- Students in K-2nd Mastering Foundational Skills in Math (2023-24 to 2024-25): First Grade +1%
- Students Achieving Met or Exceeded Standard for Science on CAST (2023 to 2024): +1.15%
- English Learner Reclassification Rate increased by 2% from 2023-24 to 2024-25
- Collaboration among students through the use of technology (2023-24 to 2024-25): Grades 3-5 +18.5%, Grades 6-8 +12.9%
- Receive a Rating Scale of 4-Full Implementation or better, as determined by the CDE Local Indicator Survey: All areas received a rating of 4 on the Local Indicator Survey – ELA (decreased from 5), ELD (maintained), Math (maintained), NGSS (increased by 1), and History-Social Science (maintained)
- District-wide Attendance Rate: +0.73%
- Chronic Absenteeism (see red indicator information below)
- District-wide Suspension Rate: District -0.8%, FY -2.7%, MR -1%, PI -5.1%, LI -0.9%, AA -2.5%
- District-wide # of expulsions: -4
- Increase % of Parents & Staff that feel the school sites are providing social-emotional supports for students: Parents +1.3%, Staff +3%
- Increase student perception of safety at school: 5th Grade +0.1%, 7th Grade +1.3%
- Increase % of parents that strongly agree or agree that the school provides a safe, welcoming, and healthy environment for their child: District +6.3%, EL +7%
- Increase % of parents that strongly agree or agree that this school is a safe place for their child: +4%
- Increase % of parents that are Very Satisfied or Satisfied with the health support at the schools and district: +15.8%
- Increase the % of staff and parents that strongly agree or agree that their school appreciates and respects different cultural beliefs and practices: Parents +3%
- Increase # of unduplicated students that are identified for the GATE program: FY +3
- Increase % of students that feel Very Satisfied or Satisfied with District Student Leadership Opportunities: +27.9%
- Receive a Rating Scale of 4 – Full Implementation or better in the Implementation of State Standards in VAPA– already at 4 (no change)
- Increase district-wide participation and engagement: CSPS +2.6%, Title I/LCAP +5.9%, Title I/LCAP for EL +5.7%
- Increase district-wide home/school communication: CSPS +4.5%, Title I/LCAP +7, Title I/LCAP for EL +5
- Increase % of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs: Title I/LCAP +5.9%, Title I/LCAP for EL +4.8%
- # of community partnership meetings: +30
- Increase % of parents that are very satisfied or satisfied with the Welcome & Enrollment Center: +12.6%
- Receive a Rating Scale of 4 – Full Implementation or better in progress in building capacity of and supporting family members to effectively engage in advisory groups: +1 (3 to 4)
- Receive a Rating Scale of 4 – Full Implementation or better in providing all families with opportunities to participate in decision making and provide input on policies and programs, and implementing strategies to reach underrepresented groups in the school community: +1 (3 to 4)

Challenges:
- SBA Proficiency Rate for ELA – Elementary (2022-23 to 2023-24): RFEP -1%, EL -1%, AA -1%, HL -3%, No change: All, SWD
- SBA Proficiency Rate for ELA – Middle School (2022-23 to 2023-24): RFEP -2%, EL -1%, FY -5%, LI -1%, No change: All, AA, SWD
- SBA Proficiency Rate for Math – Elementary (2022-23 to 2023-24): SWD -1%, HL -8%, No change: All, RFEP, EL, LI, AA
- SBA Proficiency Rate for Math – Middle School (2022-23 to 2023-24): HL -3%, No change: EL, LI, AA, SWD
- Students at Benchmark & Above in ELA on LPMs - Elementary (2023-24 to 2024-25): RFEP -1%, HL -2%, AI -6%, No change: LI, AA
- Students at Benchmark & Above in ELA on LPMs – Middle School (2023-24 to 2024-25): No change: AA

- Students at Benchmark & Above in Math on LPMs – Elementary (2023-24 to 2024-25): EL -2%, LI -1%, AA -4%, MR -5%, No change: SWD, HL
- Students at Benchmark & Above in Math on LPMs – Middle School (2023-24 to 2024-25): FY -3%, HL -4%, No change: RFEP, LI
- Decrease points from level 3 for SBA ELA for Grades 3-8 (2022-23 to 2023-24): All +1.9 points, RFEP +1.7 points, FY +14.2 points, LI +1.5 points, AA +6.7 points, SWD +1.9 points, HL +16.3 points, MR +3.6 points
- Decrease points from level 3 for SBA Math for Grades 3-8 (2022-23 to 2023-24): All +1.1 points, RFEP +4.3 points, FY +1.2 points, AA +4.2 points, HL +23 points, AI +4.2 points
- Students in K-2nd Mastering Foundational Skills in Math (2023-24 to 2024-25): Kinder -3%, 2nd Grade -1%
- Students in K-2 Reading by 3rd Grade: 3rd Grade -3%
- English learner students at level 4 on the ELPAC: -1.2%
- English learner students making progress towards English language proficiency: -5%
- # of LTELS: 4-6 Years +9.1%, 7 or more years +0.6%
- Receive a Rating Scale of 4-Full Implementation or better, as determined by the CDE Local Indicator Survey: CTE (increased by 2), Health (maintained at 3), PE (maintained at 4), World Language (maintained at 2)
- Receive a Rating Scale of 4-Full Implementation or better in the implementation of state standards – Engagement of School Leadership, as determined by the CDE Local Indicator Survey: Teachers & Staff as a whole (decreased from 4 to 3), Individual Teachers (decreased from 5 to 3), Standards not yet mastered (decreased from 4 to 3)
- Chronic Absenteeism (see red indicator information below)
- Increase student positive engagement and school connectedness: 5th Grade -0.4%, 7th Grade -0.8%
- Increase student social-emotional learning and strength of body, mind, and character – 5th Grade -0.5%, 7th Grade -1.8%
- Increase % of school staff that strongly agree or agree that the school is a safe place for staff and students: Students -3%, Staff -1%
- Increase % of students that feel like they can trust school all of the time to keep them safe in a natural disaster or emergency situation: NO CHANGE
- Increase the % of staff and parents that strongly agree or agree that their school appreciates and respects different cultural beliefs and practices: Staff NO CHANGE
- Increase # of unduplicated students that are identified for the GATE program: EL -5 (we now have 0)
- Increase the number of students participating in Mentoring/Rites of Passage programs at the middle schools: this program was not implemented this year
- Parent academic initiatives and parenting classes offered at the school site: -368 (working on a better system to track this)

2023 CA School Dashboard RED Indicators & Updates
Based on a review of the California School Dashboard and local data, the District and school sites show the following student groups are performing in the red in the areas of English Language Arts/English Language Development (ELA/ELD), English Learner Performance Indicator (ELPI), Mathematics, Suspensions and Chronic Absenteeism. We provide our results reported on the 2024 CA School Dashboard in these areas.

District
- ELA/ELD: English Learners (EL), Foster, Students with Disabilities (SWD), African American (AA), American Indian (AI)
    - 2024 – Remained in red: AA, EL, FOS, SWD. Moved to orange: AI. New to red: HL, LTEL
- Mathematics – All, English Learners, Foster, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Two or More Races (MR)
    - 2024 – Remained in red: All, AA, EL, FOS, SED, SWD. Moved to yellow: MR. New to red: AI, HL, LTEL
- Suspension Rate: Foster. Socio-economically Disadvantaged (SED), Pacific Islander (PI), Multi-Race (MR) students.
    - 2024 – all groups moved to yellow
- Chronic Absenteeism
    - 2024 - New to red: All, AA, AI, EL, FOS, HI, HL, LTEL, MR, PI, SED, SWD, WH

Barrel Springs
- Math: Students with Disabilities (SWD)
    - 2024 – Moved to yellow: SWD
- Chronic Absenteeism: English Learners (EL), Students with Disabilities (SWD)
    - 2024 – Remained in red: SWD. Moved to yellow: EL. New to red: All, AA, HI, SED

Buena Vista
- Chronic Absenteeism: African American (AA), Students with Disabilities (SWD)
    - 2024 – Remained in red: AA, SWD. 2024 – new to red: All
- Mathematics:

- 2024 - New to red: AA
- Suspension:
  - 2024 - New to red: AA

Cactus
- ELA/ELD: English Learners (EL)
  - 2024 – Moved to orange: EL. New to red: AA, LTEL, SWD
- Mathematics: English Learners (EL), Students with Disabilities (SWD)
  - 2024 – Remained in red: EL. Moved to orange: SWD. New to red: All, AA, HI, LTEL, SED
- Suspension Rate: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA)
  - 2024 – Remained in red: SWD. Moved to orange: All, AA, SED. Moved to yellow: EL
- Chronic Absenteeism
  - 2024: New to red: All, AA, EL, HI, LTEL, SED, SWD

Chaparral
- ELA/ELD: English Learners (EL), Students with Disabilities (SWD)
  - 2024 – All groups remained in red. New to red: All, SED
- Mathematics: Students with Disabilities (SWD)
  - 2024 – remained in red: SWD
- Chronic Absenteeism
  - 2024 - New to red: All, AA, EL, HI, SED, SWD

Cimarron
- Suspension Rate: African American (AA)
  - 2024 – Moved to yellow: AA
- Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
  - 2024 – Remained in red: SWD. Moved to orange: All, HI, SED. New to red: AA
- ELA/ELD
  - 2024 - New to red: All, EL, SED, SWD
- Mathematics
  - 2024 - New to red: SWD
- English Learner Progress Indicator (ELPI):
  - 2024 - New to red: EL

David G. Millen
- ELA/ELD: English Learners (EL), Students with Disabilities (SWD), African American (AA)
  - 2024 – Remained in red: EL. Moved to orange: AA, SWD. New to red: LTEL, SED
- Mathematics: All student rate, English Learners (EL), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
  - 2024 – All groups remained in red. New to red: LTEL
- Suspension Rate: All student rate, English Learners (EL), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), African American (AA)
  - 2024 – Remained in red: MR. Moved to yellow: All, AA, SED, SWD. Moved to green: EL
- Chronic Absenteeism: All student rate, English Learners (EL), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), White (WHI)
  - 2024 – All groups remained in red. New to red: AA, LTEL, MR
- ELPI
  - 2024 - New to red: EL, LTEL

Desert Rose
- ELA/ELD: English Learners (EL), Socio-economically Disadvantaged (SED), Hispanic (HI)
  - 2024 – Remained in red: HI, SED. Moved to orange: EL. New to red: All, AA, SWD
- Mathematics: English Learners (EL)

- 2024 – Moved to yellow: EL. New to red: SWD
- Chronic Absenteeism: English Learners (EL), African American (AA)
  - 2024 – All groups remained in red. New to red: All, HI, SED, SWD
- ELPI
  - 2024 - New to red: EL
- Suspension
  - 2024 - New to red: AA

Desert Willow
- Mathematics: All student rate, Socio-economically Disadvantaged (SED), African American (AA)
  - 2024 – Remained in red: All, EL, HI, SED, SWD. Moved to orange: AA
- Chronic Absenteeism: White (WHI)
  - 2024 – Moved to yellow: WHI. New to red: All, AA, EL, HI, LTEL, SED, SWD
- ELA/ELD
  - 2024 - New to red: AA, EL, LTEL, SWD
- ELPI
  - 2024 - New to red: EL
- Suspension
  - 2024 - New to red: AA

Dos Caminos
- ELA/ELD: English Learners (EL), Students with Disabilities (SWD)
  - 2024 – Remained in red: SWD. Moved to yellow: EL. New to red: LTEL
- Mathematics: English Learners (EL)
  - 2024 – All groups remained in red: EL, SWD (SWD should have been included in LCAP for 2023 Dashboard)
- Chronic Absenteeism
  - 2024 - New to red: All, HI, SED, SWD
- Suspension
  - 2024 - New to red: AA

Golden Poppy
- ELA/ELD: English Learners (EL), Students with Disabilities (SWD)
  - 2024 – All groups remained in red. New to red: AA, SED
- Mathematics: Students with Disabilities (SWD)
  - 2024 – Moved to orange: SWD
- Chronic Absenteeism: African American (AA)
  - 2024 – Remained in red: AA. New to red: All, EL, HI, SED, SWD
- Suspension
  - 2024 - New to red: AA, SWD

Innovations Academy
- English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
  - 2024 – Moved to blue: EL
- ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
  - 2024 – Remained in red: All, AA, SED. Moved to orange: EL, HI
- Mathematics: All student rate, Socio-economically Disadvantaged (SED), Hispanic (HI)
  - 2024 – Remained in red: All, AA, EL, SED Moved to orange: HI
- Chronic Absenteeism
  - 2024 - New to red: All, AA, EL, HI, LTEL, SED, WH

Joshua Hills
- English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
  - 2024 – Moved to green: EL
- ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Hispanic (HI)
  - 2024 – All groups remained in red. New to red: AA, SWD
- Mathematics: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
  - 2024 – Remained in red: All, AA, EL Moved to orange: SED, SWD. Moved to yellow: HI
- Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)
  - 2024 – All groups remained in red. New to red: EL

Los Amigos
- ELA/ELD: Students with Disabilities (SWD)
  - 2024 – Moved to orange: SWD. New to red: LTEL
- Mathematics: Students with Disabilities (SWD)
  - 2024 – Moved to orange: SWD. New to red: LTEL
- Chronic Absenteeism: Socio-economically Disadvantaged (SED)
  - 2024 – Moved to yellow: SED. New to red: LTEL, SWD

Manzanita
- English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
  - 2024 – Moved to green: EL
- ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
  - 2024 – Moved to orange: All, HI, SED, SWD. Remained in red: EL
- Mathematics: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Hispanic (HI)
  - 2024 – Remained in red: SWD. Moved to orange: All, EL, SED. Moved to yellow: HI
- Chronic Absenteeism
  - 2024 - New to red: All, AA, EL, HI, SED, SWD

Mesquite
- ELA/ELD: All student rate, Socio-economically Disadvantaged (SED), African American (AA)
  - 2024 – No indicator color: AA (increased 32). Moved to yellow: All, SED. New to red: EL, SWD
- Suspension Rate: African American (AA)
  - 2024 – AA remained in red. New to red: All, EL, HI, SED
- Chronic Absenteeism: African American (AA), White (WHI)
  - 2024 – All groups remained in red. New to red: All, EL, HI, SED, SWD
- Mathematics
  - 2024 - New to red: SWD

Oak Tree
- Suspension Rate: Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
  - 2024 – All groups moved to orange
- Chronic Absenteeism: Students with Disabilities (SWD), Hispanic (HI)
  - 2024 – Remained in red: SWD, Moved to orange: HI. New to red: AA

Ocotillo
- ELA/ELD: Students with Disabilities (SWD), African American (AA)
  - 2024 – all groups remained in red
- Chronic Absenteeism
  - 2024 - New to red: All, AA, EL, HI, SED, SWD
- Mathematics

- 2024 - New to red: SWD
- Suspension
  - 2024 - New to red: AA, FOS

Palm Tree
- ELPI: EL (EL should have been included in LCAP for 2023 Dashboard)
  - 2024 – Moved to blue: EL
- Chronic Absenteeism
  - 2024 - New to red: AA
- Suspension
  - 2024 - New to red: FOS

Palmdale Discovery Center
- Chronic Absenteeism
  - 2024 - New to red: AA

Palmdale Learning Plaza
- ELA/ELD: Students with Disabilities (SWD)
  - 2024 – Moved to orange: SWD
- Mathematics: Students with Disabilities (SWD)
  - 2024 – Moved to orange: SWD
- Suspension Rate: Hispanic (HI)
  - 2024 – Moved to green: HI
- English Learner Performance Indicator (ELPI): All student rate, English Learners (EL) (EL Yellow in 2023; should not have been included in LCAP)
  - 2024 - Moved to green
- Chronic Absenteeism
  - 2024 - New to red: All, AA, HI, MR, SED, SWD

Quail Valley
- ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
  - 2024 – All groups remained in red
- Mathematics: African American (AA)
  - 2024 – Remained in red: AA
- Chronic Absenteeism
  - 2024 - New to red: All, AA, EL, HI, SED, SWD
- Suspension
  - 2024 - New to red: All, AA, HI, SED, SWD

SAGE
- ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
  - 2024 – All groups remained in red. New to red: LTEL, SWD
- Mathematics: All student rate, Socio-economically Disadvantaged (SED)
  - 2024 – Remained in red: All student rate. Moved to orange: SED. New to red: EL, HI, LTEL, SWD
- Suspension Rate: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
  - 2024 – Moved to yellow: AA, SWD. Moved to orange: SED. Moved to green: All
- Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), African American (AA)
  - 2024 – All groups remained in red. New to red: EL, HI, LTEL, SWD
- ELPI
  - 2024 - New to red: EL, LTEL

Shadow Hills
- ELA/ELD: English Learners (EL), Students with Disabilities (SWD), African American (AA)
  - 2024 – All groups remained in red. New to red: All, HI, LTEL, SED
- Mathematics: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
  - 2024 – Remained in red: AA, SED. Moved to orange: All, EL, HI
  - 2024 – New to red: LTEL, SWD
- Suspension Rate: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD)
  - 2024 – Remained in red: AA. Moved to orange: SWD. Moved to yellow: All, SED. Moved to green: EL
- Chronic Absenteeism: English Learners (EL), Foster students
  - 2024 – All groups remained in red. New to red: All, AA, HI, LTEL, SED, SWD

Summerwind
- ELA/ELD: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)
  - 2024 - All groups remained in red. New to red: EL
- Mathematics: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
  - 2024 – Remained in red: All, AA, EL, HI, SED. Moved to Orange: SWD
- Chronic Absenteeism
  - 2024 - New to red: All, AA, EL, HI, SED, SWD, WH
- ELPI
  - 2024 - New to red: EL

Tamarisk
- ELA/ELD: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)
  - 2024 – All groups remained in red. New red: EL
- Mathematics: Students with Disabilities (SWD)
  - 2024 – Remained in red: SWD. New to red: All, AA, SED
- Suspension Rate: Students with Disabilities (SWD)
  - 2024 – SWD moved to Yellow. New to red: WH
- Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
  - 2024 - All groups remained in red New to red: AA, EL, WH
- ELPI
  - 2024 - New to red: EL

Tumbleweed
- ELA/ELD: Students with Disabilities (SWD)
  - 2024 - SWD moved to Orange
- Mathematics: African American (AA)
  - 2024 - AA moved to Yellow
- Suspension Rate: Foster students, African American (AA)
  - 2024 - FOS has no performance color (declined from 10.7% to 0%). AA moved to Orange
- Chronic Absenteeism
  - 2024 - New to red: All student rate, AA, EL, HI, SED, SWD
- ELPI
  - 2024 - New to red: EL

Yellen
- Suspension Rates: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
  - 2024 - All groups moved to Orange. New to red: FOS

Yucca

- English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
    - 2024 - EL moved to yellow
- ELA/ELD: Hispanic (HI)
    - 2024 - HI remained in red. New RED: All, AA, EL, SED
- Mathematics: English Learners (EL)
    - 2024 - EL remained in red. New RED: ALL, HI, SED
- Chronic Absenteeism: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)
    - 2024: All Groups remained in red
- Suspensions
    - 2024 - New to red: All student rate, AA, HI, SED, SWD

Learning Recovery Emergency Block Grant (LREBG)
The Palmdale School District will have unexpended funds in the 2025-26 school year.
The Learning Recovery Emergency Block Grant (LREBG) provides additional one-time monies to local educational agencies (LEAs) for learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional wellbeing to combat the impact of the COVID-19 pandemic. A comprehensive needs assessment was conducted, reviewing achievement scores in CAASPP performance of Mathematics and ELA and Chronic Absenteeism to identify the schools and students who are in greatest need for learning recovery acceleration and support. Every school in PSD is in the Very Low or Low performance levels for CAASPP Math and ELA performance, and Very High or High performance levels for Chronic Absenteeism. EC Section 52064.4 requires that LREBG funds shall be included in the LCAP, or the annual update to the plan, for the period of July 1, 2025, to June 30, 2028.

Actions proposed by the district align to one of five strategies to support these efforts to ensure more students in our district are learning at grade-level proficiency by June 30, 2028.These research based strategies will promote accelerating progress to close learning gaps, integrating pupil supports to address barriers in learning. reduce barriers for graduation and increase college eligibility, and provide additional academic services to monitor learning. Metrics selected to monitor progress toward accelerated learning recovery include the CAASPP assessments in ELA and Mathematics and Chronic Absenteeism.

This appears in Goal 12 of our LCAP, beginning with Year2 of the 2024-27 LCAP cycle.

Reflections: Technical Assistance

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

Palmdale School District was identified for Technical Assistance based on the 2023 California Dashboard lowest performance ratings for the Foster Youth student group in ELA (priority 4), Math (priority 4), and Suspension (priority 6), the Socioeconomically Disadvantaged student group in Math (priority 4) and Suspension (priority 6), and the Two or More Races student group in in Math (priority 4) and Suspension (priority 6).

The following student groups were also identified for underperformance in the following indicators (red performance level), reported on the 2024 CA Dashboard data:
- African Americans: CAASPP (ELA & Math) and Chronic Absenteeism
- English Learners (EL): CAASPP (ELA & Math) and Chronic Absenteeism
- Homeless (HOM): CAASPP (ELA & Math) and Chronic Absenteeism
- Students with Disabilities: CAASPP (ELA & Math) and Chronic Absenteeism
- American Indian (AI): CAASPP (ELA & Math) and Chronic Absenteeism

As part of receiving technical assistance, Palmdale School District has worked with the Los Angeles County Office of Education (LACOE) to develop a Continuous Plan of Action that will address the needs of our Foster Youth (FY), Socioeconomically Disadvantaged (SED) and students of Two or More Races (MR) that are under performing on the CAASPP in ELa and Math and are high in Suspensions.

The Palmdale School District has been looking at our current Learning Progress Monitoring (LPM) assessments and the process of assessing and monitoring student progress;

we have determined that we need to find and/or develop valid, reliable progress monitoring and screening tools to better evaluate student needs, growth, and enrichment opportunities. Integration of mental health supports and practices, within and across content areas continues to be a need for these student groups.

In addition, for Foster Youth struggling with ELA, the district will focus on providing training for teachers to develop these students' early literacy skills, culturally responsive practices, use of the EL Roadmap, and professional development using Teacher Clarity to assist students in being clear about the purpose of their learning. Rather than describing a task, students will be able to state what they are learning. Students will be able to gauge their own progress based on the use of success criteria with timely and specific feedback. PLC+ is another professional development that will be provided to enhance teacher collaboration. PLC+ focusses on equity of access and opportunity, high expectations for all students, teacher teams working together to ensure successful student outcomes.

All three student groups listed above are performing low on the CAASPP in Mathematics. The district will also review current LPM's and the process of assessing and monitoring student progress in Math. We determined that we need to find and/or develop valid, reliable progress monitoring and screening tools to better evaluate student needs, growth, and enrichment opportunities. In addition to providing training on culturally responsive practices in the classroom, and professional development through Teacher Clarity and PLC + relating to math; the district is preparing for curriculum adoption for mathematics and determining the process of piloting the math curriculum. The district is working with all five of its middle school magnet academies to develop and provide courses developing STEAM-based competencies..

These three identified student groups also have high suspension rates. CHAMPS is a proactive and positive approach to classroom management through the creation of classroom environments where students can thrive and learn. This program provides teachers with strategies and skills that reduce misbehavior so time and attention can be dedicated to learning. Capturing KIds Hearts (CKH) focuses on relationship building at the school site between and among students, parents and staff–focusing on social-emotional wellbeing, strong campus culture, and student connectedness–because when students are connected they are less likely to act out in ways leading to suspension. Palmdale School District administrators have determined a need for more work around Trauma-Informed Practices and will be working to support both students and staff working with students of trauma. -Students of socioeconomic disadvantage will be supported by providing teachers with an opportunity to attend a book study on Engaging Students with Poverty in Mind. This study will provide teachers with a frame of reference to better understand students of poverty along with strategies for meeting their specific needs. Finally, at the middle schools the district will be working to implement Social Emotional and Academic Learning Teams to assist in keeping our identified student groups on track academically and to reduce suspensions.

LACOE has provided a number of resources and professional development opportunities for our Foster families, such as, Foster Youth Legislative Training, Caregiver/Parent Training series - Trauma, Navigating Schools, etc.

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.

David G. Millen Law and Government Magnet Academy – Remains in CSI for SY 2025-26
Innovations Academy - Remains in CSI for SY 2025-26
Joshua Hills Elementary - Remains in CSI for SY 2025-26
SAGE Magnet Academy – Remains in CSI for SY 2025-26

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 leadership of the Palmdale School District with consultants, community members, parents, teachers, students created the Palmdale PROMISE District Strategic Plan. It has been a guiding force in all aspects of the culture of the Palmdale School District since its inception in 2014. Two-way meaningful conversations with all of our educational partners is a key component to our success. Along with required advisory groups including the District English Learner Advisory Council (DELAC) and the School Site Council (SSC); each site has an English Learner Advisory Council (ELAC), Gifted and Talented Education (GATE) Parent Advisory Council, African American Parent Advisory Council (AAPAC). At the district level, parents/families and community members can participate in the Superintendent's Parent Advisory Council (SPAC), District Parent Advisory Council (DPAC), African American Parent Advisory Council (AAPAC), GATE Parent Advisory Council, PROMISE Student Ambassador program, and the Local Control and Accountability Plan (LCAP) Educational Partners. The Palmdale School District maintains open communication with our parents, students and community. Both at school sites and the district level we bring all required reports to our various partnership groups for discussion and input. Several of these groups have, in various levels of input, provided guidance in the development of the CSI plans.

In developing the CSI plan, school site administrators met with external consultants, district level leadership-both fiscal and programmatic, their site leadership teams, and content area-specific/grade level teams to review data to determine site needs. Some of the data reviewed included Local Progress Monitoring (LPMs) assessments, formative assessments such as unit tests, classwork, 95% Assessments, Read 180 and Math 180 assessments, STAR 360, and other software programs that support student learning and provide teachers with feedback on student learning progress; as well as most current CAASPP, ELPAC and CSA data. In addition to the assessments, suspension and expulsion rates, and data on attendance and chronic absenteeism were considered as the needs assessment was completed and reviewed by educational partners.

Root Causes of underperforming schools included the following:
1. Sites need to define and clarify site vision, increase collaboration, develop programs that respond to students experiencing trauma; facilitating integration into classes.
2. Sites have a lack of clarity regarding what staff is expected to teach related to the standards and intervention within multiple grade-level classes and students with significant learning gaps. Students should be able to articulate what they are learning and why.
3. A review of the current process of assessing and monitoring student progress, including the LPM's. has determined that we need to find and/or develop valid, reliable progress monitoring and screening tools to better evaluate student needs, growth, and enrichment opportunities.
4. Sites have limited and/or low expectations for students – academically and behaviorally.
5. Sites need to implement consistent instructional structures, including small group instruction, within the school day.
6. Sites have high numbers of students experiencing social-emotional trauma.

After reviewing the needs assessments, a plan was developed to determine how to best meet student needs through interventions, professional development, and building capacity of both parents and staff. Sites used Root Cause analysis charts to help delve deeper into the reasons why certain areas were contributing to learning loss or

stagnation. One such tool was provided by InnovateEd, a consulting group that previously worked extensively with district and site leadership to improve student outcomes. The site principals of our CSI schools met with our external oversight consultant, the District Directors of Curriculum and Instruction, Access and Equity for African American Achievement and Multilingual Learners, Student Services, Special Education, and Mental Health Services, and the Director of LCAP who provides fiscal oversight for the CSI schools. The principals reviewed data with the consulting team, including attendance, chronic absenteeism, state and local progress, academic progress from the learning progress monitoring (LPM) assessments, disaggregated by student groups, and office discipline records. Their School Plans for Student Achievement (SPSAs) were also reviewed to determine where CSI funds would best be allocated for needed support.

The district has supported the individual school sites through monthly cohort meetings in which site leadership and district personnel meet to discuss the needs at the site and develop plans on how to improve services for students. These groups develop professional development and enlist consultants that will build the knowledge base for teachers and paraprofessionals to ensure a common depth of knowledge of content, intervention strategies, and best practices. Teams collect data and review next steps based on specific student needs. Interventions are considered using software programs, clinic time – for support or enrichment. The Multi-Tiered System of Support (MTSS) strategies are considered by grade level and content area teams with additional support from Social Emotional Learning Specialists, Literacy Coaches and/or Learning Support Teachers and other site and district personnel. These teams identify the needed interventions and supports that best meet the specific needs of unduplicated students (Foster Youth, Low-Income and English Learners). The team discusses the reasons certain student groups would best be supported by a particular intervention. This process is facilitated by the district's external consultant and the site administrator as well as other district administrators, as needed. The district provides fiscal support providing regular notices of funding utilized from all sources to ensure that needed actions are funded according to state and federal guidelines; district personnel provide assistance in completing required state and federal reporting, ensuring alignment of needs to goals, and goals to actions and services. District personnel along with outside reviewers and consultants assist in developing plans, monitoring progress towards goals and evaluating/measuring the effectiveness of the chosen actions and services. The district will also act as a resource in finding outside vendors and consultants to meet required needs.

All actions and services developed and purchased or contracted, support understanding and implementation of curriculum based on California State standards, ELD and content frameworks.

District fiscal staff meet, at a minimum, three to four times per year to review budget projections and SPSAs to ensure site administrators understand the available funding and their sources, as well as, to ensure understanding of funding source limitations. The Director of LCAP and the external oversight consultant met with each site administrator to discuss funding sources and available funds, including available CSI funds. Sites received support in analyzing the root causes, determining what would be included in the CSI plan, determining evidence-based interventions, methods to measure the effectiveness of these interventions, and how the district could support all CSI schools.

David G. Millen
Reviewed CDE Dashboard Data, all Indicators orange and red in Chronic Absenteeism, Suspension, English Learner Progress, ELA, and Math. Reviewed possible "root causes" and identified possible actions.

Chronic Absenteeism - All statistically significant student groups are in the red: African American, English Learners, Hispanic, Long-Term English Learners, Two or More Races, Socioeconomically Disadvantaged, White.. According to the Principal, parents allow students to stay home for a myriad of reasons. Many parents also report being unable to get students to come to school. There is a limited understanding of other possible "root causes" for chronic absenteeism. DGM is in need of a system to address the possible underlying reasons for continued high chronic absentee rates and a different approach for addressing chronic absenteeism and general issues of attendance. DGM will identify students who are chronically absent, versus those with attendance issues, and determine the root cause of the students' chronic absenteeism. With that information they will develop specific re-engagement plans for each student. The re-engagement planning process will include making personal connections with each at-risk student. In addition, DGM will develop and implement a plan to educate parents and students on the importance of regular school attendance and the implications for students who are chronically absent. Incentives and events will be used to reward attendance. The school will also have access to more advanced features in the new district attendance management system, EveryDay Labs, assisting the Student Engagement Advocate (SEA) with making follow-up calls of students who have not yet crossed the threshold of 18 missed school days to be designated chronically absent. Truancy meetings continue to be held for students and their families to strategize ways to come to school more consistently. Incentivizing positive student behavior and positive habits like consistent school attendance continue to be developed by the Climate and Culture team, developed in 2024-25 to work with the Principal to address these continued issues.

Need Vision and Culture: DGM has had numerous changes in administration and teaching staff. Staff also feel unsupported with student misbehavior. Building trust between staff and administration will be a focus with Wellness Events, Team building events and family activities. Professional development will provide teachers/staff collaboration and effective classroom management and student engagement strategies. Teachers will also have support from teacher mentors to assist with higher retention rates. The Climate and Culture team formed in 2024-25, separate from the Leadership Team, is responsible for addressing these issues and communicating work and the team's agreements on behalf of the school.

Suspension: Currently DGM has a suspension rate of 10.4%, a decrease of 3.5%. Foster Youth and White students are orange with no groups in red. Student groups in Yellow: African American, Long Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. English Learners and Hispanic students made significant improvements and are in the Green performance level. To address the issues of suspensions, DGM's Climate and Culture team, in conjunction with the site administration, designed and implemented a tiered support plan for students in the area of behavior. Data used to identify students at each tier, how the student will be progress monitored and rewarded, and what evidence-based strategies will be used at each tier. A common understanding of what behavior warrants suspension has been communicated to the DGM staff and they have calibrated other behaviors that occur throughout the school so a common understanding of what kinds of behavior constitutes specific interventions exists. Staff continue to receive training for Restorative Justice from CLS to better implement restorative, inclusive practices. Guest speakers, SEL support, and team building activities for students, parent workshops and student clubs will continue to be promoted in the new school year..

English Language Proficiency: At DGM, 33.3% of English Learners made progress in gaining English Proficiency. English Learners and Long Term English Learners are in the red performance level, experiencing significant decline This is a decrease of 15.3% from the year prior.. Another change in staffing the ELD position is a setback for the school, but they will be working with the district EL/Multilingual Learners department to implement integrated ELD strategies across the curriculum to support students (especially Long-Term English Learners) in the development of their skills toward English proficiency.

English Language Arts: English Learners, Long-Term English Learners and Socio-economically Disadvantaged students performed in the red on the CAASPP ELA test, while African American, Hispanic, and Students with Disabilities performed in the orange performance level. Training in Teacher Clarity for teachers to ensure they have a deep understanding of the California Standards for ELA and help establish grade level expectations for teaching and learning of English Language Arts.

Mathematics: At DGM all statistically significant student groups are red on the CA School Dashboard in CAASPP Mathematics except White students who improved to yellow. To improve academic performance, (ELA, ELD and Math) teachers and staff will develop and execute a shared vision promoting student mastery in academics. This will also be supported with schoolwide training and implementation of Teacher Clarity to better understand state standards and to improve how students and teachers understand what they are supposed to be learning and how they can communicate this learning through the use of success criteria. This, in combination with classroom walks, and school visits with the external consultant will be utilized to promote and increase academic progress.

Innovations Academy
Innovations Academy is a virtual independent study school serving Grades K-8, identified as a CSI school in 2024. Students receive synchronous instruction each morning. All teachers possess multiple subject credentials.; This has caused some challenges in middle school with some content areas. Currently students are able to participate in person for specific activities one day per week; the focus of these activities is to increase age appropriate socialization. Innovations Academy qualified for CSI due to low performance in English Learner progress, ELA and Math.

Root causes of academic, culture/connection to school, EL progress and reclassification issues include:
- Teachers need continued professional development
    - in Teacher Clarity to better understand state standards and develop pacing guides,
    - a better understanding of virtual/independent study programs; Classroom management model such as
- CHAMPS through Safe and Civil Schools;
- Student reading scores are below grade level and need access to materials to enhance learning, both at home and in the virtual learning environment;
- EL students need support and structure to be prepared to take the ELPAC and qualify for reclassification at higher rates; and
- Continue to improve the culture/connection to school by development/implementation of enrichment activities on campus.

English Learner Progress - In 2024, 59.5% of students made progress in English Learning proficiency, an increase of 18.3%, blue performance level. ELPAC tutoring and Bootcamp is provided after school throughout the year. There is a need to provide training on best practices for integrated ELD instruction for current teachers at the site. The site will further examine ELPAC data to determine which domains require increased focus for students, especially those designated Long Term English Learners (LTELs) There is also a need to increase language development school wide. Site leadership will meet with the Director for Multilingual Learners to develop a plan that includes strategies for both designated and integrated ELD, curriculum and assessment adjustments, and has a heavy focus on the five domains of English Learner instruction. The site is committed to identifying and maintaining the implementation of evidence-based strategies that work with the specific needs of our EL and LTELs at IA.

English Language Arts (ELA) - In 2024, students scored an average of 82.4 points below standard. This was similar to 2023, the average increasing by just 0.7 points. African American and Socioeconomically Disadvantaged students scored in the red performance category, where English Learners and Hispanic students scored orange. The other student groups were not statistically significant to report in 2024. Over the last two years, evidence-based virtual practices have been implemented. Two days per week, a

retired teacher facilitates small-group intervention. Teachers require time to refine the developed pacing guides for the Stride Learning Solutions curriculum implemented at IA. Appropriate assessments that better mirror the assessments students will take at the end of the year need to be more widely used. The site is working on transitioning to using IABs and/or FAIBs to monitor growth. To increase scores in ELA, Innovations will need to continue to provide professional development and opportunities for teachers to develop a greater understanding of the priority standards and how to implement these standards in a virtual setting. They will also need professional development on conducting small group instruction in a virtual setting. Teachers will be trained in strategies that are most effective in virtual settings and to know when and how to use these strategies in place of strategies more conducive to traditional settings. Providing full-time access to a virtual library (EPIC) provides students with extended access. IA will also create supplemental learning kits that students can use at home to help engage them to practice their skills as they build them.

Mathematics - Overall, student performance on the Math CAASPP in 2024 was in red, on average 144.7 points below standard. This is a decline of 9.5 points from the year prior (2023). Upper grade teachers, especially teachers working with middle school students, continue to struggle with not having adequate content knowledge to support student learning in mathematics. A key focus for IA is to provide professional development to increase teacher capacity to understand and teach grade level standards, through implementation of Teacher Clarity. Teachers should have an understanding of prerequisite standards that students need to be taught /retaught to address the achievement gaps that exist with high priority grade level standards. The need to identify and implement more engaging strategies specifically in math to encourage exposure to grade-level standards. Middle school math teachers will continue to receive training in small group instruction and establish expectations for implementing small groups. Enrichment activities will be developed and offered during in person training.

Joshua Hills
Joshua Hills is a K-5 school. It qualified for CSI in 2023-24 due to Chronic Absenteeism, English Learner Progress, ELA and Mathematics.
Root causes of academic (ELA and Math), attendance, EL progress and reclassification issues include:
- Students need more than behavior incentives to come to school;
- Teachers need professional development on: lesson planning for ELA and Math; implementing Mastery Guides with fidelity (K-3 teachers); appropriate use of Zearn for Math support; and coaching on Math standards and instructional practices; and
- Explore and implement the consistent use of manipulatives to enhance learning in small group Mathematics instruction to reinforce concepts to master and demonstrate grade-level expectations.

Chronic Absenteeism is red for all statistically significant subgroups, with a schoolwide average of 33.3% of students being chronically absent. Absenteeism significantly increased from the year prior, by 8.5%. Absenteeism can be attributed to a lack of student motivation to attend school and engagement with parents/families to encourage their children to come to school must increase. The school plan focuses on the following: 1) provide meaningful incentives to reward positive student behavior, 2) for staff to consistently present more engaging and dynamic lessons to encourage student attendance, and 3) to increase meaningful interactions and foster more positive relationships among students, staff, and parents/families at the school. Joshua Hills instituted a PTA to increase parent engagement and foster & encourage parent support in getting students to school more consistently. Joshua Hills implemented Capturing Kids Hearts to support positive relationship building across the school community.

English Learner Progress - ELD in red - declined 22 pts. EL students will receive four 3-week cycles of afterschool tutoring during the 2024-25 school year through use of LCAP funds. This will go along with the EL Coach, paid through CSI funds, who will work with teachers to support EL learners.

English Language Arts - In 2024, all subgroups were in the red performance category, including students with disabilities, whose average scores significantly declined from the previous year (they were previously in orange). The implementation of a data analysis protocol promoted in the PLC+ training last year helped grade level teams and the leadership team to start using learning data consistently–and correctly. Using the five questions of the protocol, more data talks are expected to take place this year in the PLCs in the fall semester. Using vertical articulation, support across grade levels to develop engaging lessons is expected. Teachers will receive coaching from the site's Literacy Coach. Targeted professional development on lesson planning, and coaching on the implementation of Mastery Guides and analysis of student performance will continue for teachers in Grades K-3.

Mathematics - Though the school average for performance in Mathematics CAASPP was 98.7 points below standard in 2024, three of the 5 statistically significant student groups showed improvement on their performance: Students with Disabilities and Socioeconomically Disadvantaged students improved to the Orange performance level; Hispanic students moved to Yellow. African American and English Learners remained in the red performance level. Classroom teachers need to focus on the integration of math manipulatives to help enhance small group math instruction, teaching grade-level expectations. Teachers will receive professional development in Zearn implementation appropriately, with consistency, and with fidelity. Teachers will participate in professional learning on the Math framework to gain a deeper understanding of grade-level Math standards and lesson planning for solid first instruction.

Manzanita

Current Status - Previously identified as a CSI school in 2023-24, the school exited CS status in 2024-25.
We commend the significant gains in achievement across all areas measured in the CA School Dashboard and ensure their teams keep up the hard work they have invested into understanding how to use data in their teams to consistently monitor student progress in learning at grade-level expectations. The school will no longer be reported in this section.

Space & Aeronautics Gateway to Exploration (SAGE) Magnet Academy
SAGE Academy remains eligible for CSI support in the 2025-26 school year due to continued very low performance in ELA and Math for almost all its major student groups.

Root Cause analysis has been used to determine cause of low performance at SAGE and the reasons are as follows:
- Sites need to define and clarify site vision, increase collaboration, develop programs that respond to students experiencing trauma; facilitating integration into classes.
- Sites have a lack of clarity regarding what staff is expected to teach related to the standards and intervention within multiple grade level classes and students with significant learning gaps. Students should be able to articulate what they are learning and why.
- Sites have limited and/or low expectations for students – academically and behaviorally.
- Sites need to implement consistent instructional structure which includes small group instruction within the school day.
- Sites have high numbers of students experiencing social-emotional trauma. This contributes to high chronic absenteeism and suspensions.

English Language Arts (ELA) - Students scored an average of 92.2 points below standard in ELA for 2024, a significant decline of 3.7 points from the year prior. All statistically significant subgroups scored in the red performance level. SAGE will officially implement the “Co-Pilot” intervention program it launched as a pilot/experiment in the 2024-25 school year, supporting students (ALL, SED, EL, AA, and HI) experiencing significant challenges to being successful in the learning environment by providing a separate environment for them, offering intensive support for academics, behavior, and social-emotional wellness. They are provided high-dosage tutoring, behavioral and interpersonal guidance, support with organization, and caring individuals who are focused on their success. The Learning Lunch program, created in 2024-25 to support struggling students at lunchtime will continue to be led by an ELD teacher who will support ELs by providing opportunities to practice language, focus on EL domains, and interact positively with their peers. AA students will also be able to participate in tutoring services that provide 1:1 support and 95% Intervention Program targeting phonics and phonemic awareness.

Mathematics - Students scored an average of 145.4 points below standard, in the red category, for 2024. This was similar to last year’s (2023) performance on the CAASPP Mathematics test: just 2.5 points higher. Four student groups scored in the red: English Learners, Hispanic, Long Term English Learners and Students with Disabilities. African American and students of Socioeconomic Disadvantage scored in the orange category, improving from last year (both red). The school will continue its implementation of the NextGenMath program to identify areas for students to increase exposure to academic standards they need to work toward demonstrating grade-level proficiency. This program was piloted last year and had promising initial implementation with a small group of teachers. The school also plans to invest in more high-dosage tutoring services, small group instructional support, and Zearn will be offered to improve students' (ALL, SED, AA) math scores. Parent conferences and workshops will be offered to engage parents and assist them with strategies for helping students at home.

Suspension Rate - The school’s suspension rate significantly declined by 11.5% from 2023 to have just 6.9% of its students suspended at least one school day in 2024. The school reached the green performance category. No student groups were in the red or orange levels. African American and Students with Disabilities were in the yellow performance level, and English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged students achieved green performance status. Implementation, with fidelity, of redemptive, restorative discipline has allowed students to engage in alternative opportunities to redirect and correct issues without resorting to off-campus suspension. This is available to ALL students focusing on SED, SWD, and AA students with reported higher rates of suspension. The work has been a major partnership between the site administrative team and the Restorative Justice room on campus. Students have also been given greater opportunities to engage in structured play and alternative activities during their lunch period. The major focus for the school continues to be how to foster active student engagement in their learning progress, and how to engage their families to be active supporters of this work, focusing their energies on academic and personal wellness..

Chronic Absenteeism - The school had 40.6% of its student population considered chronically absent in 2024. This is a significant increase of 17.4% from 2023, landing the school in the red performance category. All statistically significant subgroups were in the red performance category in 2024. All student groups will be a focus of improved chronic absentee rates through the use of meaningful incentives, parent conferences/workshops regarding consequences of chronic absenteeism, and the implementation of an advanced module of EveryDay Labs to engage families of students who are on the road to being designated chronically absent, far sooner than after they meet the 18 day threshold.. A major focus has been placed on improving the school culture, and now teachers have the challenge to create engaging lessons that resonate with their students and spark a desire in them to attend school so they can explore these passions with greater depth and involvement.

Palmdale School District personnel will support SAGE by providing intensive professional development that ensures teachers have a deeper understanding of state standards in ELA and Math, and assist the site in developing a system of connection and belonging that responds to students experiencing trauma as they work together to build a

culture of high academic expectations. SAGE's CSI Plan also includes providing professional training for staff on the importance of developing and practicing a positive, asset-based approach to working with middle school students.

Monitoring and Evaluating Effectiveness

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

District personnel, along with support from representatives at our county office of education and external consultants, provide oversight for all CSI schools, assist with plan development, plan implementation, monitoring and evaluating the effectiveness of selected, evidence-based interventions. Monitoring is done through monthly meetings, attendance at cohort meetings, and check-ins with site principals. Consistent review of data, feedback from teachers and parents, anecdotal evidence, and a regular review of student work samples will help determine the effectiveness of evidence-based interventions and inform ongoing decision making regarding whether the current services should continue. Involvement of our educational partners, in both formal and informal meetings and discussions, is crucial to ongoing monitoring and evaluation of the CSI plan. These meetings are important to building educational partners, including parents, understanding of the requirements for CSI schools, and the importance of seeking their voice to provide feedback on the perceived effectiveness of various intervention programs.

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
PSD Cabinet Meetings	The Superintendent meets with all cabinet members on a weekly basis throughout the year. Cabinet members routinely review the LCAP strategies and services in order to provide input on program adjustments and enhancements. The Superintendent is committed to the high achievement of all students and nurturing a respectful, inclusive and collaborative district culture as highlighted in the district's strategic plan, the Palmdale PROMISE. The PROMISE Project Managers were tasked with creating and monitoring the implementation of action plans and the LCAP provided the resources and support to improve unduplicated students' capacities and close the achievement gap. Cabinet members attended the monthly meetings with the PROMISE action leads and co-leads to refine and re-prioritize the original Palmdale PROMISE strategic goals and actions. The Cabinet members reflect upon formal and informal educational partnership input and review the CA School Dashboard to discuss performance levels and achievement gaps to better inform allocation of resources for programs. The LCAP was discussed at nine meetings: August 19, 2024, September 9, 2024, October 7, 2024, November 4, 2024, December 2, 2024, February 3, 2025, March 10, 2025, April 7, 2025, and May 5, 2025.
Palmdale PROMISE Action Team	The Palmdale PROMISE Team leads met monthly, to revise and re-prioritize the original goals and action steps of the Palmdale PROMISE. The Action Team focused on identifying actions that had not yet been accomplished (incomplete or not yet started, district actions that were practices (the way the district does its work), and then provided feedback to one another's teams through a sorting activity that provided both individual and collective accountability to what actions should be prioritized for the team to move the work forward for the next 1-3 years. Finally, the team identified strategies that supported the work of each strategic goal but separated the

	task-oriented actions, providing more broad strokes that can evolve through more specific task-oriented actions. The goals of the Palmdale PROMISE directly align with the goals of the LCAP and help to streamline our initiatives. The PROMISE Team met seven times for a total of 14 hours this school year: August 29, 2024, September 19, 2024, October 24, 2024, December 5, 2024, January 30, 2025, April 24, 2025, and May 15, 2025.
School Leadership Teams (SLT)	PSD continues to support the SLT process wherein school leadership teams, site administration, and district officials focused upon the development of highly-individualized School Plans for Student Achievement (SPSAs) based upon the specific data-informed needs of each site. Utilizing teacher-voice to drive structural change at the school sites has created a culture of “leading from the middle” which is a key component of lasting cultural and structural change. Principals and assistant principals also help shape the engagement process by engaging their SLTs, student leadership teams, School Site Councils (SSC), English Learner Advisory Councils (ELAC) and their African American Parent Advisory Councils (AAPAC). The administrators, with input from educational partners, align their Single Plan for Student Achievement to LCAP goals.
LCAP Educational Partnership Meetings	The LCAP Educational Partnership committee is composed of individuals who represent all groups that comprise the school district community. It includes students, parents, teachers and other certificated staff, district & site administrators, labor partners, classified personnel, and community business owners. Community business owners and other members who have a vested interest in our district have shared their interest in participating on this LCAP Committee. We notify them of meetings via a LCAP Educational Partnership calendar of meeting dates and times and send reminders via email. The LCAP Educational Partnership also includes representatives from DELAC, Parent Advisory Councils, various departments such as Technology, Special Education and Student Services, Human Resources, Educational Services, and Health Services. Three LCAP meetings were held this year to monitor/review the previous year’s LCAP and develop the LCAP Annual Update for 2025-26. Focused on the needs of our unduplicated students, we gather input and recommendations from these partners on how to refine the LCAP. The LCAP Educational Partnership Committee met 3 times during the school year: November 7, 2024, February 13, 2025, and May 22, 2025.
Staff (Certificated & Classified)	A significant action in our LCAP provides time for teachers to engage in the collaborative work of Professional Learning Communities (PLCs). Through the PLC process, teacher teams analyze data and collaborate on best practices to meet the unique needs of students. Teacher leadership teams, consisting of one teacher per grade level, meet monthly to collaborate with administration on the School Implementation Plan (SIP) and their LCAP-aligned Single Plan for Student Achievement. These meetings allow for the dissemination of data, as well as, teacher feedback to administration. Teachers and staff are also asked to complete the LCAP end of year survey for the Annual Update.
SELPA Consultation	The LCAP Director and Director of Special Education met with the SELPA on May 12, 2025 to discuss plans for the 2025-26 school year. The CCEIS Plan was discussed pertaining to the African American students disproportionality in discipline - suspensions, least restrictive environments, and over-identification for special education services. In order to address these issues PSD contracted with, first, Tribesy, and now, Humanize Us All, to conduct various forums to determine root cause of disproportionality and to determine areas of focus. We continue to train teachers on the AA Blueprint in connection with the CCEIS plan. PSD has added two Teachers on Special Assignment (TOSA) to conduct training in Multi-Tiered Systems of Support and as an Equity Coach for school staff. In addition, as part of the CCEIS Plan we are piloting PBL at three sites (one K-5 school, one K-8 special needs school, and one middle school) to increase engagement. Consultation with the SELPA director led to discussions of the current plan to support students – Project Based Learning, Identification training to reduce over-identification in OHI and ED, and the Co-Teaching Model. The SELPA Director provided district staff with areas of concern which PSD was in the process of addressing, leading to additional conversations and support from the SELPA.
Students	In addition to student representatives at the district LCAP Educational Partnership Committee meetings, the Middle School ASBs established an Interschool Communication Council (ICC), where representatives from each of the middle schools and K-8 schools meet quarterly to ensure student voices are heard. We met twice during the 2024-25 school year with our Student PROMISE Ambassadors to build their capacity regarding Leadership and to discuss the LCAP and how it supports students.
Parents	Parents are able to participate in a variety of advisory groups that have an impact on measuring the effectiveness of current LCAP programs, as well as, providing input into future LCAP plans. - Superintendent’s Parent Advisory Committee (SPAC): The SPAC is an advisory group of over50 parents with representatives from 28 schools in the district and reflects the unduplicated students who make policy recommendations to the Board of Trustees. They serve as a formal mechanism for parental involvement and also make policy recommendations to the Board of Education. Parents at the Advisory Committee include parents of students who are classified as English Learners (EL), Foster Youth (FY), Socio-economically

	disadvantaged (SED), Gifted and Talented Education (GATE) and Special Education Students (SPED). They met with the LCAP Director twice: to review 2024-25 LCAP progress and to make final recommendations for the 2025-26 LCAP Plan (February 11, 2025 and May 20, 2025). - District English Learner Advisory Committee (DELAC): The DELAC also serves as a formal district committee for our English Learner parent representatives and leaders. They meet monthly and LCAP updates were shared with DELAC two times during the year. Through engagement and surveys, parents gave feedback and final recommendations for the 2025-26 LCAP (February 25, 2025 and May 27, 2025). - Breakfast with the Superintendent: The Superintendent and Director of LCAP hosted meetings to give each site updates on the LCAP, answer questions, and request/capture input as to the needs of our Foster Youth, Low-Income, and English Learner students at each school site. These breakfasts were held on the following dates: August 20, 2024 (Quail Valley and Shadow Hills), August 23, 2024 (Mesquite and Cactus), August 27, 2024 (Yellen and Buena Vista), September 5, 2024 (Chaparral Prep and Innovations Academy), September 6, 2024 (Cimarron and Barrel Springs), September 10, 2024 (Joshua Hills and Desert Willow), September 17, 2024 (Desert Rose and SAGE), September 19, 2024 (Palm Tree and Palmdale Learning Plaza), September 24, 2024 (Ocotillo, Palmdale Discovery Center and First Steps), September 27, 2024 (Summerwind and David G. Millen), October 1, 2024 (Dos Caminos), October 4, 2024 (Golden Poppy and Oak Tree), October 8, 2024 (Tumbleweed), October 15, 2024 (Tamarisk), October 18, 2024 (Los Amigos), and October 24, 2024 (Manzanita).
Community Groups	Members of the public are invited to attend our Palmdale PROMISE strategic planning meetings and the Board of Trustees meetings for the LCAP updates. At the Board meetings, the public is offered the opportunity to submit comments at the public hearing. Contact information for the LCAP Director is available on the district website where community members can submit written comments regarding specific actions and expenditures in the LCAP. The community was also invited to complete the LCAP educational partnership survey that was posted on the district website where they could answer multiple choice questions; as well as, submit their comments.
LCAP Educational Partnership Survey	In addition to the engagement with various groups, PSD developed, launched and analyzed parent, teacher/staff, student, and community surveys on Survey Monkey, sent out in April 2025. The surveys focused on measures of satisfaction/input about programs as well as how to increase and improve student engagement and achievement focused on the needs of our English Learners, Foster/Homeless youth, and students from limited income backgrounds.
Innovations Academy	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/01/2025. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, Access & Equity for AA & Multilingual Learners, and Mental Health Services to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants with engagement of staff and families. Follow up meetings hosted in person between site principal and external consultant to finalize actions for budget approval and submission on LCAP Annual Update as Goal 5.
Oak Tree Community Day School	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/01/2025. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, and Access & Equity for AA & Multilingual Learners to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants. Follow up meetings hosted in person between site principal and LCAP Director to finalize actions for budget approval and submission on LCAP Annual Update as Goal 6.
Palm Tree Elementary	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/12/2025. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, Access & Equity for AA & Multilingual Learners, and Special Education to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants with engagement of staff and families. Follow up meetings hosted via email between site principal and external consultant to finalize actions for budget approval and submission on LCAP Annual Update as Goal 7.
SAGE Magnet Academy	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/07/2025. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, Access & Equity for AA & Multilingual Learners, and Mental Health Services to determine root cause analysis and begin to develop its updated initial plan. The site utilized root cause analysis developed by an external consultant with engagement of staff and families. Follow up meetings hosted in person between site principal and external consultant and via email between site principal and LCAP Director to finalize actions for budget

	approval and submission on LCAP Annual Update as Goal 8.
Yellen Learning Center	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/01/2025. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, Access & Equity for AA & Multilingual Learners, and Special Education to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants with engagement of staff and families. Follow up meetings hosted in person between site principal and external consultant and with the LCAP director to finalize actions for budget approval/submission on LCAP Annual Update as Goal 9.
Yucca Elementary	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/12/2025. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, Access & Equity for AA & Multilingual Learners, and Mental Health Services to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants with engagement of staff and families. Follow up meetings hosted via email between site principal and external consultant and with the LCAP director to finalize actions for budget approval/submission on LCAP Annual Update as Goal 10.
Tamarisk Elementary	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/11/2025. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, and Access & Equity for AA & Multilingual Learners to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants with engagement of staff and families. Follow up meetings hosted in person between site principal and external consultant and with the LCAP director via email to finalize actions for budget approval/submission on LCAP Annual Update as Goal 11.
LCAP Public Hearing and Approval Process	Educational Partners were notified at each meeting that they were able to provide direct or indirect (written) responses to the LCAP regarding actions and services, as well as, funding allocations. The annual LCAP Survey and the LCAP Educational Partners Surveys (provided to the group and also posted on the district website) allowed for anonymous feedback, both in checking answers and providing comments. Public notice was posted in the local newspaper in accordance with Notification to the Public requirements. LCAP Public Hearing and Approval Process: - February 11, 2025 – Superintendent's Parent Advisory Council – LCAP Mid-Year Update Presentation - February 18, 2025 – Board of Trustees Meeting - LCAP Mid-Year Update Presentation - February 28, 2025 – Presented LCAP Mid-Year Update to District English Learner Advisory Council - May 20, 2025 – Presented Final Draft of LCAP to Superintendent Parent Advisory Council - May 22, 2025 – Presented Final LCAP to LCAP Educational Partnership Group - May 27, 2025 – Presented Final LCAP to District English Learner Advisory Council - May 30, 2025 – Notice of Public Hearing on PSD Website - May 30, 2025 – Notice of Public Hearing in the Antelope Valley Press Newspaper - June 5, 2025 – LCAP Draft available for public review - June 10, 2025 – Public Hearing, Board of Trustees Meeting – soliciting LCAP input - June 11, 2025-June 16, 2025 - LCAP is revised based on public input - June 17, 2025 – Board of Trustees Meeting - Final Adoption of LCAP and Budget - June 18, 2025 – Submit LCAP to LACOE

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

The LCAP plan was presented to DELAC, the Superintendent's Parent Advisory Council and LCAP Educational Partnership groups, as well as, families throughout the district at the Breakfast with the Superintendent meetings, providing multiple opportunities to understand the changes to LCAP reporting this year, sharing ideas, determining changes to actions and services, and which areas need to increase, decrease or maintain funding. In addition to meeting with these groups, a survey was created and posted on the district website to obtain additional input from members of our school district community. At the SPAC and DELAC meetings in May2025, no questions were received regarding the LCAP for 2025-26.

All of the discussions were guided by four questions.
1. What is the need at the site and district levels?
2. What unduplicated student groups do the specified need(s) support (English Learner/ Foster/Homeless Youth/ Low-Income students)?
3. What actions and services do we want to fund based on our student needs?
4. How will we measure the effectiveness of these actions and services?

During the 2024-25 school year, the LCAP Educational Partnership meetings covered the following topics:

November 7, 2024 – The team reviewed the guiding principles of LCAP, the development process of the LCAP, and reviewed the2024-25 LCAP to determine progress on goals and actions based on metric updates from Quarter #1. An introduction to LCFF Equity Multiplier was provided to the Committee, including the parameters of the funding, eligibility criteria, and the schools who were eligible for this additional support. The Learning Recovery Emergency Block Grant (LREBG) was also introduced, sharing the anticipated approval of the proposal to report how the district is utilizing these funds in the LCAP for the next 3 years: 2025-26, 2026-27, 2027-28. The domains that LREBG is supposed to support, the amount of the district's allocation (over $28 million), and the process by which the Goal must be developed was presented to the Educational Partners. Questions and feedback were taken regarding these categorical funds, updates on the adopted budget, new and updated metrics.

February 13, 2025 – The LCAP Educational Partnership Team was presented with the Mid-Year LCAP Updates for their review and feedback. They were able to see the changes to the district's fiscal outlook based on the Governor's Initial Proposed Budget for 2025-26, Updates to the Budget Overview for Parents, updates to Mid-Year Student Data- Goals #1-10, and updates to Mid-Year Expenditures – Goals # 1-10. At this meeting, we confirmed that Tamarisk would be added as an additional LCFF Equity Multiplier school, and its action plan would be created as Goal 11. The LREBG Accountability would be officially added to the 2025-26 LCAP as Goal 12. A further discussion was facilitated on how the LCAP Office & State & Federal Programs Offices are working together to change the budgeting philosophy to a needs-based approach to maximize the funding sources available to our district.

May 22, 2025 – The LCAP Educational Partnership Team reviewed the proposed 2025-26 LCAP Annual Update prior to submitting the plan to the Palmdale School District Board of Trustees for their review. The proposed LCAP update reflects the changes submitted from various partners, in addition to the team, as well as, budget updates based on the Governor's May Revise. Goal 11 (LCFF Equity Multiplier Plan, Tamarisk ES) and Goal 12 (LREBG Accountability Goal) were also presented.
A robust discussion about possible actions that can be added in Goal 12 were proposed by various team members with the following recommendations made to consider for LREBG support. The Needs Assessment process was discussed to help the team understand what programs/supports/services were being proposed as actions.

Specific Feedback from Educational Partners

LCAP Educational Partnership:
- Suggestions were made by team members to consider the addition of more actions for Goal 12, LREBG Accountability.
    - Increase communication about training availability for all staff responsible for classroom instruction to promote Special Education integration into the general education classroom, beyond just Special Education teachers and general education teachers.
    - Expand to include tools and supports, understanding DHH, and tracking of services.
    - Promote an increased focus on Science in the general education environment. Hands-on learning like experiments will promote learning acceleration.
    - Provide more reading workshops for students, in both English (at all sites) and Spanish (for the Dual Immersion sites), to help increase motivation to READ
    - Increase the types of and frequency of professional development made available for classified staff, both in and out of the classroom setting
    - Consider the expansion of Career and Technical Education by adding additional pathways of interest, including Automotive Technology

Superintendent's Parent Advisory Committee: Feedback Survey responses
- Note: This meeting (May 25, 2025) took place prior to the LCAP Educational Partnership Committee meeting (May 27, 2025)
- Positive Feedback
    - Proposed actions for help that long-term English Learners will receive is good (parent response)
    - The LCFF Equity Multiplier money being given to the schools that need it most in the District is good
    - The educational partner input and engagement throughout the process is clear
    - Funding data and explanations are clear. Upcoming expenses being accounted for are clear.
- Areas for Further Consideration
    - Increased security at every school. Staff should continue to be sent to Capturing Kids Hearts training
    - Why doesn't the district focus on renovating older schools? TW Elementary doesn't have a gymnasium and only enrolls in grades up to 8.

- More specifics on LREBG actions desired, and the team responsible for the LREBG plan. How can other stakeholders access them for input?

Breakfast with the Superintendent Parent Survey Responses:

Goal #1 –
- 80% of those surveyed were satisfied or very satisfied with student Access to Curriculum through Technology.
- 75% were satisfied or very satisfied with the Rigorous P.E. program at the school sites.
- 72% were satisfied or very satisfied with the following programs: Dual Immersion, Tutoring Support for ELs, as well as, student engagement activities such as Mathletes, Robotics and Science Olympiad.

Goal #2 –
- 85% of those surveyed were satisfied or very satisfied with Social-Emotional Wellbeing actions such as, Capturing Kids Hearts, use of Social-emotional Learning Specialists and SEL programs and actions.
- 87% were satisfied or very satisfied with Health support at both the site and district levels.
- 80% were satisfied or very satisfied with Campus Security
- 69% were satisfied or very satisfied with Student Leadership.

Goal #3 –
- 90% of those surveyed were satisfied or very satisfied with Parent and Community Meetings and Events.
- 92% were satisfied or very satisfied with the methods used by the district and sites to communicate information.
- 80% were satisfied or very satisfied with the support received through the Welcome and Enrollment Center.

Requests for new and expanding programs:
- Expand opportunities to engage in sports, including dance.
- Expand opportunities to engage in learning music, adding in choir and singing groups.
- Increase opportunities for students to receive tutoring and homework help.
- Expand opportunities for students to participate in art classes, activities, etc.
- Expand current Learning Gardens to other schools.

Student PROMISE Ambassadors Meeting / Student Survey Results:
- Provide more support for English Learners
- The district should increase security/ safety due to school shootings, bullying and fights.
- Create anti-bullying programs.
- Improve lunch menu.
- More STEM, AP, and Elective classes.
- Supplemental supplies needed for extra curriculum and so students can do their work.
- Increase focus on academics.
- Small groups to support academics and English Learners.
- Provide support for ASB and student voice.
- College Career Fairs and Events.
- Increase incentives for students.
- Increase support for Foster students.
- Healthy Environments/ Health Opportunities (dentist, checkups, medicine).
- Increase Sports.
- Increase SEL Activities.
- Create a place for donating food and clothing.
- Increase communication with families.
- Increase student and family events.

LCAP Educational Partners Survey:

Goal 1: Academic Preparation/ College and Career Readiness
The top three priorities identified were:
- Increase the number of students reading on grade level by the end of 3rd grade at 83.0%
- Increase the number of students who are proficient and can apply the mathematical standards at grade level by the end of 5th and 8th grade at 73.7%
- Decrease learning gaps among lower performing student groups at 61.0%

Goal 2: Welcoming, Safe and Healthy Learning Environment
The top three priorities identified were:
- Provide a safe, secure, and operationally efficient school environment at 78.3%
- Reduce truancy and chronic absenteeism rates at 63.3%
- Increased behavioral support / MTSS at 54.7%

Goal 3: Family and Community Engagement
Top 3 priorities identified were:
- Increased Parent Participation / Community Engagement at 58.1%
- Connect parents to community resources by providing parent resource centers, parent workshops, liaisons, translation, and leadership opportunities at 51.2%.
- Use multiple platforms/forums for communication, including technology to build positive relationships and increase engagement and communication with parents, guardians, and the community at 50.8%

Additional Feedback provided for any programs rated “Unsatisfactory”:
Goal 1:
- ELs need to receive more adequate support to meaningfully learn English, especially in upper elementary or middle school grades.
- Multiple concerns were shared about the amount of time added to the school day to bank time for teacher collaboration and to add a 2nd elective for a 7 period day at the middle school level. How effective has the use of time been? Do students really benefit from extra periods for electives? Staffing shortages make it difficult to staff the additional classes. Has student performance improved?
- Amount of time for educators to collaborate: some comments stated this is not enough. Some comments stated the time being given is not effective.
- Are teachers well-equipped to support students to reach this goal?
- Quality of instruction for academic and non-academic (PE) classes
- Bank time is not universal across the sites. Some sites do not have collaboration time
- Lack of access to electives at specialty sites. Consider offering electives after school
- Tutoring ought to be available on ALL campuses, every day.

Goal 2
- Three comments re: the Schools of Choice (Dual Immersion, IB, magnets) need more specialized curriculum and materials
- Two comments re: Schools of Choice, to focus on core and the basics. These programs are extras and should not be a priority for the district
- This goal must focus on ensuring our adults (certificated and classified) are culturally proficient when working with our students. There must be a priority on developing a system to train ALL teachers and other staff on cultural relevance and how to implement culturally responsive practices in the classroom and school. Administrators need this training also. The adults in our district need to improve before we expect our students to improve. Our data tells us we are not meeting the needs of our students.
- Lack of real-world job training for those who do not want college

Goal 3:
- Low parental involvement remains an issue

Equity Multiplier Schools:
- Post-Sessions Feedback
    - Site Principals appreciated the format provided this Spring 2025 semester to prepare them for the Equity Multiplier plan development. Having the external evaluator and the Team of District Directors to serve as consultants for the principal as they presented their Needs Assessment was appreciated– everyone was in one room, focused on listening to the school’s context and what they want to focus on for the coming year. They felt heard and supported, and appreciated the dialogue when discussing what they proposed for their school plan.

- The External Evaluator appreciated meeting with the EM Schools in a focused, organized manner. The prompts provided to the principals to prepare their slide deck outlined the components of a Needs Assessment and how it should be done by the sites. Feedback given by the directors was consultative, acting as thought partners rather than as evaluators or gatekeepers. The process was collaborative and productive - worth the investment of time.
- The sites presented their requests for key staffing of positions they felt would best address challenges they felt most impacted the site's ability to effectively interact with their students and families to promote coming to school, and to address the challenges that often serve as barriers to student success at school.
- Data analysis of student performance on summative assessments and the frequency of these assessments continues to be an area of need across all sites. The district has been providing more guidance on the use of FIABs and IABs to inform progress to reaching proficiency in grade level standards.
- Current LPM's and the process of assessing and monitoring student progress has determined that we need to find and/or develop valid, reliable progress monitoring and screening tools to better evaluate student needs, growth, and enrichment opportunities.
- The External Evaluator and LCAP Director agree that a discussion about the type of metrics being used to monitor progress may also need to be adjusted as the progress monitoring and screening tools for evaluating student needs, growth and opportunities for enrichment are refined.

Title I / LCAP Parent and Guardian Feedback Survey 2024-25:
The Title I / LCAP Parent and Guardian Feedback Survey, administered in the Spring 2025 semester, continues to affirm the path that the Palmdale School District is on as it attempts to meet the needs of our students and families.

Key areas of success:
- Of the respondents to the survey, 86.4% strongly agree or agree that their child's school gives parents information about joining parent committees, such as School site Council (SSC), English Learner Advisory Committee (ELAC), PTA/PTO, or other parent groups.
- 86.3% strongly agree or agree that students understand consequences of breaking school rules.
- 87.2% strongly agree or agree that they are kept informed about district and school events.
- 85.6% strongly agree or agree that their child's school offers opportunities for parents to be involved at school; such as through volunteering, parent committees, parent education, etc.
- 81.1% strongly agree or agree their child is happy to be at their school.

Key areas of concern are as follows:
- Of the respondents to the survey, 68.8% strongly agree or agree that their school has high-level academics and is preparing their child for college/career.
- 68.5% strongly agree or agree that if their child struggles academically, the school will provide extra help.
- 64.87% strongly agree or agree that their school offers opportunities for their child to participate in extracurricular activities, such as athletics, clubs, afterschool programs, assemblies, etc.

Goals and Actions

Goal

Goal #	Description	Type of Goal

1	High Levels Academic Preparation and College and Career Readiness – All students will demonstrate high levels of academic preparation and college and career readiness through mastery of grade-level content as determined by state proficiency levels, with focus placed on ELA and Mathematics. In order to accomplish this goal, we will provide: - Professional development that addresses all aspects of need for our unduplicated students as we seek to prepare them for college and career; - High Quality Personnel - certificated and classified - to support our students; - Opportunities for equitable learning through specialized programs - Educational Technology that provides students with access to technology and opportunity to demonstrate 21st century skills - High quality curriculum and deliver instruction based on research-based strategies and assessments that can measure our success on reaching our learning goals. - Specific plans to meet the unique needs of our unduplicated youth, such as our English Learner Support Plan and Foster Youth Support Plans. - Increased length of our school days through our Extended Learning Time to allow unduplicated students to receive support and still have at least 1-2 electives at our middle schools. Closing the Achievement Gap is a critical piece to ensuring our students are ready for their future. The future of our students is dependent on their ability to use their voice and learn skills required for a global perspective.	Broad Goal

State priorities addressed by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

The Palmdale School District established the goal of High Levels of Academic Achievement and Career Readiness as a result of evidence provided through various metric data, and in keeping with the Palmdale PROMISE strategic plan. This goal is also supported by various educational partnership groups as evidenced in the LCAP Educational Partner Survey and the annual LCAP survey.

The metrics chosen to be reviewed are all in line with monitoring High Levels of Academic Achievement. They include both State-required data and Local Progress Monitoring assessments. The Local Program Monitoring assessments allow us to redirect teaching to meet the needs of each individual student and in particular the needs of our unduplicated students.

We believe that quality professional development can lead to strong and effective first time teaching which can reduce the need for interventions and clinics. It ensures we have well trained staff who are able to meet the specific needs of our students including students with disabilities, Foster/Homeless Youth, English Learners, and Low-Income students. Our Equitable Learning/Specialized Program Opportunities ensure we have highly qualified personnel with extensive knowledge on how to best support our unduplicated

students in reaching their goals and ensuring their futures.

We know that Physical Education (PE) and a healthy body are critical to a healthy mind. Our low-income students and Foster/Homeless youth have fewer opportunities to participate in organized sports compared to non-LI and non-FY/HOM peers. Providing PE teachers allows our students to access a solid physical education program. Educational Technology provides our low-income students, Foster/Homeless students with access to the technology necessary to be ready for and compete in college and future careers.

It is crucial that students have access to supplemental curriculum, instructional strategies and materials to support individuals and to differentiate for their specific needs. The English Learner Support Plan is specifically designed to meet the needs of our EL students and provide training for teachers on how best to accommodate their learning goals and skills. Just as the English Learner Support Plan focuses on the English Learner, the Foster Support Plan is geared towards the needs of our foster youth and homeless students. It provides them with the opportunity to attend and have access to programs like Outdoor Science School, and a Dance program allowing them to express their social-emotional state of mind and being. Extended Learning benefits all unduplicated students requiring extra support, but it is most beneficial to ELs in middle school so they have access to at least one elective course of their choice.

Closing the Achievement Gap is one way to ensure our teachers receive training in MTSS, PBIS, and have access to conferences and training that provide cultural relevance from knowledgeable consultants. In addition to providing technology for 21st Century skills, providing students with the opportunity to participate in programs like the Model U.N. and the Inter-School Communication Council allow them to experience the way governance works and provides opportunities for them to share their voice with the district. These programs build confidence and a sense of relevance in our underrepresented students. EL students and students with disabilities (SWD) are able to practice communication skills. Low-income, foster and homeless youth begin to understand what governance is about and what it means to be successful in solving problems on a global scale.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year) - Elementary Grade 3-5	2022-23 All – 26% RFEP – 60% EL – 11% FY – 10% LI – 24% AA – 16% SWD – 7% HL - 16% AI - 29% MR - 27%	2023-24 All: 26% RFEP: 59% EL: 10% FY: 13% LI: 28% AA: 15% SWD: 7% HL: 13% *AI: unknown MR: 29% *not enough students to report		2025-26 All – 32% RFEP – 66% EL – 17% FY – 16% LI – 30% AA – 22% SWD – 13% HL – 22% AI - 35% MR - 33%	All: no change RFEP: -1% EL: -1% FY: +3% LI: +4% AA: -1% SWD: no change HL: -3% AI: unknown MR: +2%

2	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year) - Middle Grade 6-8	2022-23 All – 28% RFEP – 47% EL – 4% FY – 13% LI – 27% AA – 17% SWD – 5% HL - 24% AI - 14% MR - 32%	2023-24 All: 28% RFEP: 45% EL: 3% FY: 8% LI: 26% AA: 17% SWD: 5% HL: 25% *AI: unknown MR: 33% *not enough students to report		2025-26 All – 34% RFEP – 53% EL – 10% FY – 19% LI – 33% AA – 23% SWD – 11% HL – 30% AI - 20% MR - 38%	All: no change RFEP: -2% EL: -1% FY: -5% LI: -1% AA: no change SWD: no change HL: +1% AI: unknown MR: +1%
3	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year) - Elementary Grade 3-5	2022-23 All – 21% RFEP – 48% EL – 10% FY – 6% LI – 19% AA – 9% SWD – 6% HL - 15% AI - 15% MR - 25%	2023-24 All: 21% RFEP: 48% EL: 10% FY: 10% LI: 19% AA: 9% SWD: 5% HL: 7% *AI: unknown MR: 29% *not enough students to report		2025-26 All – 27% RFEP – 54% EL – 16% FY – 12% LI – 25% AA – 15% SWD – 12% HL – 21% AI - 21% MR - 31%	All: no change RFEP: no change EL: no change FY: +4% LI: no change AA: no change SWD: -1% HL: -8% AI: unknown MR: +4%
4	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year) - Middle Grade 6-8	2022-23 All – 12% RFEP – 21% EL – 1% FY – 2% LI – 11% AA – 5% SWD – 2% HL - 9% AI - 4% MR - 10%	2023-24 All: 13% RFEP: 22% EL: 1% FY: 5% LI: 11% AA: 5% SWD: 2% HL: 6% *AI: unknown MR: 14% *not enough students to report		2025-26 All – 18% RFEP – 27% EL – 7% FY – 8% LI – 17% AA – 11% SWD – 8% HL – 15% AI - 10% MR - 16%	All: +1% RFEP: +1% EL: no change FY: +3% LI: no change AA: no change SWD: no change HL: -3% AI: unknown MR: +4%

5	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q3 LPMs (increase by 2% per year) - Elementary Grades 3-5	2023-24 All – 31% RFEP – 67% EL – 21% FY – 25% LI – 37% AA – 26% SWD – 15% HL – 27% AI – 41% MR – 43%	2024-25 All: 40% RFEP: 66% EL: 25% FY: 27% LI: 37% AA: 26% SWD: 18% HL: 25% AI: 35% MR: 47%		2026-27 All – 37% RFEP – 73% EL – 27% FY – 31% LI – 43% AA – 32% SWD – 21% HL – 33% AI - 47% MR - 49%	All: +9% RFEP: -1% EL: +4% FY: +2% LI: No change AA: No change SWD: +3% HL: -2% AI: -6% MR: +4%
6	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q3 LPMs (increase by 2% per year) - Middle Grades 6 -8	2023-24 All – 38% RFEP – 66% EL – 25% FY – 29% LI – 49% AA – 37% SWD – 19% HL – 39% AI – 32% MR – 52%	2024-25 All: 52% RFEP: 71% EL: 30% FY: 41% LI: 51% AA: 37% SWD: 24% HL: 44% AI: 73% MR: 61%		2026-27 All – 44% RFEP – 72% EL – 31% FY – 35% LI – 55% AA – 43% SWD – 25% HL – 45% AI - 38% MR - 58%	All: +14% RFEP: +5% EL: +5% FY: +12% LI: +2% AA: No change SWD: +5% HL: +5% AI: +41% MR: +9%
7	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q3 LPMs (increase by 2% per year) - Elementary Grade 3-5	2023-24 All – 49% RFEP – 78% EL – 46% FY – 47% LI – 54% AA – 43% SWD – 31% HL – 42% AI – 56% MR – 61%	2024-25 All: 55% RFEP: 79% EL: 44% FY: 36% LI: 53%% AA: 39% SWD: 31% HL: 42% AI: 60% MR: 56%		2026-27 All – 55% RFEP – 84% EL – 52% FY – 53% LI – 60% AA – 49% SWD – 37% HL – 48% AI - 62% MR - 67%	All: +6% RFEP: +1% EL: -2% FY: -11% LI: -1% AA: -4% SWD: No change HL: No change AI: +4% MR: -5%

8	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q3 LPMs (increase by 2% per year) - Middle Grade 6-8	2023-24 All – 37% RFEP – 57% EL – 25% FY – 37% LI – 43% AA – 34% SWD – 23% HL – 37% AI – 42% MR – 42%	2024-25 All: 45% RFEP: 57% EL: 29% FY: 34% LI: 43% AA: 35% SWD: 25% HL: 33% AI: 41% MR: 49%		2026-27 All – 43% RFEP – 63% EL – 31% FY – 43% LI – 49% AA – 40% SWD – 29% HL – 43% AI - 48% MR - 48%	All: +8% RFEP: No change EL: +4% FY: -3% LI: No change AA: +1% SWD: +2% HL: -4% AI: -1% MR: +7%
9	SBA ELA Grades 3-8 – decrease points from level 3 by 9 points – Status level on CA School Dashboard (decrease by 3 points per year)	2022-23 All: -59.5 points below standard RFEP: -5.1 points below standard EL: -78.1 points below standard FY: -100.9 points below standard LI: -64.2 points below standard AA: -90.8 points below standard SWD: -100.9 points below standard HL: -69.2 points below standard AI: -84.1 points below standard MR: -49.6 points below standard	2023-24 All: -61.4 points below standard RFEP: -6.8 points below standard EL: -76.8 points below standard FY: -115.1 points below standard LI: -65.7 points below standard AA: -97.6 points below standard SWD: -130.3 points below standard HL: -85.5 points below standard AI: -78.9 points below standard MR: -53.2 points below standard		2025-26 All: -50.5 points below standard RFEP: 0 points below standard EL: -69.1 points below standard FY: -91.9 points below standard LI: -55.2 points below standard AA: -81.8 points below standard SWD: -91.9 points below standard HL: -60.2 points below standard AI: -75.1 points below standard MR: -40.6 points below standard	All: +1.9 points RFEP: +1.7 points EL: -1.3 points FY: +14.2 points LI: +1.5 points AA: +6.7 points SWD: +29.4 points HL: +16.3 points AI: -5.2 points MR: +3.6 points

10	SBA Math Grades 3-8 – decrease points from level 3 by 9 points – Status level on CA School Dashboard (decrease by 3 points per year)	2022-23 All: -97.1 points below standard RFEP: -53.3 points below standard EL: -112.3 points below standard FY: -137.4 points below standard LI: -102 points below standard AA: -134.1 points below standard SWD: -161.7 points below standard HL: -112.4 points below standard AI: -104.2 points below standard MR: -97.7 points below standard	2023-24 All: -98.2 points below standard RFEP: -57.6 points below standard EL: -112.1 points below standard FY: -138.6 points below standard LI: -102.8 points below standard AA: -138.3 points below standard SWD: -160.5 points below standard HL: -135.4 points below standard AI: -108.2 points below standard MR: -89.6 points below standard		2025-26 All: -88.1 points below standard RFEP: -44.3 points below standard EL: -103.3 points below standard FY: -128.4 points below standard LI: -93 points below standard AA: -125.1 points below standard SWD: -152.7 points below standard HL: -103.4 points below standard AI: -95.2 points below standard MR: -88.7 points below standard	All: +1.1 points RFEP: +4.3 points EL: -0.2 points FY: +1.2 points LI: +0.8 points AA: +4.2 points SWD: -1.1 points HL: +23 points AI: +4.2 points MR: -6.6 points
11	Increase the percentage of students in K-2nd Grade mastering foundational skills in math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-2024 Kinder – 88% Grade 1 – 71% Grade 2 – 71%	2024-25 Kinder – 85% Grade 1 – 72% Grade 2 – 70%		2026-2027 Kinder – 94% Grade 1 – 77% Grade 2 – 77%	Kinder: -3% Grade 1: +1% Grade 2: -1%

12	Increase the percentage of students in K-2nd Grade reading by 3rd Grade by 15% – average of Q1-Q3 LPMs (increase by 5% per year)	2023-2024 Grade 3 – 41%	2024-25 Grade 3 - 38%		2026-2027 Grade 3 – 47%	Grade 3: -3%
13	Increase the percentage of students achieving met or exceeded standard for Science on CAST by 6% (increase by 2% per year)	2022-2023 13.64%	2023-24 14.79%		2025-2026 19.64%	+1.15%
14	Increase the overall English learner reclassification rate by 7.5%, as determined through the PSD reclassification policy (increase by 2.5% per year)	2023-2024 13.3% (480 students reclassified this year, currently PSD has 3,602 English Learners)	2024-25 15.3% (543 students reclassified this year, currently PSD has 3,026 English Learners)		2026-2027 20.8%	+2%
15	Increase percentage of English learner students at Level 4 on the ELPAC by 7.5% (increase by 2.5% per year)	2023-2024 14.2% (581 students)	2024-25 13.0% (467 students)		2026-2027 21.7%	-1.2%

16	Increase the percentage of English learner students making progress towards English language proficiency by 7.5% – CA School Dashboard (increase by 2.5% per year)	2022-2023 51.2%	2023-24 46.2%		2025-2026 58.7%	-5.0%
17	Decrease the number of Long-Term English Learners by 7.5% in each category, as evidenced through district evaluation criteria – ELLevation Data (increase by 2.5% per year)	2023-2024 4-5 Years – 19.5% 7 or More Years – 18.5%	2024-25 4-6* Years - 28.6% 7 or More Years - 19.1% *LTEL has changed from 6 to 7 years, number of at-risk includes year 4, 5, and 6		2026-2027 4-6 Years - 12.0% 7 or More Years - 11.0%	4-6 Years: +9.1% 7 or More Years: +0.6%
18	Increase to 65% students showing growth toward meeting California PE standards – CA Fitnessgram and LPMs	Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2023-24.	Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2024-25.		Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2023-2024.	No change Data collected/reported to CDE is in participation rate: 99% in 2023, 2024, and 2025

19	Increase collaboration among students through the use of technology and digital tools by 12% – Technology Survey (increase by 4% per year)	2023-2024 Grades 2-5 69.5% Grades 6-8 78.9%	2024-25 Grades 3-5 88.0% Grades 6-8 91.8% *2nd grade was not surveyed in 24-25		2026-2027 Grades 2-5 81.5% Grades 6-8 90.9%	Grades 3-5 +18.5% Grades 6-8 +12.9%
20	Receive a Rating Scale of 4 – Full Implementation or better in progress in providing professional learning for teaching to the adopted academic standards and/or framework – Local Indicator Survey - ELA - ELD - Mathematics - NGSS - History-Social Science	2023-2024 ELA – 5 – Full Implementation and Sustainability ELD – 4 – Full Implementation Math – 4 – Full Implementation NGSS – 3 – Initial Implementation History-Social Science – 4 – Full Implementation	2024-25 ELA - 4 - Full Implementation ELD - 4 - Full Implementation Math - 4 - Full Implementation NGSS - 4 - Full Implementation History-Social Science - 4 - Full Implementation		2026-2027 ELA – 5 – Full Implementation and Sustainability ELD – 4 – Full Implementation Math – 4 – Full Implementation NGSS – 4 – Full Implementation History-Social Science – 4 – Full Implementation	ELA: -1 ELD: No Change Math: No Change NGSS: +1 History-Social Science: No Change

21	Receive a Rating Scale of 4 – Full Implementation or better in the implementation of state standards – Local Indicator Survey - CTE - Health - PE - World Languages	2023-2024 CTE – 1 – Exploration and Research Phase Health – 3 – Initial Implementation PE – 4 – Full Implementation World Language – 2 – Beginning Development	2024-25 CTE – 3 – Initial Implementation Health – 3 – Initial Implementation PE – 4 – Full Implementation World Language – 2 - Beginning Development		2026-2027 CTE – 4 – Full Implementation Health – 4 – Full Implementation PE – 4 – Full Implementation World Language – 4 – Full Implementation	CTE: +2 Health: No Change PE: No Change World Language – No Change
22	Receive a Rating Scale of 4 – Full Implementation or better in the implementation of state standards – Engagement of School Leadership – Local Indicator Survey - Teachers & Staff as a whole - Individual Teachers - Standards not yet mastered	2023-2024 Teachers & Staff as a whole – 4 – Full Implementation Individual Teachers – 5 – Full Implementation and Sustainability Standards not yet mastered – 4 – Full Implementation	2024-25 Teachers & Staff as a whole – 3 – Initial Implementation Individual Teachers – 3 – Initial Implementation Standards not yet mastered – 3 – Initial Implementation		2026-2027 Teachers & Staff as a whole – 4 – Full Implementation Individual Teachers – 5 – Full Implementation and Sustainability Standards not yet mastered – 4 – Full Implementation	Teachers & Staff as a whole: -1 Individual Teachers: -2 Standards not yet mastered: -1

Goal Analysis for 2024-2025

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

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

The overall implementation of these actions for Goal 1 was fully/partially/minimally implemented.
_5_ out of 13 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_1_ out of 13 actions were implemented fully as described and then expanded in the 2024-25 school year.
_6_ out of 13 actions were partially implemented in the 2024-25 school year.
_1_ out of 13 actions were minimally implemented

Fully Implemented: Actions 3, 5, 8, 12, 13 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: Action 1 was fully implemented and expanded in the 2024-25 school year.
Partially Implemented: Actions 1, 2, 4, 6, 9, 11 were partially implemented in the 2024-25 school year.
Minimally implemented: Action 10 was minimally implemented in the 2024-25 school year.

Successful Implementation of Actions:
Actions 3 & 12 - The extended school day to increase elective availability for students at the middle school level also gives our staff the ability to collaborate together on a weekly basis, whether it is to receive more training on Teacher Clarity, the FIABs and IABs, or efforts to improve climate and culture (PBIS, Capturing Kids Hearts, CHAMPS). The district-wide focus on Teacher Clarity to support teachers has also made this collaboration structure vitally important for collective growth. We continue to see the positive impact of this dedicated time on how intentional our staff is in how they prepare for and provide necessary supports to our unduplicated youth, and this work continues into 2025-26.

Action 5 - Money allocated to the Dual Immersion Schools of Choice has increased because we are supporting the expansion of 2 more K-5 schools to become K-8 Dual Immersion sites (Manzanita and Tumbleweed).

The most challenging aspects of our implementation of these actions has been as follows:
Action 8 / Metric 1.18 - Because of continued issues with the design of the HFZ regarding gender specificity (the test needs to not have specificity) and administration to students with disabilities, direction from CDE continues to be that only participation rates can be measured, We will need to change this metric to be a measure of the level of participation in the PFT, which has been 99% the last three administrations (2023, 2024, 2025). This metric should change until the PFT is better defined with no further issues with the HFZ.

Actions 10 & 11 - Staffing challenges impact the district's ability to provide the level of support as outlined in these areas, especially for our Long Term English Learners. The retirement of one EL Instructional Coach (middle schools) at the end of the school year 2023-24 with no replacement and the lack of staffing available to replace a second EL Instructional Coach until the end of the 2024-25 school year have impacted the workload of the remaining two coaches to support all 29 sites.

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

Action 2 - Supporting Students & Closing the Achievement Gap - ELA & Math (Middle Schools): Planned $2,490,079, Estimated Actual $4,098,638 - Added Director & Secretary for Teacher Support, Rollover contracts from 2023-24 (Roads to Success and Co-Teaching PD), Added 9 TOSA Literacy Coaches (partially funded)

Action 3 - Professional Learning Communities: Planned $6,328,302, Estimated Actual $5,392,864 - Salary fallout for unfilled positions

Action 5 - Equitable Learning - Schools of Choice: Planned $403,960, Estimated Actual $289,622 - did not spend all of the Magnet School Support, New IB Coordinator salary was less than expected

Action 7 - Access to Curriculum through Technology: Planned $5,331,193, Estimated Actual $4,336,320 - eliminated the Ed Tech Coordinator position, unspent extra duty hours, spent less than anticipated in all other areas after Ed Tech Coordinator retired

Action 10 - Long Term English Learners (LTELs): Planned $5,000, Estimated Actual $0 - did not start this action

Action 11 - Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan: Planned $250,000, Estimated Actual $179,073 - spent less on tutoring than anticipated

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

Theme 1: Core Academic Achievement & Instructional Effectiveness
Actions 1 & 2 (ELA/Math Instruction & Assessments): Actions 1 and 2 have shown limited current effectiveness in uniformly improving ELA and Math achievement across sites and grade spans, as evidenced by varied achievement results. While investment in understanding FIAB and IAB assessments and their analyses is anticipated to impact future instruction, current data does not yet reflect significant improvement in student achievement results on the CAASPP in ELA and Math.

Action 3 (Professional Learning Communities - PLCs): Action 3, focused on PLCs, has demonstrated mixed effectiveness. While PLCs are crucial for supporting work to improve standards-based instruction, as measured by Metric 1.20, a significant discrepancy persists between local performance measures (LPMs) and CAASPP SBA results. Specifically, EL students scored higher on their 3rd Quarter (Q3) LPMs in ELA and Math compared to the CAASPP SBA, yet still perform below grade-level standard.

Action 6 (High Levels of Academic Preparation & College/Career Readiness): Action 6 has demonstrated ineffectiveness in promoting high levels of academic preparation and college/career readiness, particularly for unduplicated students. 2024 CA School Dashboard results indicate that EL and FY students are on the red performance level for ELA and Math, with LI students on the orange level for ELA and red in Math. Continued investment in Teacher Clarity training and the PLC structure to support the extra 12 minutes for collaboration remains essential to keep focus on students needing greater support, including unduplicated youth.

Actions 11 & 12 (Unduplicated Youth Academic Performance & Foster Youth Support): Actions 11 and 12 have been ineffective in improving academic performance for EL, LI, and Foster Youth students. The SBA results in ELA (Metrics 1.1, 1.2) and Math (1.3, 1.4), the LPM results in ELA (1.5-1.6) and Math (1.7, 1.8), and Dashboard Data for Math (1.9) and ELA (1.10) consistently demonstrate that these student groups continue to underperform in academics. A deeper dive into the Foster Youth Support plan is required to determine the degree to which services are being provided to increase the personalized support necessary for their learning acceleration.

Theme 2: Targeted Support for Specific Student Populations (Unduplicated Students)
Action 4 (EL, LI, FY Student Support): Action 4 has shown partial effectiveness in providing additional support for EL students, with documentation being better than for LI and FY students. However, there has been limited effectiveness in 2024-25 in addressing the needs of Long-Term English Learners (LTELs), a new student group impacting performance on the EL Progress indicator.

Metric 1.14 (EL Reclassification Rate): A notable positive impact is the increase in the EL Reclassification rate (Metric 1.14) by 2.0%. This effectiveness is primarily attributed to the availability of ELPAC results prior to the end of the 2024-25 school year, allowing for more timely reclassifications. This is beneficial because Reclassified-English Fluency Proficient (R-FEP) students consistently score higher on the CAASPP ELA and Math assessments compared to their English-Only (EO), English Learner (EL), and Long-Term English Learner (LTEL) counterparts, leading to a higher likelihood of demonstrating grade-level proficiency.

Actions 9 & 10 (Qualified Staffing for EL Support): Actions 9 and 10 have been ineffective due to a critical lack of qualified staffing to support how teachers assist English Learners in accessing grade-level curriculum. Specifically, the number of Instructional Coaches focused on EL student support has been impacted by the inability to backfill two vacancies due to retirement. This staffing shortage affects progress toward increasing students scoring Level 4 on ELPAC (Metric 1.15), increasing students demonstrating progress to English proficiency (Metric 1.16), and decreasing the number of LTELs (Metric 1.17). Backfilling these positions is critical for addressing these challenges in the next two years of the LCAP cycle.

Theme 3: Systemic Program Implementation, Engagement & Data Challenges
Action 5 (CTE Career Exploration & Student Engagement): Action 5 has been largely ineffective in driving increased student proficiency and engagement. The impact of not focusing allocated money to develop and support programs that can interest students to achieve at greater levels is reflected in the lack of proficiency increase in 2024 on CAASPP SBA for ELA at Middle school sites (Metric 1.9 All: 28%, EL: 3%, FY: 8%, LI: 26%, AA: 17%, SWD: 5%) and Math (Metric 1.10 Middle - All: 13%, EL: 1%, FY: 5%, LI: 11%, AA: 5%, SWD: 2%). This contrasts with the higher progress made on the district LPMs in ELA (Metric 1.6 All: 52%, EL: 30%, FY: 41%, LI: 51%, AA: 37%, SWD: 24%) and Math (Metric 1.7 All: 45%, EL: 29%, FY: 34%, LI: 43%, AA: 35%, SWD: 25%). This variance also reflects how state standards are addressed and implemented in CTE career exploration courses. The Local Indicator Survey (Metric 1.21) reports a Level 3 - Initial Implementation for CTE and Health elective courses. The lack of spending to full potential to support CTE elective courses impacts student engagement at school and the availability of courses in topics that interest them.

Action 7 (Educational Technology Coordinator & Technology Programs): Action 7's effectiveness has been disrupted by the loss of the Educational Technology Coordinator mid-way through the 2024-25 school year. While the PSD Technology survey reported that student collaboration through technology and digital tools continues to improve, and the gap between elementary and secondary continues to narrow (Grades 2-5 are at 88% and Grades 6-8 are at 91%), this progress is at risk. The hiring of a new Director of Ed Technology & Assessment will provide greater oversight to how technology programs selected impact the assessments utilized to measure progress in student learning.

Action 8 (Physical Fitness Test - PFT): Action 8 has been ineffective in providing measurable data to the state for the Physical Fitness Test (PFT), as this metric remains immeasurable for state reporting. Only the participation rate of 5th and 7th graders is required by CDE. While physical education is offered to elementary students to promote active, healthful lifestyles and develop collaboration/conflict resolution skills, quantifying how effectively teachers facilitate this through collaboration and lesson design remains a challenge in directly relating it to children's engagement in fitness and learning academic expectations of physical education.

Action 13 (Attendance & Chronic Absenteeism): Action 13 has been ineffective in addressing consistent daily student attendance. The district continues to struggle with consistent, daily attendance, with a district-wide 92.16% ADA and a concerning 31.3% Chronic Absenteeism rate, as provided by Infinite Campus, EveryDay Labs, and the CA School Dashboard. Attracting students to participate in enrichment activities remains a struggle when students do not consistently come to school.

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

REVISED Metrics:
1.18 - The rate being reported here is only the participation rate, as required by CDE. PSD has a 99% participation rate in 2023, 2024, 2025.

1.19 - 2nd grade students were not surveyed for the 2024-25 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	Acknowledging the pivotal role of exemplary and high-quality first instruction in minimizing the necessity for interventions, this initiative is geared towards the establishment of a Multi-Tiered System of Support (MTSS) with targeted strategies tailored to the unique needs of low-income, foster youth, and English learner student groups, thereby reinforcing their pursuit of academic excellence in English Language Arts (ELA) and Mathematics. Addressing the specific needs of elementary student groups in the red performance level on the Student Performance Indicators in ELA and Mathematics, the Palmdale School District (PSD) will focus on: - implementation of standards; - comprehensive assessments for placement and monitoring of progress; - integrated instructional programs that are culturally responsive; and - the equitable distribution of resources. For EL students we will use programs such as Be Glad and other high leverage EL strategies. Foster students will receive Weekly check-in and Quarterly monitoring, tutoring, access to mentoring programs, and SEL curriculum (K-12). At the elementary level unduplicated students will receive tutoring, with the exception of Quail Valley and Yellen who are piloting an interdisciplinary thematic approach to PBL program. Fidelity to these strategies is paramount, ensuring a commitment to their implementation with administrative support. This comprehensive approach will benefit all unduplicated students from UPK to 5th grade.	$9,125,820.00	Yes
2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	District and site personnel provide a welcoming and safe place for English learners, foster youth and low-income students and their families: from providing behavior supports, implementing Restorative Justice, MTSS, and PBIS programs to ensuring all staff are Capturing Kids' Hearts trained professionals that support students' social-emotional needs. Using the additional concentration funds, extra hours were allotted for Noon Duties to support Capturing Kids' Hearts program across the district and building relationships with our unduplicated students. Social Emotional Learning Specialist and/or School Counselors provide small group support targeted to suspensions and behavior. PSD will build on the In-Lieu of Suspension Program to target Foster students and socio-economically disadvantaged students who are high in suspensions on the CA School Dashboard. Trauma-Informed training for school staff will be provided to enhance their understanding of the impact of trauma on unduplicated students and equip them with the skills to respond compassionately and effectively to behavioral issues, reducing the likelihood of suspensions. PSD will implement Advocacy Centers at the middle school level as a Tier I behavior resource. Peer Mediation elective will be implemented to function for 5 periods a day on all middle	$2,818,664.00	Yes

		and high school campuses. This action will support all unduplicated students UPK – 8th grade, as well as, our lowest performing student groups district-wide.		
3	Professional Learning Communities	District personnel and site leadership staff will create opportunities and structures for educators, teachers, and staff to engage in Professional Learning Communities. The purpose is to encourage reflection and refinement of current pedagogical practices, foster collaboration using both formative and summative data to inform instructional decisions, and facilitate the development and planning of small group support. The ultimate goal is to enhance academic achievement, particularly for low-income, foster youth, and English learner student groups. This proactive action is intended to provide support for all unduplicated students from UPK to 8th grade.	$5,528,662.00	Yes
4	Supplemental Curriculum, Instruction, and Assessment	District and site leadership will assess and address curricular gaps by providing supplemental materials, instruction, and assessments tailored to the needs of English learners, foster youth, and low-income students. Relevant and culturally responsive materials may be developed or purchased to fully support unduplicated students in grades UPK – 8th. Additional hours for Library Aides have been allocated using concentration funds to implement this initiative.	$1,592,424.00	Yes
5	Equitable Learning – Schools of Choice	Schools of Choice – Dual Immersion Schools/Academies, International Baccalaureate, and Magnet Middle Schools, provide opportunities for English learners, foster youth, and low-income students to attend schools that meet their interests, academic focus, language, social-emotional and behavioral needs. Participation in Schools of Choice encourages attendance, supports academic success, and enhances learning experiences.	$393,719.00	Yes
6	Sites Support High Levels of Academic Preparation and College and Career Readiness	School sites are dedicated to fostering high levels of academic preparation and college and career readiness. To achieve this, they allocate additional staffing resources and extend duty hours for enhanced learning opportunities. These measures are specifically designed to meet the site goals for English learners, foster youth, and low-income students while addressing specific needs effectively.	$2,974,070.00	Yes
7	Access to Curriculum through Technology	The Educational Technology Department and the Information Services Department are committed to engaging unduplicated students through innovative tailored technologies, providing necessary software, hardware, and infrastructure along with tech liaisons at school sites to facilitate curriculum access. The Education Technology Department model software use, integrate technology into teaching strategies with an emphasis on increasing student collaboration, and offer resources for teachers to support English learners, foster youth, and low-income students. Buses upgraded with Wi-Fi devices enable students to work on homework during their commutes, ensuring essential academic support for student success.	$5,169,561.00	Yes
8	Rigorous Physical Fitness Program through Curricular Collaboration	English learners, foster youth, and low-income students need a robust physical education program provided by credentialed P.E. teachers and their instructional aides (aides are in Elementary only). The enhanced P.E. program works to increase the number of unduplicated students passing the PFT.	$3,350,156.00	Yes
9	Language Development and Implementation of the English Learner Support Plan	PSD teachers and EL Instructional Coaches will provide a systematic and intentional focus on addressing the individual English learner students' language development needs throughout the instructional day and beyond. This will be a priority in order to prevent the development of Long-Term English Learners, and to address the needs of those students who have already reached this status. This action will support English learner students UPK – 8th grade.	$1,900,149.00	Yes
10	Long Term English Learners (LTELs)	Professional learning for staff includes increasing awareness of LTELs and the specific needs of LTELs, including socio-emotional, academic, literacy, and language proficiency. Staff uses data to identify local problems of practice within systems around LTELs in grades 6–12 and to design local goals with innovative strategies to improve practice and co-create LTEL goals with reclassification in mind.	$20,000.00	Yes

		Professional Tutoring services will be offered to LTEL students to improve academic success and reclassification rates. (See Goal 12, Action 12)		
11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	PSD district level staff provides oversight for funding, programs, and supplies/materials to ensure foster students are able to participate in a variety of programs such as Outdoor Science School, intervention programs and services, and receive needed supplemental supplies. These programs support the social-emotional, behavioral, and academic success of our foster youth.	$200,000.00	Yes
12	Extended Learning Opportunities and Access to Broad Curriculum	To meet the needs of our English learner, foster youth, and low-income students, an additional 24 minutes during the day allows them access to additional elective classes while still providing enrichment activities, interventions, and AVID, ELD, or other academic support classes.	$8,724,530.00	Yes
13	Student Engagement Programs and Activities	PSD staff members implement co-curricular and extracurricular activities that ensure access for English learners, foster youth, and low-income students that expand their interest, multicultural perspectives, and academic understanding. Some examples of activities include assemblies, college awareness, Career Fair, Mathletes, Robotics, Science Olympiad, etc.	$70,000.00	Yes

Goal

Goal #	Description	Type of Goal
2	Welcoming, Safe, and Healthy Learning Environment is a critical component of ensuring that our unduplicated students experience positive learning environments, provided through fully trained Capturing Kids Hearts staff, and clean, safe campuses. Ensuring that students experience a welcoming, safe and healthy environment allows for students to focus on academic achievement.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

This goal was developed as a way to ensure unduplicated students feel a part of the school, that they can concentrate on academic pursuits because they are safe, and have a sense of belonging to their school. The Palmdale School District established the goal of Welcoming, Safe, and Healthy Learning Environment as a result of evidence provided through various metric data, and in keeping with the Palmdale PROMISE strategic plan.

To ensure that students feel welcome and safe at school, the district and site personnel provided by this goal were selected to meet specific student needs, including: school nurses and Student Services personnel. a Mental Health/Foster Youth program specialist, School Psychologists, Assistant Principals, Health Aides, Campus Security Assistants at the K-8 Schools, Counselors at Middle Schools, School Resource Officers, Student Engagement Advocates, Social Emotional Learning Specialists, Student Behavior Interventionists, and Restorative Justice Teachers. Professional development centers on improving Cultural Proficiency, ALICE School Emergency training for certificated and classified staff, Restorative Practices and the Multi-Tiered System of Support (MTSS).

Student engagement and safety activities include funding for field trips such as to the Museum of Tolerance, and various after-school activities. For our most at-promise students, we provide the Wolf Connection that focuses on the characteristics that wolves exhibit to help them be successful: self-confidence, purpose, clearer communication, cooperation. The LCAP Educational Partnership Committee and district parent groups supported this goal and were unwavering about providing students ongoing Social-Emotional support. To that end we will provide Social Emotional Learning specialists and programs. We will continue to monitor and reach out to reduce absences and truancy, through contact with families and encouraging students to attend classes by providing home-to-school transportation, clean and safe campuses, and support daily student attendance and learning. Finally, school sites are provided with LCFF funding to support the specific needs of our unduplicated students at each site including training such as anti-bullying campuses, cultural proficiency, field trips and PBIS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Increase district-wide rate of attendance by 1.5% – Infinite Campus (increase by 0.5% per year)	2023-2024 91.43%	2024-25 92.16%		2026-2027 92.93%	+0.73%
2	Decrease district-wide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2022-2023 District - 21.2% (0% in red) Cimarron HI - 32.6% SED - 33.6% SWD - 41.4% DGMillen EL - 25.8% HI - 21.3% SED - 23.0% SWD - 29.9% WHI - 31.8% Joshua Hills AA - 32.4% HI - 25.5% SED - 25.0% SWD - 34.0% SAGE AA - 32.4% SED - 24.0% Tamarisk HI - 20.2% SED - 22.2% SWD - 29.3% Yucca AA - 36.7% EL - 27.3% HI - 26.8% SED - 28.5% SWD - 37.2%	2023-24 District: 31.3% Cimarron HI: 31.8% LI: 31.9% SWD: 41.5% DGMillen EL: 28.8% HI: 31.9% LI: 36.2% SWD: 37.4% WHI: 36.5% Joshua Hills AA: 41.5% HI: 31.7% LI: 34.6% SWD: 35.6% SAGE AA: 46.1% LI: 17.2% Tamarisk HI: 36.3% LI: 43.4% SWD: 44.4% Yucca AA: 66.9% EL: 32.5% HI: 36.8% LI: 43.4% SWD: 50.0%		2025-2026 District - 15.2% Cimarron HI - 26.6% SED - 27.6% SWD - 35.4% DGMillen EL - 19.8% HI - 15.3% SED - 17.0% SWD - 23.9% WHI - 25.8% Joshua Hills AA - 26.4% HI - 19.5% SED - 19.0% SWD - 28.0% SAGE AA - 26.4% SED - 18.0% Tamarisk HI - 14.2% SED - 16.2% SWD - 23.3% Yucca AA - 30.7% EL - 21.3% HI - 20.8% SED - 22.5% SWD - 31.2%	District: +10.1% Cimarron HI: -0.8% LI: -1.7% SWD: +0.1% DGMillen EL: +3.0% HI: +10.6% LI: +13.2% SWD: +7.5% WHI: +4.7% Joshua Hills AA: +9.1% HI: +6.2% LI: +9.6% SWD: +1.6% SAGE AA: +13.7% LI: -6.8% Tamarisk HI: +16.1% LI: +21.2% SWD: +15.1% Yucca AA: +30.2% EL: +5.2% HI: +10.0% LI: +14.9% SWD: +12.8%

3	Maintain the district-wide 8th grade dropout rate – Infinite Campus	2023-24 0%	2024-25 0%		2026-27 0%	No Change
4	Reduce district-wide suspension to 3% – CA School Dashboard	2022-23 District - 5.7% FY - 12.4% MR - 6.8% PI - 10.0% LI - 6.1%	2023-24 District: 4.9% FY: 9.7% MR: 5.8% PI: 4.9% LI: 5.2%		2026-2027 District - 3.0% FY - 9.4% MR - 3.8% PI - 7.0% LI - 3.1%	District: -0.8% FY: -2.7% MR: -1.0% PI: -5.1% LI: -0.9%
5	Reduce district-wide African American student suspension rate by 3% – CA School Dashboard (decrease by 1% per year)	2022-23 14.2%	2023-24 11.7%		2025-26 11.2%	-2.5%
6	Maintain/Decrease district-wide number of expulsions	2023-24 8	2024-25 4		2026-27 0	-4
7	Increase student positive engagement and school connectedness by 6% – California Healthy Kids Survey (increase by 2% per year)	2023-24 Grade 5 – 63.7% Grade 7 – 46.2%	2024-25 Grade 5 – 63.3% Grade 7 – 45.4%		2026-27 Grade 5 – 69.7% Grade 7 – 52.2%	Grade 5: -0.4% Grade 7: -0.8%

8	Increase student social-emotional learning and strength of body, mind, and character by 6% – California Healthy Kids Survey (increase by 2% per year)	2023-24 Grade 5 – 71.5% Grade 7 – 43.0%	2024-25 Grade 5 – 71.0% Grade 7 – 41.2%		2026-27 Grade 5 – 77.5% Grade 7 – 49.0%	Grade 5: -0.5% Grade 7: -1.8%
9	Increase the percentage of parents and staff that feel that the school sites are providing social-emotional supports for students by 6% - CA School Parent Survey and CA School Staff Survey (increase by 2% per year)	2023-24 Parent - 72.7% Staff - 88.7%	2023-24 Parent - 74.0% Staff - 91.7%		2026-27 Parent - 78.7% Staff - 94.7%	Parent: +1.3% Staff: +3.0%
10	Increase student perception of safety at school by 6% – California Healthy Kids Survey (increase by 2% per year)	2023-24 Grade 5 – 71.3% Grade 7 – 80.1%	2024-25 Grade 5 – 71.4% Grade 7 – 81.4%		2026-27 Grade 5 – 77.3% Grade 7 – 86.1%	Grade 5: +0.1% Grade 7: +1.3%

11	Increase percentage of parents that strongly agree or agree that the school provides a safe, welcoming, and healthy environment for their child by 6% – Title I/LCAP Parent Survey (increase by 2% per year)	2023-24 District - 71.8% EL - 77.1% 2024-25 FY - 78.9	2024-25 District - 78.1% EL - 84.1% FY - 78.9%		2026-27 District - 77.8% EL - 83.1% FY - 84.9%	District: +6.3% EL: +7.0% FY - N/A
12	Increase the percentage of parents that strongly agree or agree that this school is a safe place for their child by 6% – California School Parent Survey (increase by 2% per year)	2023-24 83%	2024-25 87.0%		2026-27 89%	+4.0%
13	Increase the percentage of School Staff that strongly agree or agree that the school is a safe place for staff and students by 6% – California School Staff Survey (increase by 2% per year)	2023-24 Students – 92% Staff – 89%	2024-25 Students – 89% Staff – 88%		2026-27 Students – 98% Staff – 95%	Students: -3.0% Staff: -1.0%

14	Increase the percentage of students that feel like they can trust school all of the time to keep them safe in a natural disaster or emergency situation by 12% - LCAP Student Survey (increase by 4% per year)	2023-24 Yes, All of the time - 31% Yes, Most of the time - 33%	2024-25 Yes, All of the time 31% Yes, Most of the time 33%		2026-27 Yes, All of the time - 43% Yes, Most of the time - 45%	Yes, All of the time: No Change Yes, Most of the time: No Change
15	Increase the percentage of parents that are Very Satisfied or Satisfied with the Health Support at the Schools and District by 6% - source (increase by 2% per year)	2023-24 60%	2024-25 75.8% *Source is the LCAP/Title I Parent Survey and the Breakfast with the Superintendent Survey		2026-27 66%	+15.8%

16	Increase the percentage of staff and parents that Strongly Agree or Agree that their school appreciates and respects diversity and different cultural beliefs and practices by 6% - CA School Parent Survey and CA School Staff Survey (increase by 2% per year)	2023-24 Staff - 92% Parent - 80%	2024-25 Staff - 92% Parent - 83%		2026-27 Staff - 98% Parent - 86%	Staff: No change Parent: +3%
17	Increase the number of unduplicated students that are identified for the GATE program by 6 (2 per year)	2023-24 EL - 5 FY - 0	2024-25 EL - 0 FY - 3		2026-27 EL - 11 FY - 6	EL: -5 FY: +3
18	Increase the percentage of students that feel Very Satisfied or Satisfied with the District Student Leadership Opportunities by 15% - LCAP Student Survey (increase by 5% per year)	2023-24 26%	2024-25 53.9%		2026-27 32%	+27.9%

19	Increase the number of students participating in mentoring/Rites of Passage programs by 5 at each participating school sites and increase the number of schools participating by 3 (1 school site per year)	2023-24 Oak Tree – 20 Cactus – 20 SAGE – 20	2024-25 Oak Tree - 0 Cactus - 0 SAGE - 0 *Program is being restructured and anticipated to start in the 2025-26 school year.		2026-27 Oak Tree – 25 Cactus – 25 SAGE – 25	Oak Tree: -20 Cactus: -20 SAGE: -20
20	Receive a Rating Scale of 4 – Full Implementation or better in the Implementation of State Standards in VAPA – CDE Local Indicator Survey	2023-24 4 – Full Implementation	2024-25 4 – Full Implementation		2026-27 4 – Full Implementation	No Change

Goal Analysis for 2024-2025

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

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

The overall implementation of these actions for Goal 2 was fully/partially/minimally implemented.
_8_ out of 15 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_0_ out of 15 actions were implemented fully as described and then expanded in the 2024-25 school year.
_6_ out of 15 actions were partially implemented in the 2024-25 school year.
_1_ out of 15 actions were minimally implemented

Fully Implemented: Actions 1, 3, 4, 7, 10. 11, 12 and 15 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: No actions were fully implemented and expanded in the 2024-25 school year.
Partially Implemented: Actions 2, 5, 6, 9, 13 and 14 were partially implemented in the 2024-25 school year.
Minimally implemented: Action 8 was minimally implemented in the 2024-25 school year.

Successful Implementation of Actions:
Parent perception of safety at schools increased by 15,8% (Metric 2.15); but the number of families who respond to our survey is small - not a true representation of our district's demographics. Perception of appreciating and respecting diversity and difference in cultures remains the same (92% staff, 83% parents - Metric. 2.16).

The most challenging aspects of our implementation of these actions has been as follows:
Action 9 - The Mentoring/Rites of Passage program (Metric 2.19) was not implemented in 2024-25. The previous partner was unable to support the program; a new partnership/MOU/vendor is sought to re-establish this program at strategic sites in our district, including Oak Tree, SAGE and Tamarisk.

Action 14 - The number of unduplicated youth identified for the GATE program was disproportionately low compared to their relative representation in our student population across the district and at various school sites Providing support for increased costs to the screening process to identify students for GATE eligibility along with necessary professional learning for the GATE leads at the school sites were well received, but did not have a major impact on the number of total unduplicated youth being identified for GATE in 2025 (Metric 2.17). Structural changes to the process for identification will be implemented in 2025-26.

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.

Action 4 - Campus Security - Planned $2,636,230, Estimated Actual $2,044,845 - the contract with the LA County Sheriff's Office for School Resource Officers was less than anticipated

Action 8 - Student Engagement Activities - Sports Programs: Planned $451,000, Estimated Actual $0 - funding was changed to ELO-P

Action 12 - Access to Specialized Program Opportunities - VAPA: Planned $154,000, Estimated Actual $234,696 - did not budget enough for the Youth Cinema Project

Action 13 - Access to Specialized Program Opportunities - Music: Planned $50,000, Estimated Actual $306,801 - did not budget for 2 music teachers or Quaver Music Licenses

Action 14 - Access to Specialized Program Opportunities - GATE: did not budget enough for CogAt screening, GATE PD, or Cyberquest

Action 15 - Student Voice & Leadership: Planned $50,000, Estimated Actual $33,386 - did not send ASB Advisors or Students to conferences this year

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

Theme 1: Health, Wellness & Social-Emotional Support

Action 1 (Student Health Support): Action 1 has been effective in providing health support to FY, LI, and EL students. Parent satisfaction with health support increased 15.8% to 75.8%, indicating visible and supported services. However, staffing attrition challenges sustainability of consistent care.

Action 2 (Social-Emotional Learning & School Environment): Action 2 shows mixed effectiveness. Parent and staff impressions of SEL improved (+1.3% for parents, +3.0% for staff - CSPS & CSSS), with agreement on safe environments (District: +6.3% to 78.1%, EL Parents: +7% to 84.1%). However, student input differs: engagement and connectedness slightly decreased (-0.4% Grade 5, -0.6% Grade 7), and social-emotional learning/strength of body, mind, and character also slightly decreased (0.5% Grade 5, -1.8% Grade 7).

Theme 2: Student Behavior, Discipline & Engagement
Action 3 (Student Suspensions & Alternative Methods): Action 3 shows partial effectiveness in decreasing suspensions for most groups: FY -2.7% to 9.7%, LI -0.9% to 5.2%. Still, these rates are disproportionately higher than the districtwide 4.9%. Specialized training for Assistant Principals on alternative methods and MTSS/PBIS implementation continues.

Action 4 (Suspension Rates & Restorative Approaches): Action 4 highlights ineffectiveness in addressing high suspension rates for FY (9.7%) and LI students (5.2%) on the CA School Dashboard. Students need more social-emotional support and assistance with attendance/behavior. Fostering SRO and Campus Security engagement through restorative approaches is crucial.

Action 5 (Student Engagement in Design Projects & Connectedness): Action 5 has been ineffective in consistently fostering student connectedness. Only 63.3% of Grade 5 and 45.5% of Grade 7 students reported connectedness, a slight decrease from the prior year. This indicates a need for greater student input into school design projects.

Action 6 (Cultural Proficiency & Unconscious Bias Training): Action 6 has had limited effectiveness in addressing disproportionate suspension rates for FY, AA, and EL students. Though some staff trained in Cultural Proficiency and Unconscious Bias, the number of staff exposed must increase to better understand and uplift these student groups' cultural and linguistic needs.

Action 14 (GATE Programming Access): Action 14 has been ineffective in increasing GATE access, with only 3 unduplicated students qualifying in 2024-25 (Metric 2.17). This process largely depended on teacher referrals. Testing all 2nd graders next year without referral aims to identify more EL, LI, and FY students for enrichment.

Action 15 (Student Leadership Opportunities): Action 15 shows increased effectiveness in student satisfaction with leadership opportunities (Metric 2.18), rising to 53.9% from 26% in 2023-24. While only 60 students participated in PROMISE Ambassadors, increased support for student leadership and ASB advisor training, based on partner feedback, is strengthening student-superintendent dialogue.

Theme 3: Attendance, Access & Systemic Operational Challenges
Action 9 (Attendance & Chronic Absenteeism - General): Action 9 has been largely ineffective. District-wide Attendance Rate increased to 92.16% (+0.72%), but Chronic Absenteeism rates increased across 25 of 29 school sites, with the district-wide rate increasing by 10.1% (to 31.3%). Mid-year restructuring of SEA duties and ongoing EveryDay Labs PD for attendance monitoring are still in progress.

Action 10 (Chronic Absenteeism - Pilot & Staffing): Action 10 appears ineffective currently, as chronic absenteeism increased for all but four schools in 2024. The "Nudge" module pilot from EveryDay Labs at ten highest-absenteeism schools aims to engage families. However, SEAs struggle with large caseloads and truancy meetings. Understaffing in critical attendance roles across the district is a barrier.

Action 11 (Student Engagement in Activities & Transportation): Action 11 highlights a challenge: CHKS engagement rates (63.3% Grade 5, 45.4% Grade 7) show students need greater activity engagement. This is compounded by low attendance (92.16% ADA) and high chronic absenteeism (31.3%). While district Transportation provides essential, safe access, it doesn't directly address disengagement or absenteeism.

Action 12 (Participation Barriers & Fine Arts Programs): Action 12 addresses ineffectiveness in full student activity engagement (CHKS: Grade 5 – 63.3%, Grade 7 – 45.4%), alongside low attendance (92.16% ADA) and high chronic absenteeism (31.3%). Educational partners noted transportation costs and time constrain FY and LI student participation. While signature Fine Arts programs like Youth Cinema Project and Folklorico are supported and popular at specific sites, their broad impact on district-wide engagement needs further evaluation.

Action 13 (Music Program Growth & Staffing): Action 13 indicates limited effectiveness in increasing engagement through music programs, with rates lower than desired (CHKS: Grade 5 – 63.3%, Grade 7 – 45.4%). Music programs exist at 9 elementary sites, but staffing availability hampers growth. Challenges in backfilling 2.0 FTE elementary/K-8 and 2.0 FTE middle school music positions limit service expansion, despite LCAP Concentration funds and anticipated Prop 28 funds for future positions.

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.

Action 2 - Removal of reference to the high school. PACS receives funding via its own LCAP.

Action 8 - This action will be funded through ELO-P

Metric 2.2 - updated target for year 3 for All students to correct # 15.2%

Metric 2.4 - baseline data had the incorrect year listed, the baseline year should be 2022-23 from the CA School Dashboard

Action 14 & Metric 2.17 - Students tested for GATE eligibility will not be identified by teacher referral. Students will be tested across the district, in specific grade levels, to promote inclusivity (proposed: 2nd grade)

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Health	Foster youth and low-income students need caring professionals that support their unique health needs, and to receive community resource referrals. District personnel assist Foster Youth and Low-Income families with vaccination clinics and provide health support at the school sites.	$1,682,730.00	Yes
2	Social-Emotional Well-being and Suspensions	District and site personnel provide a welcoming and safe place for English learners, foster youth and low-income students and their families: from providing behavior supports, implementing Restorative Justice, MTSS, and PBIS programs to ensuring all staff are Capturing Kids' Hearts trained professionals that support students' social-emotional needs. Using the additional concentration funds, extra hours were allotted for Noon Duties to support Capturing Kids' Hearts program across the district and building relationships with our unduplicated students. Social Emotional Learning Specialist and/or School Counselors provide small group support targeted to suspensions and behavior. PSD will build on the In-Lieu of Suspension Program to target Foster students and socio-economically disadvantaged students who are high in suspensions on the CA School Dashboard. Trauma-Informed training for school staff will be provided to enhance their	$10,841,729.00	Yes

		understanding of the impact of trauma on unduplicated students and equip them with the skills to respond compassionately and effectively to behavioral issues, reducing the likelihood of suspensions. PSD will implement Advocacy Centers at the middle and high school level as a Tier I behavior resource. Peer Mediation elective will be implemented to function for 5 periods a day on all middle and high school campuses. This action will support all unduplicated students UPK – 8th grade, as well as, our lowest performing student groups district-wide.		
3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	English learners and Foster youth need a designated person to monitor their academic success to determine needed interventions and supports, ensure they participate in activities, are serviced through the English Learner and Foster Youth Support Plans, and to determine additional programs needed to support social-emotional wellbeing. Site Assistant Principals will be the designated person to work with ELs, FY and their families. Additional Assistant Principals were added to support this action using the additional concentration funds.	$6,423,639.00	Yes
4	Campus Security	Unduplicated students, who have suffered trauma, need to be able to trust the emergency trained staff at each site to provide for their safety while on campus. Each site prepares a Comprehensive School Safety Plan that details procedures in case of an emergency. Cameras are placed on campuses, maintained and replaced to support a safe campus by acting as a deterrent to bullying. SRO's and Campus Security will support school safety and build relationships with students.	$2,830,084.00	No
5	Student Design Projects	To enhance opportunities for foster and low-income students to access core curriculum in their daily lives; foster and low-income students will participate in student directed design projects at their school sites. The program is focused on integrating content knowledge with real world experiences. Students will receive design criteria around a theme, then create designs and submit to professionals. Students will learn design management, assessment, and cycles of design. Students will be supported by M&O personnel and additional site custodians to bring their designs to completion using the additional concentration funds.	$1,436,447.00	Yes
6	Culturally Responsive Practices - Certificated/Classified Professional Development	Through the Cultural Proficiency training provided to PSD teachers and staff; English learners, foster youth, and low-income students have teachers and staff that better understand the cultural and linguistic needs our students bring to the classroom, acknowledge their achievements, and understand the barriers they face. This knowledge creates a mindset of growth, respect and appreciation leading to the creation of an environment conducive to taking risks that increase understanding and academic success.	$476,162.00	Yes
7	Foster Youth Support Plan	Two Social Emotional Learning Specialists will track enrollment, documentation, attendance, and monitor case status for foster youth students. They will be able to refer students for wraparound services, conduct home visits, participate in SARB meetings to support foster youth attendance, mental health, and academic success.	$612,372.00	Yes
8	Student Engagement Activities - Sports Programs	Low-income and Foster students often do not have the resources to participate in team sports through city and private sports programs. Funding of Intramural sports and Interscholastic sports, includes transportation, allows foster youth and low-income student groups to participate in team sports, which supports healthy living, and develops leadership skills. The Athletic Director, along with site PE coaches coordinate the teams' practices and events in four different sports.	$0.00	No
9	School Sites Support for Social-Emotional Well-being	English learners, foster youth, and low-income students receive additional supports to address behavioral and social-emotional goals, through additional staffing, extra duty hours for clubs/group meetings, and activities, as well as, materials and supplies. This may include field trips, educational activities in and out of school, and providing school supplies such as hygiene kits.	$1,473,785.00	Yes
10	Attendance and Chronic Absenteeism	District personnel assist families as they monitor attendance and chronic absenteeism data. Unduplicated students who struggle with attendance issues receive phone calls from bilingual site personnel to determine the barriers that keep students from attending and what is needed to	$535,820.00	Yes

		eliminate that barrier. Students are provided incentives for improving attendance, they can attend Saturday school to make up their absences and work. We also have Student Engagement Advocates that do home visitations and parent conferencing to encourage school attendance.		
11	Home to School Transportation	Many parents lack the ability to ensure their students arrive on time and safely to school. Palmdale School District Transportation Department will provide transportation to foster youth and low-income students that participate in before and after school interventions and activities. Positive attendance rates are supported with District provided transportation.	$2,602,253.00	Yes
12	Access to Specialized Program Opportunities - VAPA	The Arts Centered Integrated Learning Program taught by classroom teachers supports the development of culturally and linguistically relevant, arts centered programs. The Arts support language development for English learner students and expose foster youth and low-income students to the visual and performing arts.	$275,000.00	Yes
13	Access to Specialized Program Opportunities - Music	The Music and Honors Music Programs, led by certificated Music teachers, puts musical instruments in the hands of our foster and low-income students who would not be able to participate in such programs outside the school day. The Honors program showcases our English learner, foster youth, and low-income students who are particularly gifted or talented in the area of Music. We expanded our music program by adding an additional music teacher using the additional concentration funds.	$303,885.00	Yes
14	Access to Specialized Program Opportunities - GATE	English learners, foster youth, and low-income students in general are underrepresented in the Gifted and Talented program for a number of reasons. In order to eliminate this barrier, and in addition to current district requirements, all second-grade students will take the CogAt, a strength-based assessment given by the classroom teacher, that will identify strengths in our unduplicated students that could qualify them for the GATE program in spite of language, cultural, transiency, academic, and funding barriers. The Office of Access and Equity oversees the GATE program and training of site GATE Leads to better understand the academic and developmental needs of our gifted students.	$45,000.00	Yes
15	Student Voice and Leadership	English learners, foster youth, and low-income students are often underrepresented in leadership programs, such as, ASB, Student PROMISE Ambassadors, Student Board Members, and Interscholastic Communication Council. PSD provides opportunities for underrepresented student groups to engage and apply learning through activities that promote leadership and develop social, civic, and environmental responsibilities.	$50,000.00	Yes

Goal

Goal #	Description	Type of Goal
3	Family and Community Partnership consists of ensuring two-way meaningful conversation regarding District and Site initiatives. It provides opportunities for family community partnerships through various district and site parent advisory committees such as: - Superintendent's Parent Advisory Committee - LCAP Educational Partnership Committee - English Learner Advisory Council - District English Learner Advisory Council - GATE Parent Advisory Council - African American Advisory Council, and - African American Parent Advisory Council To ensure communication this goal reviews the home/school communication connections, parenting classes. For our unduplicated students, communication between school and family is critical to ensure we are meeting their needs. Our families can support our efforts by letting us know if the initiatives are benefitting their students. Offering classes that promote positive parenting, and nutrition classes for parents, computer classes and GED classes support the family as well as the student.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

The Palmdale School District established the goal of Family and Community Partnership as a result of evidence provided through various metric data, and in keeping with the Palmdale PROMISE strategic plan. This goal is also supported by various educational partner groups, as evidenced in the LCAP Educational Partner Survey and the annual LCAP/Title I survey.

Goal #3 provides district and site personnel to specifically lead meetings, classes and events with various parent groups. It provides for a variety of communication mediums such as the district/site websites, radio programs, ParentSquare, Reprographics, District Facebook page and advertising methods.

This goal also provides for Adult Education Classes such as GED classes. Professional development for staff that work with our parent groups and conferences for both parents

and staff such as CABE and CAAASA. These initiatives provide opportunities for district staff and parents/families to develop relationships that support student achievement and ensure meaningful two-way communication. As our parents become more knowledgeable and feel supported, so, too, will our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase district-wide parent participation and engagement by 6% – California School Parent Survey & Title I/LCAP Parent Survey (increase by 2% per year)	2023-24 CSPS – 81.2% Title I/LCAP – 74.5% Title I/LCAP EL - 81.3% 2024-25 Title I/LCAP FY - 77.3%	2024-25 CSPS - 83.8% Title I/LCAP - 80.4% Title I/LCAP EL - 87.0% Title I/LCAP FY - N/A		2026-27 CSPS – 87.2% Title I/LCAP – 80.5% Title I/LCAP EL - 87.3% Title I/LCAP FY - 85.0%	CSPS: +2.6% Title I/LCAP: +5.9% Title I/LCAP EL: +5.7% Title I/LCAP FY: N/A
2	Increase district-wide home/school communication by 6% – California School Parent Survey & Title I/LCAP Parent Survey (increase by 2% per year)	2023-24 CSPS – 77.0% Title I/LCAP – 72.3% Title I/LCAP EL - 79.7% 2024-25 Title I/LCAP FY - 77.6%	2024-25 CSPS - 81.5% Title I/LCAP - 79.3% Title I/LCAP EL - 84.7% Title I/LCAP FY - N/A		2026-27 CSPS – 83.0% Title I/LCAP – 78.3% Title I/LCAP EL - 85.7% Title I/LCAP FY - 85.0%	CSPS: +4.5% Title I/LCAP: +7% Title I/LCAP EL: +5% Title I/LCAP FY: N/A

3	Increase the percentage of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs by 6% - LCAP/Title I Parent Survey (increase by 2% per year)	2023-24 All - 75% EL - 80% 2024-25 FY - 80.3%	2024-25 All - 80.9% EL - 84.8% FY - N/A		2026-27 All - 81% EL - 86% FY - 86.3%	All: +5.9% EL: +4.8% FY: N/A
4	Increase or maintain the number of parent academic initiatives and parent classes offered at the school site by 2 per year	2023-24 513	2024-25 145		2026-27 519	-368
5	Increase the number of foster youth and parent/caregiver engagement and training by 4 per year	2023-24 0	2024-25 13		2026-27 12	+13

6	Increase percentage of parents that feel that site provided meetings and workshops are effective in helping them support their students by 6% – Parent Meeting/ Training Survey (increase by 2% per year)	2024-2025 86.5%	2024-25 N/A		2026-27 92.5%	N/A
7	Maintain the number of community partnership meetings with a minimum of 40 meetings per year – as evidenced by agendas and sign-in sheets	2023-24 31	2024-25 61		2026-27 40	+30
8	Increase the percentage of parents that are Very Satisfied or Satisfied with the Welcome and Enrollment Center by 6% - Parent Surveys (increase by 2% per year)	2023-24 64%	2024-25 76.6%		2026-27 70%	+12.6

9	Receive a Rating Scale of 4 – Full Implementation or better in progress in building capacity of and supporting family members to effectively engage in advisory groups – Local Indicator Survey	2023-24 3 – Initial Implementation	2024-25 4 - Full Implementation		2026-27 4 – Full Implementation	+1
10	Receive a Rating Scale of 4 – Full Implementation or better in providing all families with opportunities to participate in decision making and provide input on policies and programs, and implementing strategies to reach underrepresented groups in the school community – Local Indicator Survey	2023-24 3 – Initial Implementation	2024-25 4 - Full Implementation		2026-27 4 – Full Implementation	+1

Goal Analysis for 2024-2025

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

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

The overall implementation of these actions for Goal 3 was fully/partially/minimally implemented.
_3_ out of 8 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_0_ out of 8 actions were implemented fully as described and then expanded in the 2024-25 school year.
_4_ out of 8 actions were partially implemented in the 2024-25 school year.
_1_ out of 8 actions were minimally implemented

Fully Implemented: Actions 1, 5 and 7 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: No actions were fully implemented and expanded in the 2024-25 school year.
Partially Implemented: Actions 2. 3, 4 and 8 were partially implemented in the 2024-25 school year.
Minimally implemented: Action 6 was minimally implemented in the 2024-25 school year.

Successful Implementation of Actions:
Notable improvements in metrics, including an increase to district-wide parent participation and engagement (Metric 3.1), increased district-wide home/school communication (Metric 3.2), and an increase in the percentage of parents who feel the district and school site personnel are keeping them informed and promote parent participation (Metric 3.3) are noted by responses to the various surveys taken by families: Title I / LCAP, CSPS, Education Partnership Survey, the Local Indicator Survey, and the Superintendent's Breakfast LCAP survey. Drops in the number of parent academic initiatives (Metric 3.4) may be attributed to inconsistent methods for recordkeeping of events.

Efforts to improve the customer satisfaction rates at our district's Welcome and Enrollment Center over the last year, including the strategic hiring of supportive staff and streamlining enrollment procedures, have resulted in an improvement of satisfaction by 12.6%

A significant increase in expenditures is noted for this year due to the higher number of parents who attended both CABE and CAAASA to strengthen parent skills in areas that are specific to the needs of their children to enhance their learning. This investment in our families will continue to be a priority to support our unduplicated youth, whose success depends wholly on the support of all the adults involved in their growth and protection.

The most challenging aspects of our implementation of these actions has been as follows:
Helping families to engage with the various tools to monitor student progress remains a challenge - this takes time and patience and cooperation from the family members to engage students in the conversations that can be facilitated with the tools in hand. With the first year of implementation of the CCSSP plans at our school sites, we see a correlation between the number of community partnerships and the number of events being hosted to support our community. Though their events funded by CCSPP are noncontributing actions to the LCAP, the need to maximize the funding available to support parents and families must be undertaken with care, so as not to violate any parameters for either funding source, as well as to ensure the expenditures are successful for the target populations we wish to support through the work

A challenge that continues to hamper the ability for schools to engage with families and have them participate in decision making at the schools and the district is how to help make the process seem more approachable. However, those families who are engaged with the school and partner with the district to ensure their student's success understand the power of involvement. We are challenged with increasing the level of involvement for more families throughout our district.

Depending on the site, the person who tracks events may vary (administrator, Parent Community Liaison, Site secretary). A method to have sites report their involvement activities will be explored and developed by the PROMISE Action Team who oversees increasing meaningful communication to engage families. Of note, the increase in events and engagements for families of foster youth students.

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

Action 1 - Communications: Planned $336,000, Estimated Actual $272,964 - eliminated the radio show

Action 3 - Parent & Community Engagement / Adult Education: Planned $372,292, Estimated Actual $524,673 - Raptor Visitor Management System was more than anticipated, Provided support to Community Schools events (Wellness Fair, Winter Extravaganza, Renaissance Fair and Parent University), provided additional GED classes for parents

Action 4 - District Parent Events & Meetings: Planned $419,874, Estimated Actual $526,788 - conferences for LCAP Director, Sebastien De La Cruz assemblies, AAPAC & AAAC Extra Duty compensation

Action 5 - English Learner Parent Support: Planned $57,053, Estimated Actual $72,938 - Latino Family Literacy Packets (cost was $50,000)

Action 6 - Foster Youth Parent Support: Planned $500, Estimated Actual $0 - did not start (was supported by LREBG)

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

Theme 1: Enhancing Communication & Family Engagement
Action 1 (Multimedia Communication & Engagement): Action 1 has been effective in increasing communication efforts. Despite the radio show's elimination, overall communication satisfaction didn't decrease: CSPS 81.5% (+4.5%), Title I/LCAP Survey 79.3% (+7%) for all respondents, and 84.7% (+5%) for EL Parents. The district offered 145 parent academic initiatives/classes and held 61 community partnership meetings in 2025. The Local Indicator Survey reports a "Rating Scale of 4 – Full Implementation or better" in building capacity for family engagement in advisory groups, aligning with the goal of "Full Implementation."

Action 2 (Parent & Community Voice): Action 2 shows mixed effectiveness. District-wide parent participation exceeded metric expectations, yet results indicate this reflects a small population of engaged families. Increasing broader community participation remains a challenge. The district is exploring AI-assisted technology to capture more parent, student, and community voice.

Action 3 (Parent Education Awareness & Survey Response): Action 3 has been partially effective. Adding a two-question survey at meetings increased responses for Metric 3.3. While parent education opportunities are robust for ELs, LCAP survey feedback indicates families are unaware these activities are available to all, not just EL families.

Action 4 (Informed Parents & Participation Promotion): Action 4 demonstrates partial effectiveness. Title I/LCAP Parent Survey results show 80.9% of all parents, 84.8% of EL parents, and 80.3% of FY parents feel informed and that participation is promoted. While these results show improvement, this remains an area of growth for the district, as survey respondents represent a small, highly engaged percentage of families.

Action 8 (District Promotion of Site Activities): Action 8 shows mixed effectiveness. The percentage of parents feeling informed and that participation is promoted is high (All – 80.9%, EL – 84.8%, FY – 80.3% in 2024-25). District office promotion of site activities via the webmaster and Coordinator of Extended Learning Opportunities is effective. However, streamlining consistency in sharing site-level information to the district level remains a challenge.

Theme 2: Operational Efficiency & Accessibility
Action 7 (Welcome and Enrollment Center Customer Service): Action 7 has been effective. The Welcome and Enrollment Center's customer service ratings improved by 12.2% to 76.6% satisfaction (Metric 3.8). Hiring additional personnel and achieving faster enrollment processing times have boosted the center's efficiency.

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.

Actions 3, 5, 8 - Continuing the actions to the next school year, years were updated.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communications	The District will utilize various communication methods (including ASL and Spanish) to provide critical information to the parents/families of English learners, foster youth, and low-income students. The district has found that the greater the variety of methods used to get our message out to our families; the more effective we are in engaging our families in events, meetings, advisory groups, etc.	$210,500.00	Yes
2	Personnel to Support Parent Involvement	District translators will support district office/school sites to provide translation services, in Spanish and ASL, for parents and community members whose first language is not English at meetings and district/site events. District and School Site Bilingual Parent Community Liaisons (PCLs) will work with families to navigate the school procedures, lead workshops/meetings, and make calls regarding attendance. The more supported our families feel, the greater their desire to partner with the district in supporting student growth, providing input/support for district initiatives, and being willing to seek help when needed.	$2,907,123.00	Yes
3	Parent and Community Engagement / Adult Education	To support parents in their efforts to educate their students, Palmdale School District offers many classes, such as GED classes for low-income families, ESL classes for parents of our English learner students, nutrition classes, and parenting classes for Foster families that support parent's ability to assist in increasing the academic success of students during the 2025-26 school year. Palmdale School District provides various community engagement activities throughout the year to ensure families are well aware of the resources available within the community, as well as those provided by PSD. We have held Career Fairs, Backpack Giveaway, and AAPAC Unity in the Community, as well as other events.	$527,908.00	Yes
4	District Parent Events and Meetings	The district will implement parent support and training programs and opportunities in both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social-emotional development of low-income students during the 2024-2025 school year. Parent Events and Meetings allow parents to participate in two-way, meaningful conversations regarding the district's direction and programs or projects they would like to see the district implement. This action will support all unduplicated students from UPK to 8th grade.	$666,980.00	Yes
5	English Learner Parent Support	To support the parents and families of our English learner students in navigating the district system, increase participation in their student's education, and assist with their student learning, certificated and classified staff will provide meetings, capacity-building trainings, and workshops focused on parent-requested topics during the 2025-26 school year. In addition, English learner parents will be able to participate in multicultural events that support the goals of the Palmdale	$75,000.00	Yes

		PROMISE to celebrate and appreciate the culturally and linguistically diverse community we serve. This action will support all English Learner students and their families from UPK to 8th grade.		
6	Foster Youth Parent Support	Foster families need support in dealing with the academic and social-emotional needs of foster youth, particularly those who have experienced trauma. District and site personnel (PCLs and SELs) will develop relationships with foster students and their parents/guardians. They will support the family through programs, initiatives, meetings, and training to assist parents/guardians in advocacy regarding academics, behavior, mental health, and other available services. The more foster families are supported, the better they feel they can handle situations that arise. The more they know about the school system, the more they can advocate for their students' needs.	$500.00	Yes
7	Welcome and Enrollment Center	The Welcome and Enrollment Center will be a centralized location for low-income families to enroll their students rather than using online registration. The Welcome and Enrollment Center will support our EL, Foster, and Low Income students who may not have access, linguistically or through technology, to enroll students or retrieve resources, services, and/or gain entrance to certain programs.	$458,012.00	Yes
8	Resources for Site Parent Engagement	Schools will provide a variety of events during the 2025-26 school year that promote information focused on the engagement of families in programs to provide increased and improved services to our low-income, foster youth, and English learner student groups. District funds will support the site activities. District funding of these activities allows sites to better serve their communities with events and training - Family Math Night, Latino Literacy classes, etc. In turn, families can better understand and support their students' academic development.	$228,814.00	Yes

Goal

Goal #	Description	Type of Goal
4	Basic Services (Williams) – The Palmdale School District will provide basic services such as certificated staff, instructional materials /textbooks, facilities and operations, site allocations for basic school supplies and services, basic transportation, basic technology, classified staffing in the areas of health and safety, pupil engagement and parent involvement, and school climate, as outlined in Williams Act requirements.	Maintenance of Progress Goal

State priorities addressed by this goal.

1, 7

An explanation of why the LEA has developed this goal.

This goal was created in keeping with the Williams Act requirements. The goal of providing basic services ensures that students have highly qualified administration, highly qualified certificated staff that are recruited and retained. Students will be provided state adopted, standards-based curriculum (textbooks and materials) in core content areas, provided/maintained/replaced base technology, facilities are maintained in good repair promoting aesthetics and cleanliness with staffing to meet Williams requirements. School sites will be allocated funds to be used to purchase basic cleaning, janitorial, office and health supplies needed to meet basic site needs. Goal #4 provides basic transportation, technology support liaisons, and classified staff to ensure a healthy and safe campus, support student engagement and parent involvement, as well as, setting the tone for school climate and parent involvement at the school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% of teachers will be appropriately credentialed for the students that they are assigned to teach per Williams Act Requirements	2023-24 100%	2024-25 90%		2026-27 100%	-10%

2	100% of schools will be providing students with standards-based instructional materials by meeting Williams Act Requirements	2023-24 100%	2024-25 100%		2026-27 100%	No Change
3	100% of facilities will be in good repair by meeting Williams Act Requirements	2023-24 100%	2024-25 100%		2026-27 100%	No Change

Goal Analysis for 2024-2025

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

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

The overall implementation of these actions for Goal 4 was fully/partially/minimally implemented.
_5_ out of 9 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_1_ out of 9 actions were implemented fully as described and then expanded in the 2024-25 school year.
_6_ out of 9 actions were partially implemented in the 2024-25 school year.
_1_ out of 9 actions were minimally implemented

Fully Implemented: Actions 1, 2, 3, 4, 5, and 7 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: Action 6 was fully implemented and expanded in the 2024-25 school year.
Partially Implemented: Actions 8 and 9 were partially implemented in the 2024-25 school year.
Minimally implemented: No actions were minimally implemented in the 2024-25 school year.

Successful Implementation of Actions:
Action 1 - Certificated staffing was fulfilled in large part due to the recruitment of teachers from international countries: Philippines, Spain and Mexico. They filled positions in Math, Science, Special Education (RSP & SDC), Music, and teaching in Spanish at the Dual Immersion sites. The district expects to engage in hiring of additional International teachers for a third consecutive year. With a large population of teachers who are either new to teaching or new to PSD, the Teacher Support Department created a Director position, secretary, and two more Instructional Coaches to support the work of developing highly qualified staff who provide direct services to our students, especially unduplicated youth.

The delay of one additional year to the anticipated Math textbook adoption process has not hampered the efforts of the district to prepare teachers with understanding the new

math framework (Action 2), in preparation for this adoption season in the 2025-26 school year. Technology deployment at the school sites is robust, but the replacement and update of equipment to current standard is a costly - and ongoing- challenge. Ensuring our unduplicated youth have access to technology and the learning materials they need remain a top priority in the LCAP.

Our Facilities and Operations teams ensure district buildings are in good repair, (Action 3) despite ongoing staffing challenges to the custodial and groundskeeper teams. The District Facilities Master Plan has ensured our campuses are beautiful, safe and appealing environments for learning to take place. Basic supplies are provided for all facilities to maintain compliance (Action 4).

Home to School (HTS) Transportation services (Action 5) are enhanced with programs that allow buses and students to be monitored at all times when traveling to and from home and school. These technological supports (cameras, tracking system, RFID cards) enhance safety for our student riders.

This staffing in the Welcome & Enrollment Center (Action 8) is crucial to the services this office provides, as measured by Metric 3.8. They are the first team of people from PSD whom our families interact with to enroll in the district - their customer service largely sets the tone for how families expect to be treated by us. Key staff hires have made a significant difference to the level of support this office offers to our families.

The most challenging aspects of our implementation of these actions has been as follows:
Action 7 Noon Duty Aides & Crossing Guards are vital members who provide a visible presence to ensure our students are safe in the community and in the schools. Staffing these positions can be a challenge at some sites, or at different times of the year. They are much appreciated at the schools because they provide structure and support for the children at sites, especially unduplicated youth.

Action 9 - Staffing these critical office support positions, crucial to the efficient nature of school offices, can be difficult. Their availability can be inconsistent for some sites, impacting the level to which some of our schools struggle to share information with families and students. Their training is also crucial in ensuring the school office is able to interact efficiently and timely with families with whom they interact.

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.

Action 2 - Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance: Planned $20,134,848, Estimated Actual $38,141,207 - increased cost for classified salaries and benefits, and for services

Action 3 - Facilities/Operations: Planned $25,595,290, Estimated Actual $30,764,830 - increased cost for classified salaries and benefits, more on supplies and services, and a pretty significant increase in purchased equipment (from $7,481,863 to $9,737,681)

Action 5 - Basic Transportation: Planned $5,585,444, Estimated Actual $3,056,459 - spent less on services

Action 7 - Classified Staffing-Health & Safety at School Sites: Planned $4,370,773, Estimated Actual $7,011,674 - increased cost for classified salaries and benefits, increase in services

Action 8 - Classified Staffing-Support for Student Referrals & Enrollment - Planned $45,632, Estimated Actual $673,273 - increased cost for classified salaries and benefits, and equipment

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

Actions under Goal 4 demonstrate 100% effectiveness across all measured metrics. However, the quality and sustained effectiveness of these actions are highly dependent on the availability and quality of staffing. While the district's basic services meet minimum compliance standards, the overall quality of school support hinges on highly qualified personnel. This highlights the ongoing challenge in recruiting and retaining staff essential for driving district work.

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.

No changes were made to this Goal, Actions, or Metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staffing	• Provide highly qualified administrative management staff. • Provide highly qualified certificated staff. • Provide certificated teacher incentive stipends and Initial Step Placement Incentives to assure highly qualified and experienced teacher recruitment and retention. Highly qualified staff knowledgeable about the needs of unduplicated students, and have Knowledge about instructional strategies and social-emotional supports are better able to meet the needs of our EL, low-income, and Foster/Homeless youth.	$89,477,798.00	No
2	Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance	• Provide state adopted standards-based textbooks and materials (ELA, Math, NGSS and Social Studies Framework.) • Provide/maintain/replace base technology. • Additional supplies and services to support schools' Administration, Services and Operating Expenditures Having state-adopted curriculum and materials support unduplicated students to have access to a broad course of study, access to Common Core State Standards, and the technology to support 21st century technology skills (particularly important to low-income students).	$31,581,371.00	No
3	Facility/Operations	Maintain facilities in good repair and promote aesthetics and cleanliness by providing sufficient number of maintenance, grounds, and custodial staff to meet William's requirements. Clean and safe learning environments give students a sense of belonging and safety allowing for them to focus on academic achievement.	$31,566,165.00	No
4	Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance	• Basic Classroom Supplies • Janitorial Supplies • Office Supplies • Health Supplies • Additional supplies and services to support classroom instruction • Additional supplies and services to support schools' Administration, Services and Operating Expenditures Basic supplies ensure that our unduplicated students have what they need, available on campus, for academic, health and emotional well-being.	$1,502,745.00	No

5	Basic Transportation	The District provides and maintains a transportation program to provide for the basic mandated transportation of pupils in the regular education and special education program. This supports our families and struggling students to be able to attend school regularly and participate in classes.	$5,976,251.00	No
6	Pupil Achievement – Technology	Technology Support Liaisons provide basic support for instructional and administrative technology throughout the District. (24 Tech Liaisons will be partially funded through Base funding.) TSLs provide teachers with the software and hardware to meet the needs of students.	$1,493,555.00	No
7	Classified Staffing – Health and Safety at School Sites	• Health Aides / LVNs are provided to each school site at a basic 5.75 hours. (28 x .67 FTE) • Noon Duties are provided based on estimated student enrollment for each site. • Crossing Guards These personnel ensure the health of our students, general wellbeing and safety of all students.	$5,196,552.00	No
8	Classified Staffing – Support for Student Referrals and Enrollment	Welcome and Enrollment Center Personnel will support the enrollment process for the school district at a central location: • Administrative Clerk (1 FTE) • Data Processing / Accounting Technician (1 FTE) • Bilingual Administrative Clerk (1 FTE) • Bilingual Typist Clerk (2 FTE) • Attendance Clerk (1 FTE) The Welcome and Enrollment Center supports our families and students through multilingual translations, attendance monitoring, and record keeping purposes. For Foster/Homeless students and Low-Income students this is important as they are often transient in nature and the WEC ensures records are sent to new schools quickly and efficiently, limiting delay in receiving support services at their new school.	$260,213.00	No
9	Classified Staffing –School Communication and Support for Parents – School Sites	• Bilingual Typist Clerks/Typist Clerks (19 FTE @3.5 hours at all K-5, K-8, and Intermediate Schools will be funded with base. Supplemental and Concentration grant will provide additional hours for these positions) • School Secretaries (8 FTE) • Bilingual School Secretaries (17 FTE) The site office staff support our families and students through multilingual translations, attendance monitoring, and record keeping purposes. For Foster/Homeless students and Low-Income students this is important as they are often transient in nature and the staff ensures records are sent to new schools quickly and efficiently, limiting delay in receiving support services at their new school.	$4,321,262.00	No

Goal

Goal #	Description	Type of Goal
5	Innovations Academy – Students will demonstrate growth towards proficiency in EL, Math, and Language Arts through targeted interventions, small group instruction, and grounded instructional practices. Students & Learning Coach will demonstrate growth through their utilization of available tools, strategies, and resources that will lead to student's academic growth and connectedness to the school. This goal is intended to improve ELA/ ELD performance levels (AA, EL, HI, and SED) and Math performance levels (Hispanic, SED) for our student groups by May of 2025.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 4

An explanation of why the LEA has developed this goal.

There is a need to incorporate different instructional strategies to support our English Learners and to support our Math and Language Arts curriculum. EL Students declined by 16.5% in overall growth towards reclassification. Language Arts & Math – Students in all subgroups are not meeting grade level expectations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase percentage of EL students making progress by 7.5% - CA School Dashboard (2.5% per year)	2022-23 41.2%	2023-24 48.7%		2025-26 48.7%	+18.3%

2	Decrease the percentage of students making progress in Math by 7.5% - CA School Dashboard (2.5% per year)	2022-23 All: -133.2 points below standard EL: -129.7 points below standard FY: not reported, less than 11 students SED: -139.5 points below standard HI: -135.2 points below standard	2023-24 All: 142.7 points below standard EL: 139.5 points below standard *FY: unknown LI: 179.8 points below standard HI: 132 points below standard *not enough students to report		2025-26 All: -125.7 points below standard EL: -122.2 pints below standard FY: not reported, less than 11 students SED: -132.0 points below standard HI: -127.7 points below standard	All: +9.5 points EL: +9.8 points FY: unknown LI: +40.3 points HI: -3.2 points
3	SBA ELA Grades 3-8 – decrease points from level 3 by 6 points – Status level on CA School Dashboard (decrease by 2 points per year)	2022-23 All: -83.1 points below standard EL: -90.7 points below standard FY: not reported, less than 11 students SED: -87.9 points below standard AA: -95.8 points below standard HI: -86.8 points below standard	2023-24 All: 82.4 points below standard EL: 87.5 points below standard *FY: unknown LI: 86.7 points below standard AA: 108.8 points below standard HI: 75.5 points below standard *not enough students to report		2025-26 All: -81.1 points below standard EL: -84.7 points below standard FY: not reported, less than 11 students SED: -81.9 points below standard AA: -89.8 points below standard HI: -80.8 points below standard	All: -0.7 points EL: -3.2 points FY: unknown LI: -1.2 points AA: +13 points HI: +11.3 points
4	Stride Curriculum/Assessments	2024-25 ELA: 60% Math: 53%	N/A		2027-28 ELA: 70% Math: 65%	N/A
5	Star360 (Quarterly Assessment)	2024-25 Kinder: 45% 1st: 50% 2nd: 63% 3rd: 64% 4th: 50% 5th: 43% 6th: 50% 7th: 30% 8th: 45%	N/A		2027-28 Kinder: 50% 1st: 55% 2nd: 68% 3rd: 70% 4th: 55% 5th: 50% 6th: 55% 7th: 35% 8th: 50%	N/A

6	Live Session Attendance – Small Group/Tutoring	2024-25 Attendance - Small Groups with Teachers: 70% Attendance; Small Groups w/ Instructional Aides: 75%	N/A		2027-28 Attendance - Small Groups with Teachers: 80% Attendance; Small Groups w/ Instructional Aides: 75%	N/A
7	Increase Average Attendance Rate (Monthly Report) by 6% (2% per year)	2023-24 90.8%	2024-25 95%		2026-27 96.8%	+4.2%
8	Student & Learning Coach Connectedness Survey	2024-25 Students: 92% Parents: 89%	N/A		2027-28 Students: 95% Parents: 92%	N/A
9	Learning Coach Login Report (current LC login)	2023-24 20%	2024-25 22%		2026-27 35%	+2%

Goal Analysis for 2024-2025

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

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

The overall implementation of these actions for Goal 5 was fully/partially/minimally implemented.
_5_ out of 14 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_0_ out of 14 actions were implemented fully as described and then expanded in the 2024-25 school year.
_6_ out of 14 actions were partially implemented in the 2024-25 school year.
_3_ out of 14 actions were minimally implemented.

Fully Implemented: Actions 2, 4, 5, 6, and 8 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: No actions were fully implemented and expanded in the 2024-25 school year.
Partially Implemented: Actions 1, 3, 9, 10, 12 and 14 were partially implemented in the 2024-25 school year.
Minimally implemented: Actions 7, 11 and 13 were minimally implemented in the 2024-25 school year.

Successful Implementation of Actions:
The Family Engagement Nights did not take place as originally conceptualized, but instead the school worked with Little Whisk Academy to bring students and their families together for experiences together through cooking and gardening.

Additional noon duty supervisors to manage when students would come to campus were hired. A retired teacher came to work with students to provide small group instruction focused on Literacy. This retired teacher worked with the students for one semester.

Implementation of a summer professional development session on Eduprotocols for the staff gave teachers information to harness this powerful tool for learning before the start of the school year.

The most challenging aspects of our implementation of these actions has been as follows:
Staffing of requested positions, including an increase of the 0.5 FTE counselor, did not happen in 2024-25.

The school did not offer attendance at professional development conferences or materials.

Training on student behavior strategies (CHAMPS, Safe & Civil Schools) and Teacher Clarity (Corwin) did not take place due to lack of consultant availability. The New Student Orientation was also not implemented.

Many of the actions that were not started have been reintroduced for the 2025-26 school year, including the provision of supplemental materials and supplies to enhance learning both at home and in school.

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.

Action 1 - Learning Support Teacher: Planned $370,000, Estimated Actual $115,318 - Budgeted for 2, hired 1

Action 2 - EduProtocols Professional Development: Planned $31,800, Estimated Actual $25,997 - cost was less than anticipated

Action 3 - Professional Development Conferences & Materials: Planned $40,814, Estimated Actual $10,138 - Only attended 2 conferences (SoCal Kindergarten Conference & CUE Conference)

Action 4 - Brainfuse Tutoring: Planned $10,00, Estimated Actual $3,500 - Contract was less than anticipated

Action 5 - Wellness Together: Planned $90,000, Estimated Actual $44,041 - Contract was less than anticipated

Action 6 - Little Whisk Academy: Planned $43,200, Estimated Actual $28,800 - Contract was less than anticipated

Action 7 - 0.5 Counselor: Planned $120,000, Estimated Actual $0 - did not hire this position

Action 9 - Family Engagement Nights: Planned $29,800, Estimated Actual $19,190 - Cost was less than anticipated

Action 11 - Safe & Civil Schools - CHAMPS - PD: Planned $24,000, Estimated Actual $13,801 - Contract and Extra Duty hours were less than anticipated

New Action 8 - Academic Programming Support: this is a new action for 2025-26 but it was implemented in 2024-25

Indirect Costs: Planned $0, Estimated Actual $23,526

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

Of the actions that were implemented, because the school was also a CSI school in 2023-24, the school was working primarily to implement its CSI plan. Costs for staffing included the Learning Support Teacher, who was utilized to provide small group intervention to children when they came in for in-person instruction, along with providing support to the instructional staff with coaching cycles to support their work as virtual instructors. The impact of the Learning Support Teacher will not be verified by CAASPP SBA data until the 2025 results are released later this year, but it is predicted that SBA ELA and Math scores will increase. LPM ELA and Math scores for 2024-25 should be reviewed to measure the impact of strategies presented by the Learning Support Teacher that target unduplicated youth, especially LI and EL students.

The increased use of Eduprotocols presented in the Summer 2024 training (Action 2) was measured by administrative observation of online sessions, but a survey was not provided to the staff to measure the usefulness of the content presented. Student feedback from the CA Healthy Kids Survey regarding connectedness and relevancy of the material presented should reflect an increase in the use of tools like Eduprotocols. This can also be done to measure the impact of Wellness Together (Action 6) and Learning Coach University (Action 8).

Attendance at conferences, though limited, were to conferences (Action 4) that supported staff to implement virtual instruction for Kindergarten and for implementing innovative, cutting-edge practices across all levels to promote instruction. Effectiveness can be correlated based on comparison of the CAASPP and LPM scores for the teachers who attended the conferences versus those who did not. This is limited but can provide a baseline for the 2025-26 school year, as teachers increase their attendance at conferences.

Major actions that were not implemented and therefore not effective include the denied request to make the 0.5FTE counselor become full time (Action 7). Many of the contracts that were pursued to purchase new programs to supplement instruction were lower in cost than expected (Actions 4, 5, 6, 9) or not processed at all (Action 11, 13). In addition, the costs for attendance at conferences (Actions 2, 3) were less than budgeted.

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.

REMOVED Actions:
Action 3 - Professional Development Conferences & Materials
Action 4 - Brainfuse Tutoring
Action 5 - Wellness Together
Action 7 - 0.5 Counselor
Action 9 - Family Engagement Nights
Action 11 - Safe & Civil - CHAMPS - PD
Action 13 - Corwin - Teacher Clarity PD
Action 14 - New Student Orientation

REVISED Actions:
Action 2 - changed from Eduprotocols Professional Development to Eduprotocols Summer Institute
Action 6 - Little Whisk Academy: this is now Action 3
Action 8 - Learning Coach University: this is now Action 5
Action 10 - Noon Duty: this is now Action 6, also increased from 1 to 2
Action 12 - Small Group Instruction, Literacy: this is now Action 7

NEW Actions:
Action 4 - CUE Conference
Action 8 - Academic Programming Support
Action 9 - Student Achievement System
Action 10 - Digital Learning Collaborative Conference
Action 11 - Stride Professional Development
Action 12 - Data Informed Student Lesson Planning
Action 13 - Snorkl Software
Action 14 - Curipod Software
Action 15 - Epic Plus Software
Action 16 - At-Home Learning Kits
Action 17 - Swank K-12 Streaming Software
Action 18 - Instructional Assistants
Action 19 - Assistant Principal (0.5 FTE)

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Learning Support Teacher	The Learning Support Teacher (LST) will provide support and develop instruction for the EL Learner during the school year. The LST will oversee instructional aides and provide small group	$161,374.00	No

		instruction and intervention for Math and ELA. The LST will support teachers on analyzing data, providing professional development, and progress monitoring. The LST will also receive training from the Director of Curriculum and attend meetings for continued professional development.		
2	Eduprotocols Summer Institute	Teachers will receive specialized professional development on how to utilize Eduprotocols as tools and strategies to increase learning in live synchronous instruction thus encouraging students to master key concepts in EL, Math, and Language Arts.	$8,200.00	No
3	Little Whisk Academy	Cooking & Gardening Enrichment Classes provided to students during in person learning opportunities along with professional development opportunities to support in-class lessons. Classes will be offered in the Fall and Spring, 4X a week for a total of 8 weeks each session. One class will be for the younger grades (TK-4th) and one class will be for upper grades (5th – 8th).	$15,580.00	No
4	CUE Conference	Teachers will receive specialized professional development on how to utilize technology and strategies to increase learning in live synchronous instruction thus encouraging EL, HI, AA, and SED students to master key concepts in EL, Math, and Language Arts.	$10,200.00	No
5	Learning Coach University	Teachers and counseling team will deliver Learning Coach University focused on areas of support from working with students at home, SEL topics, internet safety, and other key areas of support needed to ensure students have a supportive learning environment. Students need a team to support them in their virtual learning environment. A key component to the team is their assigned learning coach.	$4,800.00	No
6	Noon Duty (2 - 5.75 hours/day)	Due to increased in person learning opportunities and events on campus an additional Noon Duties will provide safety and security measures on site. This will ensure students and parents feel safe while attending events on campus.	$60,973.00	No
7	Small Group Instruction, Literacy	A retired substitute teacher will work with urgent reading intervention students in small groups, 2 days a week throughout the school year, to assist students in gaining skills necessary to make progress to grade-level reading skills.	$23,042.00	No
8	Academic Programming Support	Teachers will work with students in small and whole groups to support students learning in language arts and mathematics during live sessions and in person learning opportunities. These programs and materials will help support and enhance students' learning environment. Programs include 99 math, Padlet, and Flocabulary/Nearpod.	$15,791.00	No
9	Student Achievement Systems	Cost of software license for teachers, admin, and office staff to utilize this independent study compliance software to track attendance, work submission, and student progress to ensure students are adequately supported in the progress.	$24,300.00	No
10	Digital Learning Collaborative Conference	Students may experience difficulty with engagement in classroom learning and underperformance on local and state assessments. Use of technology and understanding trends in virtual education will be addressed during the conference to help create engaging lessons to help keep students interested to persist in the learning experience.	$10,500.00	No
11	Stride Professional Development	Teachers will receive specialized professional development to support students in the virtual learning environment (LMS) and curriculum. Teachers will continue to develop and hone skills to deliver high quality and engaging lessons for students.	$4,500.00	No
12	Data Informed Student Lesson Planning	Teacher extra duty compensation for teachers to create small groups based on individual students' needs to work on increasing students' ability to achieve mastery in Math, ELA, and Science. Formal assessments will need to be created to monitor and maintain accurate small groups.	$9,000.00	No
13	Snorkl Software	Students need engaging and additional support in small and whole group sessions focusing on language arts and mathematics during live sessions and in person learning opportunities. This program will help support and enhance the student learning environment.	$1,350.00	No

14	Curipod Software	Students need engaging and additional support in small and whole group sessions focusing on language arts and mathematics during live sessions and in person learning opportunities. This program will help support and enhance the student learning environment.	$2,000.00	No
15	Epic Plus Software	Digital license to provide students with 24 hours a day/7 days a week access to a virtual library to give students access to reading materials beyond the curriculum to enhance literacy and grade level expectations. Teachers will set appropriate reading goals and minutes for each grade level.	$9,600.00	No
16	At-Home Learning Kits	Students need access to materials to support their virtual in-home learning. Students need access to materials to be able to participate in live sessions. Having access to the appropriate materials ensures an equitable learning environment.	$20,000.00	No
17	Swank K-12 Streaming Software	Our EL, SED, AA, and HI students and families need opportunities to connect with teachers both during and after school hours to create a positive experience and a stronger partnership with school staff and administration. Students will be offered family engagement nights which include movies. This streaming service would allow the school to show relevant and appropriate films.	$920.00	No
18	Instructional Assistants	Students need additional support with small group instruction with math and ELA to make adequate growth towards grade level standards. Instructional Aides are able to push into classes and support small groups based on student needs.	$55,254.00	No
19	Assistant Principal (0.5 FTE)	Students may experience difficulty with engagement, progress, or academic needs. The assistant principal will be able to support students with 504 plans, IEPs, safety, and conferencing with learning coaches.	$103,673.00	No

Goal

Goal #	Description	Type of Goal
6	Oak Tree Community Day School - For the lowest performing student groupsDevelop a comprehensive social-emotional curriculum that combines classroom lessons with outdoor team-building activities, explicitly teaching students the skills needed for success in school and beyond. This goal is intended to improve suspension (AA, SED, and SWD) and chronic absenteeism (Hispanic, SWD) rates for our student groups by May of 2025. Additionally, this initiative aims to establish a Restorative Practices Center, staffed by a full-time Social Emotional Learning Specialist.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

To address the critical need for improved student engagement, feelings of connectedness to school, and enhanced self-regulation of behavior, we propose the development of a Student Cadet Program alongside the addition of a dedicated staff member. The Student Cadet Program, along with the hiring of a 0.50 counselor, will be implemented to address the chronic absenteeism and number of students suspended during the school year.

Student isolation remains a significant challenge at Oak Tree, leading to an alarming number of students being removed from classrooms and the school environment. By employing a full-time staff member, we can fully commit to implementing a restorative approach to student discipline. This staff member will play a crucial role in explicitly teaching students behavioral skills, akin to how we teach academic subjects like math or science.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Decrease suspension rate by 3% - CA School Dashboard	2022-23 EL - 20.0% FY - 36.4% SED - 40.3% SWD - 44.4% AA - 47.1% HI - 25.0%	2023-24 EL: 30.8% FY: 46.2% LI: 30.2% SWD: 40.4% AA: 29.8% HI: 23.0%		2025-26 EL - 17.0% FY - 33.4% SED - 37.3% SWD - 41.4% AA - 44.1% HI - 25.0%	EL: +10.8% FY: +9.8% LI: -30.2% SWD: -4.0% AA: -17.3% HI: -2.0%

2	Sown to Grow Check in Weekly Survey	2024-25 *Baseline Data Self-Management Post Score: 2.5 Self-Awareness Post Score: 3.2 Sense of Belonging Post Score: 3.13 No baselines: Social Awareness, Relationship Skills, Responsible Decision Making	N/A		A rating of 4 or higher on the 5 CASEL Competencies. NOTE: SIX competencies, not FIVE, are measured in Sown to Grow Check in Weekly Survey.	N/A Baseline Year Post-Score = Score we report for our Outcomes:(annually)
3	Chronic Absenteeism Rate reduced by 10%	2022-23 All - 54.5% EL - 66.7% FY - 66.7% SED - 53.5% SWD - 51.8% AA -50.0% HI - 62.7%	2023-24 All: 53.2% EL: 50.0% FY: 63.6% LI: 49.5% SWD: 57.5% AA: 56.5% HI: 51.9%		2025-26 All - 44.5% EL - 56.7% FY - 56.7% SED - 43.5% SWD - 41.8% AA -40.0% HI - 52.7%	All: -1.3% EL: -16.7% FY: -3.1% LI: -4.0% SWD: +5.7% AA: +6.5% HI: -10.8%

Goal Analysis for 2024-2025

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

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

The overall implementation of these actions for Goal 6 was fully/partially/minimally implemented.
_0_ out of 4 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_0_ out of 4 actions were implemented fully as described and then expanded in the 2024-25 school year.
_0_ out of 4 actions were partially implemented in the 2024-25 school year.
_4_ out of 4 actions were minimally implemented.

Fully Implemented: No actions were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: No actions were fully implemented and expanded in the 2024-25 school year.
Partially Implemented: No actions were partially implemented in the 2024-25 school year.
Minimally implemented: Actions 1, 2, 3, and 4 were minimally implemented in the 2024-25 school year.

Successful Implementation of Actions:
No action items were implemented. However, the The Sown to Grow weekly check in survey was a new implementation in 2024-25. Sown to Grow had a district-wide implementation in the 2024-25 school year, supported by the Mental Health Services department in the Special Education & Student Services (SESS) Division. Only 3 of the six CASEL competencies were measured in the surveys administered thus far to students. The six CASEL competencies of social emotional intelligence to be measured by this survey: Self-Management , Self-Awareness, Sense of Belonging, Social Awareness, Responsible Decision Making, and Relationship Skills.

The most challenging aspects of our implementation of these actions has been as follows:
No LCFF Equity Multiplier funds were expended in SY 2024-25 because the requested staffing was denied by HR. Limited staffing availability for the Social Emotional Learning Specialists (SELSs) throughout our district. The current SELS we have is split between two sites. The request to increase the staffing from 0.5 FTE to 1.0 FTE was to be reassessed at a later date.

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.

No LCFF Equity Multiplier funding was expended toward the action items listed for this plan, as outstanding funds from the school's CSI Plan from 2023-24 was utilized to partially fund Actions 6.1 and 6.3. Actions 6.2 and 6.4 were also not enacted as a contract with LACOE for the Road to Success Academy (Action 6.4) was not pursued for SY 24-25.

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

No action items were implemented in 2024-25.

The level of implementation of the CADET Corp Curriculum's development has shown promise, but because the funds utilized to jumpstart this action were not from LCFF Equity Multiplier, this action was not effective in making progress toward the established goal.

Metric 6.2 - the Sown to Grow survey was partially effective as three areas of social emotional intelligence (CASEL competencies) were measured, but the surveys must continue to be administered with regularity in order to measure the other competencies to support the work to be done by the Social Emotional Learning Specialist (SELS) who will be working full-time at Oak Tree to support students in the 2025-26 school year.

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

For SY 25-26, the main changes to the planned goal, metrics, target outcomes, and actions that resulted from reflections on prior practice come in the form of how the funds would be prioritized for use in the future. With the understanding that LCFF Equity Multiplier schools like Oak Tree will most likely continue to qualify for this funding annually due to how its student enrollment fluctuates so widely throughout the year, the bulk of the money will be prioritized to increase staffing in key areas that were previously identified as targets for SY 24-25. Specifically, the school seeks full-time Counseling, Psychologist, and SELS supports. Work on the Road to Success Academy will be delayed as the school will focus on implementing core state standards with support from the district Curriculum & Instruction Office in Educational Services. The school will utilize its LCFF S&C funds to support teachers to attend professional learning to support the Cadet Corp SEL implementation.

REMOVED Actions:
Action 1 - CADET Curriculum Development
Action 2 - Social Emotional Learning Specialist
Action 3 - CADET Corp Program - Summer Institute
Action 4 - Roads to Success Academy

NEW Actions:
Action 1 - PE Teacher

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PE Teacher (0.5 to 1.0)	Increase the hours for the PE Teacher from part-time to full time to provide additional support due to students' needs in the 2025-26 school year.	$165,315.00	No

Goal

Goal #	Description	Type of Goal
7	Palm Tree Elementary - By May of 2025, "ALL" student group, and EL students will increase level on the ELPI, with support from after-school/ Saturday school program students below grade level in ELA/Math that focuses on advancing literacy skills and English language development. To address the low performance on the CAASPP in ELA and Math, Palm Tree will provide culturally relevant reading materials, after-school/Saturday programs to support student groups ("ALL", AA, EL and SED). Parents will be invited to attend workshops focused on the four language domains, literacy, writing and Math to build capacity for supporting their students. Palm Tree Elementary will demonstrate growth towards meeting or exceeding standards in ELA & Math as measured by CAASPP test results and local progress monitoring assessments including the Star 360.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting ELA and Math, specifically for low-income, ELs, and African American students at Palm Tree Elementary. Palm Tree was -54.7 pts Distance from Standard (DF3-Minimum Scale Score to Meet Proficiency on ELA SBA) Level 3. Additionally, Palm Tree was -64.2 pts Distance from Standard (DF3-Minimum Scale Score to Meet Proficiency on Math SBA) Level 3 and EL students declined by 16.2% on the percentage of ELs making progress. This need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support for ELA and ELD as well as improving the cultural diversity of reading materials offered to students. We plan to improve ELA performance through the actions included in the goal and will measure progress using CAASPP ELA results, local reading level assessment Star 360 data, and the District's ELA benchmark/Local Progress Monitoring assessment, differentiated by student group. To support students struggling with math we will be hosting parent workshops to provide parents with skills and strategies to help their student at home. A Math consultant will be hired to model lessons and coach teachers. A Math interventionist will be hired to work with students in smaller settings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Increase percentage of EL students making progress towards English Proficiency by 7.5% (2.5% per year) on the ELPI as demonstrated on the English Language Proficiency Assessment (ELPAC)	Percentage of students making progress towards English language proficiency; ELs who maintained ELPI levels of 1, 2L, 2H, 3L, 3H 36.8%	2023-24 56.3%		Percentage of students making progress towards English language proficiency; ELs who maintained ELPI levels of 1, 2L, 2H, 3L, 3H 44.3%	2023-24 56.3%
2	Increase percentage of students meeting or exceeding standards in Math on the CAASPP by 6% (2% per year)	2022-23 All - 28% AA - 14% EL - 18% SED - 27%	2023-24 All: 28% AA: 7% EL: 31% LI: 26%		2025-26 All - 34% AA - 20% EL - 24% SED - 33%	All: no change AA: -7% EL: +13% LI: -1%
3	Increase percentage of students meeting or exceeding standards in ELA on the CAASPP by 6% (2% per year)	2022-23 All - 31% AA - 24% EL - 11% SED - 30%	2023-24 All: 28% AA: 18% EL: 20% LI: 28%		2025-26 All - 37% AA - 30% EL - 17% SED - 36%	All: -3% AA: -6% EL: +9% LI: -2%

4	Increase percentage of students at or above grade level on local reading assessment Star 360 by 6% (2% per year) - LPM	2023-24 All - 29% AA - 9% HI - 22%	2024-25 All: 30% AA: 22% HI: 33%		2026-27 All - 35% AA - 15% HI - 28%	All: +1% AA: +13% HI: +11%
5	Increase percentage of students at or above grade level on local Math assessment Star 360 by 6% (2% per year) - LPM	2023-24 All - 22% AA - 16% HI - 30%	2024-25 All: 28% AA: 20% HI: 28%		2026-27 All - 29% AA - 22% HI - 36%	All: +6% AA: +4% HI: -2%
6	Increase percentage of students meeting or exceeding standards on the District's ELA Local Progress Monitoring benchmark assessment by 6% (2% per year)	2023-24 All - 39% AA - 23% EL - 31% SED - 39%	2024-25 All - 45% AA - 43% EL - 27% LI - 45%		2026-27 All - 45% AA - 29% EL - 37% SED - 45%	2024-25 All - 45% AA - 43% EL - 27% LI - 45%
7	Increase Attendance rate by 1.5% (0.5% per year)	2023-24 91.24%	2024-25 89.97%		2026-27 92.74%	-1.27%

8	Decrease school-wide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2022-23 All - 37.0% EL - 28.4% FY - 40.0% SED - 37.8% AA - 51.4% SWD - 42.6%	2023-24 All: 31.8% EL: 18.8% FY: 36.4% LI: 33.3% AA: 52.4% SWD: 37.7%		2025-26 All - 31.0% EL - 22.4% FY - 34.0% SED - 31.8% AA - 45.4% SWD - 36.6%	All: -5.2% EL: -9.6% FY: -3.6% LI: -4.5% AA: +1.0% SWD: -4.9%
9	Increase percentage of students reading at benchmark or above in ELA on LPM assessment by 6% (2% per year)	2023-24 All - 29% AA - 9% HI - 22%	2024-25 All - 49% AA - 42% HL - 48%		2026-27 All - 35% AA - 15% HI - 28%	All: +10% AA: +19% HL: +11%
10	Decrease percentage of students suspended at least one day by 1.5% - CA School Dashboard (0.5% per year)	2022-23 All - 2.8% EL - 2.3% FY - 3.0% SED - 2.9% AA - 6.4% HI - 2.3%	2023-24 All: 1.4% EL: 0.9% FY: 9.1% LI: 1.5% AA: 4.0% HI: 0.9%		2025-26 All - 1.3% EL - 0.8% FY - 1.5% SED - 1.4% AA - 4.9% HI - 0.8%	All: -1.4% EL: -1.4% FY: +6.1% LI: -1.4% AA: -2.4% HI: -1.4%

Goal Analysis for 2024-2025

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

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

The overall implementation of these actions for Goal 7 was fully/partially/minimally implemented.
_0_ out of 5 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_0_ out of 5 actions were implemented fully as described and then expanded in the 2024-25 school year.
_3_ out of 5 actions were partially implemented in the 2024-25 school year.
_2_ out of 5 actions were minimally implemented.

Fully Implemented: No actions were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: No actions were fully implemented and expanded in the 2024-25 school year.
Partially Implemented: Actions 2, 4, and 5 were partially implemented in the 2024-25 school year.
Minimally implemented: Actions 1 and 3 were minimally implemented in the 2024-25 school year.

Successful Implementation of Actions:
Action 3: Parent workshops were offered in all categories except the workshops for parents on Mastery Guides and Literacy. Only 50% of the allocated budget was spent in 2024-25 because the Mastery Guides coach had very limited availability to support the school.

Action 4: Only modeling and coaching for small group implementation was not provided for staff professional learning.

The most challenging aspects of our implementation of these actions has been as follows:
Action 1: English Learner Support was not started for ELA as the approval process to host Saturday School was lengthy. Sessions did not begin until March 1, 2025 to offer the Saturday BootCamps for the ELPAC and to focus on advancing literacy skills.

Action 2: The substitute teachers who were to lead this work were used instead to cover multiple long-term vacancies at the school site . Support was provided for mathematics in the form of tutoring and small group instruction by a retired teacher

Action 5: No requested staff in this action were hired due to personnel requisitions that were either denied (attendance clerk) or remained vacant for an extended period of time in the 2024-25 school year (Parent Community Liaison, Typist Clerk, Noon duty). In lieu of the lack of staffing, extra duty compensation was offered to various other classified staff members to carry out the additional duties.

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.

Action 1 - English Learner Support: Planned $92,240, Estimated Actual $0 - did not start this action

Action 2 - Ongoing Math Support for ELA & Math: Planned $68,904, Estimated Actual $44,699 - did not hire a reading/math intervention specialist, instead used substitute teachers to provide tutoring and small group instruction

Action 3 - Parent Involvement: Planned $152,000, Estimated Actual $21,800 - cost for consultants was less than expected

Action 5 - Personnel: Planned $111,490, Estimated Actual $70,615 - did not hire new staff, instead paid for extra duty hours for current staff

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

The effectiveness of the actions set for the 2024-25 school year were largely dependent on the availability of staffing: whether it was to offer additional extra duty hours to develop/advance literacy skill building to English learners in Math and/or ELA (Action 1), or to provide additional professional development for providing small group instruction for LI, EL and AA students to improve ELA and Math competencies (Action 2), or to train parents about the work their children are doing to build their math and literacy skills (Action 3), or to manage the office to process attendance reports and touch base directly with students and families regarding the importance of coming to school consistently to ensure student success (Action 5),

The metrics that measure increases in student performance on the assessments, especially by student group, demonstrate a positive correlation between the type of support provided in the Equity Multiplier Action Plan and the results on the assessments that closely tie to the subject matter where additional focus and support was provided.

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.

REMOVED Actions:
Action 2 - Ongoing Support for ELA and Math
Action 5 - Personnel

REVISED Actions:
Action 3 - Parent Involvement: changed action title to Parent Involvement Workshops
Action 4 - Professional Development: changed action title to Professional Learning for Staff

NEW
Action 2 - Noon Duty Supervisor
Action 5 - Extra Duty (Classified)
Action 6 - Extra Duty (Psychologist)

REVISED Metrics:
7.2 & 7.3 - the percentages for Math and ELA were mixed. Corrected metric descriptions, baseline, and outcomes.
7.9 - Baseline data was incorrect, updated this and the outcome for year 3, also listed Hispanic as a sub group in error, this should have been homeless.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learner Support	Palm Tree will provide an after-school/Saturday school program at Palm Tree for all students below grade level in ELA/Math that focuses on advancing literacy skills and English language development and proficiency based on student need, prioritizing services for students who are low-income, EL, and African American. Including periodic ELPAC Boot Camps focusing on all language domains, Grade-level specific ELPAC boot camps & ongoing training for SEIAs, IAs, and ELD teachers.	$43,889.00	No

2	Noon Duty Supervisor	Increasing staffing by 1 - 5.75 hour Noon Duty Supervisor to support the school's MTSS/PBIS processes.	$27,296.00	No
3	Parent Involvement Workshops	Palm Tree will provide parents with workshops on language domains, Mastery Guides, writing, literacy, and Math, workshops on accessing ELPAC and SBAC practice tests. Costs will include consultant contracts for a Mastery Guide Coach, Writing Coach, Eureka Math, and a Literacy Coach. Extra Duty compensation for certificated staff to lead workshops and classified staff to provide child care for parents. Necessary supplies will be purchased to support these workshops.	$165,000.00	No
4	Professional Learning for Staff	Palm Tree will provide the following professional learning opportunities: - CKH 1 Training/PD for all Classified Staff - Ongoing Mastery Guide on-site/modeling and coaching session - Ongoing Writing-EL Path to Proficiency onsite/modeling and coaching sessions. - Math Workshops/onsite/modeling and coaching sessions - Onsite modeling and coaching-Small Group implementation	$200,000.00	No
5	Extra Duty Support (Classified Staff)	Extra duty compensation will be provided for our Administrative Clerk, Secretary, and Parent Community Liaison to implement/sustain programs and record keeping of initiatives targeting student achievement and student & family engagement.	$15,360.00	No
6	Extra Duty (Psychologist)	Extra duty compensation will be provided for our Psychologist to implement/sustain programs and record keeping of initiatives targeting student psychological support.	$7,680.00	No

Goal

Goal #	Description	Type of Goal
8	Space Aeronautics Gateway to Exploration (SAGE) Magnet Academy – SAGE has identified that multiple student groups (“All”, EL, SED, AA, and HI) are not meeting California Dashboard Targets in ELA. In Math, (“All” and SED) student groups are scoring low on performance levels. In addition, “All”, SED, SWD, and AA student groups are high in suspensions and chronic absenteeism. To address these needs during the 2024-25 school year, SAGE has identified the following additional supports as necessary to increase student success in the following areas: 1. improve student behavior and provide expanded social/emotional learning support services 2. provide staff with professional development to increase the capacity of staff to provide instruction that will engage students and address the diverse learning needs 3. provide additional support for students who have significant gaps in achieving grade level standards 4. provide additional support for English learners during English language development to focus instruction to support the reclassification of students 5. increase opportunities for parents to engage in meaningful participation at school and with their children’s learning	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

Students at SAGE continue to demonstrate a variety of needs in the areas of academic growth, positive behavior and social/emotional support. The school’s need exceeds their current resources. The school has begun to implement structures and systems to support the wide range of students’ needs, however specific programs and additional staff is needed. The school has identified four major areas to focus on: increase the capacity of the staff to engage all students in learning grade level standards, increase direct services to students who need intervention and/or tutoring, increase the ability for staff to address the trauma students experience daily that frequently is observed as inappropriate student behavior and implement parent outreach strategies with a goal of creating meaning parent/school partnerships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Decrease suspension rate by 3% - CA School Dashboard	2022-23 All - 18.5% EL - 13.4% FY - 44.0% SED - 19.0% AA - 35.3% SWD - 23.1% HI - 13.4%	2023-24 All: 6.9% EL: 3.1% FY: 18.2% LI: 6.8% AA: 12.5% SWD: 9.1% HI: 5.1%		2025-26 All - 15.5% EL - 10.4% FY - 41.0% SED - 16.0% AA - 32.3% SWD - 20.1% HI - 10.4%	All: -11.6% EL: -10.3% FY: -25.8% LI: -12.2% AA: 22.8% SWD: -14% HI: -8.3%
2	Decrease the number of Office referrals by 25 per year.	2023-24 1,364	2024-25 1,684		2026-27 1,289	+320
3	Decrease Chronic absentee rate by 6% - CA School Dashboard (2% per year)	2022-23 All - 23.2% EL - 17.0% FY - 38.1% SED - 24.0% AA - 32.4% SWD - 24.2% HI - 20.8%	2023-24 All: 40.6% EL: 32.6% FY: 47.1% LI: 41.1% AA: 46.1% SWD: 42.3% HI: 39.1%		2025-26 All - 17.2% EL - 11.0% FY - 32.1% SED -18.0% AA - 26.4% SWD - 18.2% HI - 14.8%	All: +17.4% EL: +15.6% FY: +9% LI: +17.1% AA: +13.7% SWD: +18.1% HI: +18.3%
4	Increase Attendance rate by 1.5% (0.5% per year)	2023-24 89.45%	2024-25 89.47%		2026-27 90.95%	+0.02%
5	Increase the number of workshops and other school activities to 10	2023- 24 0	2024-25 23		2026-27 10	+23
6	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year)	2022-23 All - 18% RFEP - 30% EL - 1% FY - 11% LI - 16% AA - 11% SWD - 4% HL - 0%	2023-24 All: 17% RFEP: 34% EL: 2% *FY: unknown LI: 16% AA: 9% SWD: 2% HL: 15% *not enough students to repor		2025-26 All - 24% RFEP - 36% EL - 7% FY - 17% LI - 22% AA - 17% SWD - 10% HL - 6%	All: -1% RFEP: +4% EL: +1% FY: unknown LI: no change AA: -2% SWD: -2% HL: +15%

7	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year)	2022-23 All - 6% RFEP - 16% EL - 1% FY - 0% LI - 6% AA - 1% SWD - 2% HL - 0%	2023-24 All: 7% RFEP: 16% EL: 0% *FY: unknown LI: 7% AA: 1% SWD: 1% HL: 0% *not enough students to report		2025-26 All - 12% RFEP - 22% EL - 7% FY - 6% LI - 12% AA - 7% SWD - 8% HL - 6%	All: +1% RFEP: no change EL: -1% FY: unknown LI: +1% AA: no change SWD: -1% HL: no change
8	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All – 56% RFEP – 72% EL – 39% FY – 57% LI – 55% AA – 45% SWD – 23% HL – 43%	2024-25 All – 52% RFEP – 70% EL – 34% FY – 55% LI – 52% AA – 42% SWD – 28% HL – 49%		2026-27 All – 62% RFEP – 78% EL – 45% FY – 63% LI – 61% AA – 51% SWD – 29% HL – 49%	All: -4% RFEP: -2% EL: -5% FY: -2% LI: -3% AA: -3% SWD: +5% HL: +6%
9	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All – 37% RFEP – 54% EL – 21% FY – 39% SED – 37% AA – 29% SWD – 18% HL – 24%	2024-25 All – 37% RFEP – 54% EL – 26% FY – 32% SED – 37% AA – 26% SWD – 20% HL – 36%		2026-27 All – 43% RFEP – 60% EL – 27% FY – 45% SED – 43% AA – 35% SWD – 24% HL – 30%	All: No change RFEP: No change EL: +5% FY: -7% SED: No change AA: -3% SWD: +2% HL: +12%

Goal Analysis for 2024-2025

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

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

The overall implementation of these actions for Goal 8 was fully/partially/minimally implemented.
_2_ out of 14 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_1_ out of 14 actions were implemented fully as described and then expanded in the 2024-25 school year.
_2_ out of 14 actions were partially implemented in the 2024-25 school year.
_9_ out of 14 actions were minimally implemented.

Fully Implemented: Actions 4 and 5 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: Action 1 was fully implemented and expanded in the 2024-25 school year.
Partially Implemented: Actions 8 and 14 were partially implemented in the 2024-25 school year.
Minimally implemented: Actions 2, 3, 6, 7, 9, 10, 11, 12, and 13 were minimally implemented in the 2024-25 school year.

Successful Implementation of Actions:
Significant items implemented include: Action 1 - structured play activities during the lunch periods to minimize downtime and maximize enrichment activities for students; Action 4 - Designing the Targeted Intervention through extra duty compensation for the teachers who created the "Co-Pilot" intensive intervention program targeted students who struggled in the school setting and were provided a unique classroom environment with additional supports for academics, behavior and social emotional wellness. This Co Pilot program piloted in the Spring 2025 semester. It has been so well received by the school community that it will be expanding this year, split funding many of the initiatives between CSI and the LCFF Equity Multiplier funds as part of their combined plans.

The most challenging aspects of our implementation of these actions has been as follows:
Much of the action items in the 2024-25 plan for Equity Multiplier were not implemented due to staffing issues (Actions 2, 7, 12) or lack of vendor availability (Actions 3, 10, 11) or were actions already supported by other initiatives mandated by the District (Actions 6, 9). Parent engagement activities were implemented and supported but were done through site LCFF Supplemental & Concentration funds, not LCFF Equity Multiplier funds (Actions 13 & 14)

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.

Action 1 - Implement Play Works: Planned $100,000, Estimated Actual $114,800 - Contract with EQ Athletics was more than expected

Action 2 - Increase Campus Supervision: Planned $20,000, Estimated Actual $0 - Not Started

Action 3 - Provide "High Dosage" Tutoring: Planned $150,000, Estimated Actual $0 - Not Started

Action 4 - Provide Targeted Intervention: Planned $60,000, Estimated Actual $34,734 - Extra Duty for Teachers instead of using retired teachers, cost was less than expected

Action 5 - Aviation Consultant: Planned $50,000, Estimated Actual $15,000 - Contract with Anthony Campbell was less than expected

Action 6 - Provide Tutors who will work with African American Students: Planned $100,000, Estimated Actual $0 - Not Started

Action 7 - Additional Counseling/SEL Staff: Planned $100,000, Estimated Actual $0 - Did not hire additional staff

Action 8 - Additional Bilingual Instructional Assistant: Planned $38,000, Estimated Actual $22,409 - staff was hired later in the school year, cost was less than expected

Action 9 - Professional Development: Universal Design for Learning: Planned $100,000, Estimated Actual $0 - Not Started

Action 10 - Math Consultant: Planned $75,000, Estimated Actual $0 - Not Started

Action 11 - English Language Arts Consultant: Planned $75,000, Estimated Actual $0 - Not Started

Action 12 - Provide an Additional Parent Community Liaison: Planned $80,000, Estimated Actual $0 - Did not hire additional staff

Action 13 - Parenting Partners: Planned $20,000, Estimated Actual $0 - Not Started

Action 14 - Parent Engagement: Planned $41,453, Estimated Actual $0 - Not Started

Indirect Costs: Planned $0, Estimated Actual $10,691

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

The school struggled to fully implement their action plan because they are also a school designated for Comprehensive Support and Improvement (CSI) by CDE, and have been designated CSI for many years. The amount of money available to the school to support its activities for its students is substantial, but the issues that impacted the school made it difficult to focus on academic improvement.
The school has undergone a turnaround in its climate and culture due to significant changes made by the new administrative leadership team. A major shift in focus to academic support began in the Spring 2025 semester with the creation of the "Co-Pilot" intervention program. This was largely funded with CSI funds but the extra duty compensation to support its development was supported with Equity Multiplier funds (Action 4). This will be split funded with Equity Multiplier funds starting in the 2025-26 school year.

Effective Actions:
Actions 1 & 4 - The suspension rate has significantly decreased for all student groups across the campus: All: All: 6.9% (-11.6%), EL: 3.1% (-10.3%), FY: 18.2% (-25.8%), LI: 6.8% (-12.2%), AA: 12.5% (-22.8%), SWD: 9.1% (-14%), HI: 5.1% (-8.3%). The school secured a contract with Equitable Athletics (EA) rather than Playworks to provide structured play activity during the lunch periods at the school. Observations by site staff, survey responses from students about activities provided during the school day indicated the positive impact of these activities facilitated by EA. Creation of the "Co-Pilot" program to provide targeted intervention also minimized the maladaptive behaviors that often led to administrative intervention, including out of school suspension. This work can also be attributed to the transition of the school's Restorative Justice room to a Student Advocacy Center model, with the Restorative Justice teacher training the peer advocates who have helped to provide Tier I support to students who may be struggling with academics, behavior issues that may need administrative intervention, or social emotional wellness. This center is available for all students at the school.

Action 5 - bringing in the aviation consultant to support the revitalized signature Aviation elective has brought a lot of positive press and attention to the school. This is one of the 23 workshops/activities brought to the school this year (compared to 0 last year, Metric 8.5). The Aviation pathway will be the next to be articulated to the high school in our district because of its strong base at the school. The consultant will expand his support to an after school club next year, in 2025-26, to help recruit upper grade elementary students to attend SAGE for the Aviation program.

Action 8 - The underperformance of EL students in Mathematics (0% proficiency on CAASPP Math, 2024) and ELA (2% proficiency on CAASPP ELA, 2024) prompted the need to hire an additional bilingual instructional assistant. This was a long-time staffing request finally fulfilled because of the availability of EM funds –could not be hired with CSI funds in the past.
Actions that were ineffective:

Actions 2, 7 & 12 - These actions were non-starters because of staffing difficulty. Positions were flown but there were no qualified candidates who could take the positions.

Action 3 - High dosage tutoring was not started because a contract could not be secured with a suitable vendor with the capacity to offer this during the school day as desired by the school

Action 6 - This action was not implemented because the school was not able to secure a contract with a tutoring company that was separate from the tutoring support already being provided to AA students by the Access & Equity Office for African American Achievement.

Actions 9, 10, 11,13 and 14 were not implemented because the school was not able to identify a suitable consultant to support this work that would be different from the support already available from the district. Universal Design for Learning (UDL) is not currently a district-sponsored initiative, so it was not approved. Parent-and family-centric engagement and partnership activities are in development by the school's newly created Climate and Culture team (2024-25), and the first set of activities will be implemented in the 2025-26 school year.

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

REMOVED Actions:
Action 2 - Increase Campus Supervision
Action 4 - Provide Targeted Intervention
Action 9 - Professional Development: Universal Design for Learning
Action 10 - Math Consultant
Action 11 - ELA Consultant
Action 12 - Provide an Additional Parent Community Liaison
Action 13 - Parenting Partners
Action 14 - Parent Engagement

REVISED Actions:
Action 1 - Implement Playworks: changed to Lunchtime Activities to Increase Student Engagement During Unstructured and revised description
Action 8 - this is now Action 6 - Instructional Assistant to Support Students in the Co-Pilot Classroom

NEW Actions:
Action 2 - Instructional Aides
Action 4 - Roving Substitute Teacher
Action 5 - High Intensity Tutoring in Co-Pilot Class to Provide Additional Intervention Support in Math and ELA
Action 7 - School Uniforms
Action 8 - Field Trips to Increase Student Engagement
Action 9 - Field Trips for Exploration ELA Class
Action 10 - Field Trips for Exploration Math Elective
Action 11 - Professional Development: Exploration Elective
Action 12 - Collaboration Time for Co-Pilot Teachers (Extra Duty)
Action 13 - Hair Braiding Activity
Action 14 - Noon Duty Aide

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Lunchtime Activities to Increase Student Engagement During Unstructured Time	When students have appropriate activities to participate in during unstructured time, there is a decrease in negative behavior.	$100,000.00	No
2	Instructional Aides	Provide one male and one female PE instructional aide to support supervision in the locker room and to provide support for PE teachers during instruction.	$55,254.00	No
3	High Dosage Tutoring	High Dosage tutoring is a highly focused type of tutoring that occurs during the school day and is	$10,000.00	No

		closely aligned to support what students are learning in the classroom; tutoring may provide students with help on specific missing prerequisite skills or could help students in a one to one or small group setting with extended guided practice.		
4	Roving Substitute Teacher (1)	Having a permanent substitute teacher will provide opportunities for: 1) teachers to receive one to one coaching support in literacy to increase implementation of effective instructional strategies and the appropriate use of instructional materials and 2) to provide support to the restorative process by allowing time for the classroom teachers, restorative teacher, and students to continue and complete the restorative process.	$54,020.00	No
5	High Intensity Tutoring in Co-Pilot Class to Provide Additional Intervention Support in Math and ELA	High dosage tutoring for highly at-risk students provides scaffolding support while working with students on both learning gaps and core content.	$100,000.00	No
6	Instructional Assistant to Support Students in the Co-Pilot Classroom	The co-pilot classroom provides an alternate placement on SAGE's campus for students who are the most disruptive and disengaged in learning. Providing an aide in this class allows for increased personalized instruction and support in de-escalating student behavior.	$31,299.00	No
7	School Uniforms	Provide school uniforms for students who are unable to purchase; these uniforms will be collected to be re-used when the student leaves SAGE.	$30,000.00	No
8	Field Trips to Increase Student Engagement	Providing field trips to increase student engagement that are connected to grade level standards, improved attendance, and decrease in incidents of behavior. Providing field trips for high poverty students is a strategy that allows students to understand the connection of what they are learning to the real world. In addition, for some students, field trips provide an appropriate experience for students to incentivize attendance and behavior.	$10,000.00	No
9	Field Trips for Exploration ELA Class	To provide "real world" experiences related to English Language Arts to support relevance.	$5,000.00	No
10	Field Trip for Exploration Math Elective	To provide "real world" experiences related to Math to support the relevance of instruction.	$10,000.00	No
11	Professional Development: Exploration Elective	Provide professional development for Exploration elective teachers on understanding standards and their prerequisites.	$10,000.00	No
12	Collaboration Time for Co-Pilot Teachers (Extra Duty)	Teachers working with students in the co-pilot class need regular weekly opportunities to collaborate to ensure that they are consistently meeting students' needs and responding to students in a consistent manner.	$22,000.00	No
13	Hair Braiding Activity	Provide an opportunity during lunch time for students to engage in culturally relevant activities.	$20,000.00	No
14	Noon Duty Aide	Cost of 1 - 5.75 hour/day Noon Duty Supervisor to ensure a safe and welcoming campus for students.	$28,567.00	No

Goal

Goal #	Description	Type of Goal
9	Yellen Learning Center – Yellen has identified that students in grades K-5 are functioning far below grade level in reading fluency and comprehension on the CAASPP, and a need to address the issue of high suspension rates for "All'' students, SED, SWD, and AA students. During the 2024-25 school year, Yellen will implement the following action to support this need: Provide students in need of MTSS Tier 2 intervention and support systematic and explicit instruction in foundational literacy, provide professional development to build teacher capacity and understanding of foundational literacy instruction from Mastery Guides, develop and implement new behavioral framework with consultative support from Safe and Civil Schools, continue with ongoing consultation services for implementing school vision, shared beliefs, common agreements and improvement plan.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs of our students who are underperforming in ELA and Math, have high rates of chronic absenteeism and suspensions. This plan was developed to utilize state standards, MTSS Tier 2 Interventions, and Mastery Guides to support academic progress. Staff will also develop and implement a new behavioral framework with consultative support from Safe and Civil Schools to address the behavioral, suspension and chronic absenteeism issues. In addressing school climate issues, staff need to work with a consultant to develop and implement shared vision and beliefs, common agreements and determine an improvement plan for the school. The site will also focus on how to provide workshops and meetings with parents that support the school goals and provide parents with strategies and skills that they can use at home to support their students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year)	2022-23 All – 7% RFEP – 0% EL – 0% FY – 6% LI – 6% AA – 7% SWD – 8% HL - 0%	2023-24 All: 3% *RFEP: unknown *EL: unknown FY: 0% LI: 4% AA: 5% SWD: 3% *HL: unknown *not enough students to report		2025-26 All – 13% RFEP – 6% EL – 6% FY – 12% LI – 12% AA – 13% SWD – 14% HL - 6%	All: -4% RFEP: unknown EL: unknown FY: -6% LI: -2% AA: -2% SWD: -5% HL: unknown
2	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year)	2022-23 All – 2% RFEP – 0% EL – 0% FY – 0% LI – 0% AA – 0% SWD – 2% HL - 0%	2023-24 All: 0% *RFEP: unknown *EL: unknown FY: 0% LI: 0% AA: 0% SWD: 0% *HL: unknown *not enough students to report		2025-26 All – 8% RFEP – 6% EL – 6% FY – 6% LI – 6% AA – 6% SWD – 8% HL - 6%	All: -2% RFEP: unknown EL: unknown FY: no change LI: no change AA: no change SWD: -2% HL: unknown
3	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All - 16% RFEP - 9% EL - 17% FY - 9% LI - 16% AA - 16% SWD - 16% HL - 0%	2024-25 All - 10% RFEP - 0% EL - 0% FY - 7% LI - 9% AA - 15% SWD - 15% HL - 0%		2026-27 All - 22% RFEP - 15% EL - 23% FY - 15% LI - 22% AA - 22% SWD - 22% HL - 6%	All: -6% RFEP: -9% EL: -17% FY: -2% LI: -7% AA: -1% SWD: -1% HL: No change
4	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All - 18% RFEP - 0% EL - 11% FY - 3% LI - 13% AA - 10% SWD - 13% HL - 0%	2024-25 All - 8% RFEP - 0% EL - 44% FY - 41% LI - 33% AA - 34% SWD - 16% HL - 0%		2026-27 All - 24% RFEP - 6% EL - 17% FY - 9% LI - 19% AA - 16% SWD - 19% HL - 6%	All: -10% RFEP: No change EL: +33% FY: +38% LI: +20% AA: +24% SWD: +3% HL: No change

5	Decrease Chronic absentee rate by 6% - CA School Dashboard (2% per year)	2022-23 All - 49.3% EL - not reported, less than 11 students FY - 26.7% SED - 48.6% SWD - 49.3% AA - 60.0% HI - 42.3%	2024-25 All: 43.9% *EL: unknown FY: 20.0% LI: 41.6% SWD: 43.9% AA: 50.0% HI: 32.1% *not enough students to report		2025-26 All - 43.3% EL - TBD FY - 20.7% SED - 42.6% SWD - 43.3% AA - 54.0% HI - 36.3%	All: -5.4% EL: unknown FY: -6.7% LI: -7.0% SWD: -5.4% AA: -10.0% HI: -10.2%
6	Increase Attendance rate by 1.5% (0.5% per year)	2023-24 88.85%	2024-25 88.11%		2026-27 90.35%	-0.74%
7	Reduce school-wide suspension by 3% – CA School Dashboard	2022-23 All - 22.6% EL - not reported, less than 11 students FY - 13.9% SED - 22.9% SWD - 22.6% AA - 30.4% HI - 17.2%	2023-24 All: 17.4% *EL: unknown FY: 25.7% LI: 17.4% SWD: 17.4% AA: 16.7% HI: 18.8% *not enough students to report		2025-26 All - 19.6% EL - TBD FY - 10.9% SED - 19.9% SWD - 19.6% AA - 27.4% HI - 14.2%	All: -5.2% EL: * FY: -11.8% LI: -5.5% SWD: -5.2% AA: -13.7% HI: +1.6%
8	Increase or maintain the number of parent academic initiatives and parent classes offered at the school site by 4 per year	2023-24 0	2024-25 0		2026-27 4	No Change

Goal Analysis for 2024-2025

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

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

The overall implementation of these actions for Goal 9 was fully/partially/minimally implemented.
_0_ out of 6 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_0_ out of 6 actions were implemented fully as described and then expanded in the 2024-25 school year.
_1_ out of 6 actions were partially implemented in the 2024-25 school year.
_5_ out of 6 actions were minimally implemented.

Fully Implemented: No actions were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: No actions were fully implemented and expanded in the 2024-25 school year.
Partially Implemented: Action 2 was partially implemented in the 2024-25 school year.
Minimally implemented: Actions 1, 3, 4, 5, and 6 were minimally implemented in the 2024-25 school year.

Successful Implementation of Actions:
Action 2 - A limited number of workshops on foundational literacy skills were provided for certificated instructional staff, as part of their ongoing work with LACOE to implement Project Based Learning. However, the partnership with LACOE was a CSI-funded initiative and took the majority of the time available for professional learning and collaboration.

The most challenging aspects of our implementation of these actions has been as follows:
Actions 3, 4, 5 & 6 were not started this year, as the school was focused on implementation of Project Based Learning and its work on foundational literacy skills (Action 2). The school had prioritized the usage of its remaining CSI funds (the school was designated CSI in 2022-23, but exited in 2023-24 and had until 9/30/24 to expend their funds) and complete the implementation of their CSI plan. The consultant for school climate was paid with CSI funds, so the support was present but is a noncontributing action for the 2024-25 school year.

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.

Action 2 - Professional Development in Foundational Literacy Skills: Planned $24,000, Estimated Actual $9,000 - Contract for Mastery Guides PD was less than expected

Action 3 - Behavioral Framework: Planned $18,000, Estimated Actual $0 - Did not start

Action 4 - Professional Development for Trauma Informed Practices: Planned $12,000, Estimated Actual $0 - Did not start

Action 5 - Consultation for School Climate: Planned $15,000, Estimated Actual $0 - Did not start

Action 6 - Parent Involvement: Planned $1,419, Estimated Actual $0 - Did not start

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

Action 1 - Tier 2 Intervention Program - this was work that was supported first with CSI funding, but it did not continue through in the 2024-25 school year. The schoolwide suspension rate decreased by 5.2% (overall) to 17.4%, FY: 25.7% (-11.8%), LI: 17.4% (-5.5%), SWD: 17.4% (-5.2%), AA: 16.7% (-13.7%). However, it increased for HI: 18.8% (+1.6%). The CAASPP SBA proficiency rates for ELA (All: 3% (-4%), LI: 4% (-2%), AA: 5% (-2%), SWD: 3% (-5%)) and Math (All: 0%, (-8%), FY, LI, AA, SWD: 0%(no change)) showed significant and continued lack of proficiency in academic standards. This pattern is also seen in LPM achievement rates: All: 10%, EL 0%, FY, 7%, LI 9%, AA 15% SWD 15, HL 0%, all negative improvements from 2023).

Action 2 - The implementation of this professional learning for foundational literacy skills, though it took place, is not a priority for the school moving into the 2024-25 school year. A delay in the PD sessions occurred because the contract was approved for fewer dates later in the school year due to a delay in the processing of the contract to hire the consultant.

The school has decided to focus instead on Teacher Clarity, a districtwide initiative that will allow a deeper dive into the academic standards, which is more in line with the work suggested by the consultant for school climate. This consultant will now also provide support for Equity Multiplier plan implementation. This is evidenced by scores in CAASPP SBA for ELA and Math along with the LPMs (Metrics 9.1-9.4).

Actions 3, 4, 5, 6 - These actions were not implemented nor started.

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.

REMOVED Actions:
Action 1 - Tier 2 Intervention Program
Action 2 - Professional Development in Foundational Literacy Skills
Action 3 - Behavioral Framework
Action 4 - Professional Development for Trauma Informed Practices
Action 5 - Consultation for School Climate
Action 6 - Parent Involvement

NEW Actions:
Action 1 - Consultation for Equity Multiplier Support
Action 2 - Roving Certificated Substitute
Action 3 - Professional Development: Teacher Clarity

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Consultation for Equity Multiplier Support	Contract with Bridges to Educational Excellence to provide Equity Multiplier Support.	$10,000.00	No
2	Roving Certificated	Compensation for 1 roving certificated substitute to assist with the transition and onboarding of	$54,020.00	No

	Substitute	new students, enable the release of teachers for instructional coaching, and ensure continuity of instruction during staff absences, whether due to IEP meetings, parent conferences, or unavoidable teacher absences by providing immediate classroom coverage and support.		
3	Professional Development: Teacher Clarity	Contract with Corwin for Teacher Clarity professional development for staff. Will offer two full days of training split into four half day sessions.	$9,000.00	No

Goal

Goal #	Description	Type of Goal
10	Yucca Elementary – During the 2024-25 school year, student subgroups (“All” and EL) will demonstrate growth towards proficiency on the ELPI. EL students will also receive support in Math. Hispanic students need additional support in Language Arts. These student groups will receive support through targeted interventions, small group instruction, and grounded instructional practices. Students & Learning Coach will demonstrate growth through their utilization of available tools, strategies, and resources that will lead to student’s academic growth and connectedness to the school. Materials for the Makerspace Room and Thinking Maps Training will make lessons more engaging supporting academic success and attendance. Chronic absenteeism is especially high in the following subgroups: “All”, AA, EL, HI, SED and SWD. To address the issue of chronic absenteeism in the 2024-25 school year, Yucca Elementary will implement the Ron Clark Houses and additional training for staff in Capturing Kid’s Hearts.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to address the lack of success by some subgroups to meet the academic goals set for our students. In ELA, “All” students were 78.1 points below standard with other groups also below standard - EL 78.8 points below standard, SED 77.7 points below, AA students were 91.2 points below and HI students were 82.9% points below standard. Both Foster and Students with Disabilities did not have data reported as there were less than 11 students tested. In Math, the following students were more than 100 points below standard - “All” (-104.2), EL (-104.1), SED (-104.6), AA, (-123.4) and HI (-104.5). Both Foster and Students with Disabilities did not have data reported for Math, as there were less than 11 students tested. Yucca had high levels of Chronic Absenteeism (“All” - 28.7%EL - 27.3%, SED 28.5%, FY - 34.6%, AA - 36.7%, HI - 26.8% and SWD - 37.2%) and Suspensions for at least one day (“All” - 5.1%, AA 8.5%, EL 3.4%, HI 4.2%, SED 5.4%, SWD 3.9%, and FY 10.3%). In addition, the number of ELs who progresses at least one level decreased from 52.6% (20232) to 41.3% (2023).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year) - Grades 3-5	2022-23 All – 16% RFEP – 45% EL – 4% FY – 17% LI – 16% AA – 18% SWD – 0% HL - 17%	2023-24 All: 14% RFEP: 45% EL: 2% *FY: unknown LI: 14% AA: 16% SWD: 0% *HL: unknown *not enough students to report		2025-26 All – 22% RFEP – 51% EL – 10% FY – 23% LI – 22% AA – 24% SWD – 6% HL - 23%	All: -2% RFEP: no change EL: -2% FY: unknown LI: -2% AA: -2% SWD: no change HL: unknown
2	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year) - Grades 3-5	2022-23 All – 10% RFEP – 30% EL – 4% FY – 0% LI – 10% AA – 7% SWD – 0% HL - 17%	2023-24 All: 7% RFEP: 27% EL: 3% *FY: unknown LI: 7% AA: 6% SWD: 0% *HL: unknown *not enough students to report		2025-26 All – 16% RFEP – 36% EL – 10% FY – 6% LI – 16% AA – 13% SWD – 6% HL - 23%	All: -3% RFEP: -3% EL: -1% FY: unknown LI: -3% AA: -1% SWD: no change HL: unknown
3	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All – 25% RFEP – 53% EL – 31% FY – 28% LI – 27% AA – 25% SWD – 16% HL – 26%	2024-25 All – 30% RFEP – 71% EL – 30% FY – 37% LI – 31% AA – 25% SWD – 15% HL – 25%		2026-27 All – 31% RFEP – 59% EL – 37% FY – 34% LI – 33% AA – 31% SWD – 22% HL – 32%	All: +5% RFEP: +18% EL: -1% FY: +9% LI: +4% AA: No change SWD: -1% HL: -1%
4	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All – 64% RFEP – 90% EL – 67% FY – 56% LI – 65% AA – 56% SWD – 34% HL – 51%	2024-25 All – 62% RFEP – 92% EL – 64% FY – 38% LI – 61% AA – 46% SWD – 37% HL – 36%		2026-27 All – 70% RFEP – 96% EL – 73% FY – 72% LI – 71% AA – 62% SWD – 40% HL – 57%	All: -2% RFEP: +2% EL: -3% FY: -18% LI: -4% AA: -20% SWD: +3% HL: -15%

5	Decrease district-wide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2022-23 All - 28.7% EL - 27.3% SED - 28.5% FY - 34.6% AA - 36.7% SWD - 37.2% HI - 26.8%	2023-24 All: 44.0% EL: 32.5% LI: 43.4% FY: 59.1% AA: 66.9% SWD: 50% HI: 36.8%		2025-26 All - 22.7% EL - 21.3% SED - 22.5% FY - 28.6% AA - 30.7% SWD - 31.2% HI - 20.8%	All: +15.3% EL: +5.2% LI: +14.9% FY: +24.5% AA: +30.2% SWD: +12.8% HI: +10.0%
6	Reduce district-wide suspension by 3% – CA School Dashboard	2022-23 All - 5.1% EL - 3.4% SED - 5.4% FY - 10.3% AA - 8.5% SWD - 3.9% HI - 4.2%	2023-24 All: 7.4% EL: 3.9% LI: 7.4% FY: 0.0% AA: 11.5% SWD: 6.6% HI: 6.7%		2025-26 All - 2.1% EL - 1.4% SED - 2.4% FY - 7.3% AA - 5.5% SWD - 0.9% HI - 1.2%	All: +2.3% EL: +0.5% LI: +2.0% FY: -10.3% AA: +3.0% SWD: +2.7% HI: +2.5%
7	Increase the number of community partnership meetings 9 meetings (3 meetings per year) – as evidenced by agendas and sign-in sheets	2023-24 17	2024-25 9		2026-27 26	-8

Goal Analysis for 2024-2025

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

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

The overall implementation of these actions for Goal 10 was fully/partially/minimally implemented.
_5_ out of 12 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_0_ out of 12 actions were implemented fully as described and then expanded in the 2024-25 school year.
_0_ out of 12 actions were partially implemented in the 2024-25 school year.
_7_ out of 12 actions were minimally implemented.

Fully Implemented: Actions 1, 4, 5, 7, and 10 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: No actions were fully implemented and expanded in the 2024-25 school year.
Partially Implemented: No actions were partially implemented in the 2024-25 school year.
Minimally implemented: Actions 2, 3, 6, 8, 9, 11, and 12 were minimally implemented in the 2024-25 school year.

Successful Implementation of Actions:
Action 1 - The consultant was able to guide the teams to better understand lesson studies. Feedback from teacher teams was positive about the level of guidance and relevance of content to their planning and collaboration.

Action 4 - supplies for the MakerSpace were provided to maintain this space to encourage creativity and the scientific process

Action 5 - Ron Clark Housemania Training for the school staff before the school year began set the tone for its implementation.

Action 7 - Implementing the after school Dance program included the extra duty compensation for the staff member to teach this class

Action 10 - the contract was created with PiQE but the number of sessions were fewer than expected, supplies/materials.

For all 5 actions, the estimated actual expenditures were lower than originally proposed.

The most challenging aspects of our implementation of these actions has been as follows:
Much of the Equity Multiplier actions (2, 3, 6, 8, 9, 11, 12) were not started because they focused on the implementation of Ron Clark's Housemania in order to build school culture and belonging among the staff and students.

The majority of the time available for professional learning and collaboration was devoted to learning the House system, understanding how the incentive system supported the House system, and designing the activities for the students through their Houses.. The school adjusted its Equity Multiplier plan in order to account for conferences, workshops, and supplies to support the initial implementation of the Housemania system. Data on effectiveness will be available after the 2025 assessment season (CAASPP) is complete.

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.

Action 1 - ELA and Math PD: Planned $42,000, Estimated Actual $18,000 - cost for consultant was less than anticipated

Action 2 - Lesson Studies: Planned $10,368, Estimated Actual $0 - Did not start

Action 3 - Thinking Maps Training: Planned $9,225, Estimated Actual $0 - Did not start

Action 4 - Materials for MakerSpace: Planned $20,000, Estimated Actual $7,073 - purchased less materials than expected

Action 5 - Ron Clark Housemania Training: Planned $150,000, Estimated Actual $72,495 - purchased less materials than expected, did not provide training

Action 6 - Additional CKH Training: Planned $15,000, Estimated Actual $0 - Did not start

Action 7 - Dance Program: Planned $10,000, Estimated Actual $5,141 - Purchased less materials than expected

Action 8 - Half-time Music Teacher (including supplies and instruments): Planned $195,575, Estimated Actual $0 - did not start

Action 9 - Field Trips: Planned $14,715, Estimated Actual $0 - Did not start

Action 10 - PIQE and other parent workshops: Planned $35,000, Estimated Actual $16,777 - Contracted with PIQE but spent less on materials and other expenses

Action 11 - Additional Student Interventionist: Planned $42,454, Estimated Actual $0 - did not hire

Action 12 - Instructional Assistants for Kinder classes (2): Planned $71,440, Estimated Actual $30,554 - hired later in the year

Indirect Cost: Planned $0, Estimated Actual $8,383

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

Effective Actions:

Actions 1, 4, 5, 7 and 10 incurred costs lower than expected, so the allocations are partially expended.

Action 1 - the consultant was able to guide the teams to better understand lesson studies. Feedback from teacher teams was positive about the level of guidance and relevance of content to their planning and collaboration.

Action 4 - MakerSpace material availability foster the use of this space by more teachers across the school, encouraging student creativity and hands on experimentation to enhance learning.

Action 5 - Implementation of the Ron Clark Housemania model started with this initial series of trainings and workshops supported by Action 5.

Action 10 - the contract was created with PiQE but the length of time spent to secure the contract resulted in fewer sessions made available for the remainder of the school year. This will be adjusted for future years of implementation.

Ineffective Actions:
Actions 2, 3, 6 - were either not started (Parent Workshops) or because the vendors could not be secured to plan training sessions (Thinking Maps, additional CKH sessions). Metrics need to be created to measure attendance of these initiatives by staff

Action 9 - field trips were not planned because of a lack of staffing available to coordinate the trips for the grade levels

Actions 8, 11 - unable to secure candidates who were a good fit for the site

Action 12 - staff members not hired until later in the school year.

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

REMOVED Actions:
Action 3 - Thinking Maps Training
Action 6 - Additional CKH Training
Action 10 - PIQE & Other Parent Workshops

REVISED Actions:
Action 4 - Materials for MakerSpace is now Action 3
Action 5 - Ron Clark Hosemania Training is now Action 4 - LiveSchool Software - House Incentives
Action 7 - Dance Program is now Action 5 - Afterschool Dance Program
Action 8 - Half-Time Music Teacher is now Action 6 - Music Supplies & Instruments
Action 9 - Field Trips is now Action 7
Action 11 - Additional Student Interventionist is now Action 9
Action 12 - Instructional Assistant for Kinder Classes (2) is now Action 10

NEW Actions:
Action 8 - Ron Clark Housemania System
Action 11 - Noon Duty Supervisor
Action 12 - House Committee
Action 13 - Substitute Teacher Coverage
Action 14 - Professional Development - Conferences
Action 15 - Supplies for Use at Recess/Lunch
Action 16 - Afterschool Activities - Fitness Club
Action 17 - Afterschool Activities - Aviation 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA and Math PD	Professional development in both ELA and Math will be provided by a consultant. Our scores in ELA and Math are below standard. Therefore, our teachers will receive professional development from a consultant so that they can provide better first instruction and intervention when needed.	$18,000.00	No
2	Lesson Studies	Yucca will meet for 3-half day Lesson Study Days per grade level during the school year. Our scores in ELA and Math are below standard. Therefore, our teachers will receive professional development from a consultant so that they can provide better first instruction and intervention when needed.	$10,404.00	No
3	Materials for MakerSpace	Various materials/supplies to be utilized in MakerSpace. These materials will allow our students to engage in hands-on critical thinking activities which will increase our students capacity to problem solve.	$27,000.00	No

4	LiveSchool Software - House Incentives	Cost of annual digital license for access to LiveSchool to monitor House points and incentivize students to come to school every day, on time.	$8,000.00	No
5	After School Dance Program	A Folklorico/Hip Hop/Other dance program gives opportunities for our students to engage in a fine arts program during the school year that also supports pride in their culture and student engagement.	$5,300.00	No
6	Music Supplies & Instruments	The half-time music teacher will require materials to support the music program. Musical instruments including keyboard, recorders, ukuleles, rhythm sticks, tambourines, wood blocks, xylophones, boom whackers, etc. to be included.	$14,000.00	No
7	Field Trips	Additional field trips to be provided for all grade levels (entrance fees and transportation); supplements the core curriculum in specific subject areas.	$10,000.00	No
8	Ron Clark Housemania System	Certificated staff may attend a House Conference during the school year to learn engagement strategies for presenting common core standards. Students will use House points to purchase incentives for good attendance and behavior.	$80,000.00	No
9	Additional Student Interventionist	An additional student interventionist will be funded to help support at-risk students. The hours would be staggered so the whole school day would be covered between the two student interventionists. Goal 4 in our SPSA of maintaining a positive and safe learning environment.	$36,129.00	No
10	Instructional Assistants for Kinder classes (2)	To help support the Kindergarten teachers, one instructional assistant for each teacher will be provided. This person would support the teacher in working with the students (monitoring academic progress and behavior).	$66,618.00	No
11	Noon Duty Supervisor	Cost of one 5.75 hour/day Noon Duty Supervisor - An additional noon duty will be funded to ensure a safe and welcoming campus for students.	$30,860.00	No
12	House Committee	Extra duty compensation for certificated staff to join the House Committee which will meet for 10 hours during the school year to collaborate and plan student incentives and activities to engage and encourage students to improve their attendance and build school culture.	$9,000.00	No
13	Substitute Teacher Coverage	Substitute Teachers over 10 days to allow teachers to participate in professional development with a consultant.	$8,670.00	No
14	Professional Development - Conferences	Cost for site staff (classified, certificated, and administrators) to attend various conferences throughout the year to learn best practices and stay current on curriculum and instructional practices. Costs will include travel expenses and substitutes if attending during a work day.	$25,000.00	No
15	Supplies for Use at Recess/Lunch	Equipment and supplies to be used by students at recess and/or lunch to engage students in structured activities.	$2,000.00	No
16	Afterschool Activities - Fitness Class	Contract with an external vendor or extra duty for staff (including supplies) to provide an after school fitness class every day. Students will engage in the class that promotes physical fitness and physical health, which should build their confidence and self esteem.	$14,000.00	No
17	Afterschool Activities - Aviation Program	Cost of contract for a consultant to provide an after school aviation class (including supplies). Students will engage in the class where they will learn how to build and fly drones and RC airplanes, which should build their confidence and self esteem.	$15,000.00	No

Goal

Goal #	Description	Type of Goal
11	Tamarisk Elementary - Tamarisk School- During the 2025-26 school year, student subgroups ("All", SED, SWD, EL and AA) will demonstrate growth towards proficiency in ELA on the ELPI for ELs and in ELA and Math on the SBA and district LPMs. These subgroups will receive support through effective first instruction, small group instruction, and targeted interventions. Teachers and staff will be provided with professional learning opportunities in both academics and classroom/campus management to lead to academic growth and a structured, cohesive school environment inclusive to all.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

The goal was developed to address the lack of success by some subgroups to meet the academic goals set for our students at Tamarisk. In ELA, "All" students were 86 points below standard while ELs were 76 points, SED were 86 points, SWD were 138 points and AA students 110 points below standard. In math, "All" students were 101 points below standard with ELs being slightly higher at 95 points below standard but SEL were 102 points, SWD were 161 points and AA were 125 points below standard. Foster youth and unhoused did not have data reported due to the low number of students assessed. In behavior, there were 62 suspensions in 2023-24 with high suspension rates for "All" students at 5% as well as SED at 5%, SWD at 4% and AA at 9%. Foster youth rate of suspension was at 4%. In the 2024-25 school year there were almost 500 office referrals between August 2024 and April 2025. More than half of all office referrals occurred during unstructured recess time. The number of ELs who have progressed at least one level on the ELPAC has decreased by 11% and the number of ELs who have decreased at least one level have increased by almost 7 %. Overall, our chronic absenteeism is very high at 43% with ELs at 28%, SED at 43%, SWD at 44% and AA at 64%. Foster Youth and unhoused were at 41% and 50%, respectively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year)	2023-24 All: 17% RFEP: 54% EL: 6% LI: 17% AA: 10% SWD: 2%			2026-27 All: 23% RFEP: 60% EL: 12% LI: 23% AA: 16% SWD: 8%	To be updated in the 2026-27 LCAP

2	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year)	2023-24 All: 12% RFEP: 46% EL: 3% LI: 12% AA: 2% SWD: 0%			2026-27 All: 18% RFEP: 52% EL: 9% LI: 18% AA: 8% SWD: 6%	To be updated in the 2026-27 LCAP
3	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2024-25 All: 27% RFEP: 52% EL: 22% FY: 26% LI: 27% AA: 20% SWD: 10% HI: 11%			2027-28 All: 33% RFEP: 58% EL: 28% FY: 32% LI: 33% AA: 26% SWD: 16% HI: 17%	To be updated in the 2026-27 LCAP
4	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2024-25 All: 44% RFEP: 73% EL: 38% FY: 35% LI: 45% AA: 34% SWD: 26% HI: 37%			2027-28 All: 50% RFEP: 74% EL: 44% FY: 41% LI: 51% AA: 40% SWD: 32% HI: 43%	To be updated in the 2026-27 LCAP
5	Decrease schoolwide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2023-24 All: 42.7% EL: 28.1% FY: 40.9% SED: 43.4% AA: 63.6% SWD: 44.4% HI: 36.3% WH: 46.7%			2026-27 All: 36.7% EL: 22.1% FY: 34.9% SED: 37.4% AA: 57.6% SWD: 38.4% HI: 30.3% WH: 40.7%	To be updated in the 2026-27 LCAP

6	Reduce schoolwide suspension by 3% – CA School Dashboard	2023-24 All: 4.8% EL: 0.8% FY: 3.7% SED: 5.1% AA: 9.2% SWD: 4.3% HI: 3.0% WH: 11.4%			2026-27 All: 1.8% EL: 0.0% FY: 0.7% SED: 2.1% AA: 6.2% SWD: 1.3% HI: 0.0% WH: 8.4%	To be updated in the 2026-27 LCAP

Goal Analysis for 2024-2025

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.

This is a new Equity Multiplier Goal for 2025-26. Analysis of the 2025-26 goal will occur during the 2026-27 update cycle.

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.

This is a new Equity Multiplier Goal for 2025-26. Analysis of the 2025-26 goal will occur during the 2026-27 update cycle.

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

This is a new Equity Multiplier Goal for 2025-26. Analysis of the 2025-26 goal will occur during the 2026-27 update cycle.

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.

This is a new Equity Multiplier Goal for 2025-26. Analysis of the 2025-26 goal will occur during the 2026-27 update cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assistant Principal	An additional Assistant Principal will be funded to help support the implementation of CHAMPS and CKH that aligns with goal 4 of the SPSA to create a welcoming and safe environment. The additional leadership will allow the principal to spend additional time focused on instructional practices that support SPSA goals 1, 2, 3 and 4.	$197,210.00	No
2	CKH - Consultant	Two-day staff training in summer of 2025 is needed to implement the CKH model (EXCEL), to increase positive relationships between staff and students; create a common understanding of how students and staff interact on campus and provide a positive campus culture and climate. Training and implementation aligns with SPSA goal 4.	$25,500.00	No
3	Corwin - Consultant	Training for teachers throughout the school year, three trainings per semester, to support teachers on implementing and using evidence based and effective instructional strategies. First training would be summer of 2025. Approximately two-thirds of Tamarisk teachers are new to teaching and have been teaching three years or less. Scores in ELA and Math continue to show a deficit. Therefore, teachers are in need of professional development from a consultant so they can provide stronger first instruction and intervention when needed.	$54,000.00	No
4	Noon Duty Supervisors	Additional supervision is needed for students throughout the campus to support a safe school environment. Currently Tamarisk will only have 6 noon duties in 2025-26 to help supervise and monitor over 650 students in both the cafeteria and playground. Data demonstrates that office referrals from lunch time account for the majority of behavior incidents. Additional personnel will decrease the student-to-adult ratio.	$88,451.00	No
5	Compensation for Staff Training with Consultants	Compensation for staff for three days of training for staff members for trainings planned for summer of 2025. The cost accounts for three days for no more than 30 certificated staff and two days for 13 classified staff.	$37,224.00	No
6	Site Certificated Substitute	Daily site substitute teacher to provide half day coverage for teachers to allow teachers to meet with the LST and LC for planning and coaching. The consistency of the site sub allows for continuity for students.	$57,196.00	No
7	Bridges to Educational Excellence - Consultant	With support of LST and using the PLC+ model, a consultant will work with individual grade level groups four times in 2025-26, for a total of 12 consulting days, to bridge student data and training with Corwin to intentionally plan lessons to support small group instruction in ELA and Math.	$10,000.00	No
8	Student Interventionist	A student interventionist will be funded to help support the implementation of CHAMPS in the classrooms and throughout common areas on campus, providing support for small groups of students on social skills/restorative justice/classroom environment.	$41,446.00	No
9	Playworks	PlayWorks is a nonprofit organization that believes in the power of play to bring out the best in every child. Playworks helps schools and districts make the most of recess through onsite consultative support and professional development. Playworks will provide four days of on site training for noon duties/campus supervisors in organizing, running and maintaining structured play activities for students during recess. In addition, Playworks will provide two full day consultation visits following initial professional development to progress monitor site staff implementation of the program.	$20,700.00	No

Goal

Goal #	Description	Type of Goal
12	Learning Recovery Emergency Block Grant (LREBG) - To mitigate learning gaps and promote success for all students, learning recovery acceleration will include efforts to increase inclusive, equitable access to solid first instruction, provide and expand targeted interventions, and enhance support services that address student engagement, promote academic success, and foster social emotional wellness.	Broad Goal

State priorities addressed by this goal.

1, 2, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

Palmdale School District has unexpended LREBG funds for the 2025-26 school year.

The Learning Recovery Emergency Block Grant (LREBG) provides additional one-time monies to local educational agencies (LEAs) for learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional wellbeing to combat the impact of the COVID-19 pandemic. A comprehensive needs assessment was conducted, reviewing state and local achievement scores in CAASPP performance of Mathematics and ELA and Chronic Absenteeism to identify the schools and students who are in greatest need for learning recovery acceleration and support. Every school in PSD is in the Very Low or Low performance levels for CAASPP Math and ELA performance, and Very High or High performance levels for Chronic Absenteeism. EC Section 52064.4 requires that LREBG funds shall be included in the LCAP, or the annual update to the plan, for the period of July 1, 2025, to June 30, 2028.

Based on this needs assessment, Goal 12 has been designed to address the major areas of support required for students to accelerate their learning recovery: Actions 1, 2, 4, and 13 focus on the social emotional learning supports required for students, especially with a trauma-informed lens. Student engagement strategies are the focus of Actions 5, 14, 18, 26, and 27 address the need to motivate students to engage more consistently in their education and provide accessible support that can be implemented by instructional staff, certificated and classified. Action 6 implements the Yondr Pouches which minimize external distractions brought by electronic devices in the classroom environment. Actions 15, 22, and 29 emphasize the importance of data review for efficient progress monitoring of student achievement, crucial to ensuring recovery moves forward. The bulk of the support is focused around strategies that support and enhance instruction of the academic core, specifically math and ELA (Actions 8, 9,. 10, 12, 17, 20, 21, 23, 25, 28 and 30) across the various school levels, including support for students who struggle with accessing the curriculum, helping teachers understand the new frameworks for academic standards, and infusing technology to enhance the delivery of these standards to students in relevant, culturally responsive instruction.

Actions proposed by the district align to one of five strategies to support these efforts to ensure more students in our district are learning at grade-level proficiency by June 30, 2028.These research based strategies will promote accelerating progress to close learning gaps, integrating pupil supports to address barriers in learning. reduce barriers for graduation and increase college eligibility, and provide additional academic services to monitor learning. Metrics selected to monitor progress toward accelerated learning recovery include the CAASPP assessments in ELA and Mathematics and Chronic Absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Distance from Standard, ELA CAASPP decrease distance from standard by 25 points in 3 years	2023-24 All -61.4 points EL: -76.8 points LTEL: -120.9 points HOM: -85.5 points FY: -115.1 points AA: -97.6 points HI: -57.7 points SED: -65.7 points SWD: -130.3 points MR: -53.2 points			2026-27 All -36.4 points EL: -51.8 points LTEL: -95.9 points HOM: -60.5 points FY: -90.1 points AA: -77.6 points HI: -32.7 points SED: -40.7 points SWD: -105.3 points MR: -28.2 points	To be updated in the 2026-27 LCAP
2	Distance from Standard, Mathematics CAASPP decrease average distance from standard by 40 points in 3 years	2023-24 All: -98.2 points EL: -112.1 points LTEL: -180.6 points HOM: -135.4 points FY: -138.6 points AA: -138.3 points HI: -94.5 points SED: -102.8 points SWD: -160.5 points WHI - 66.6 points MR - -89.6 points			2026-27 All: -58.2 points EL: -82.1 points LTEL: -140.6 points HOM: -95.4 points FY: -98.6 points AA: -98.3 points HI: -54.5 points SED: -62.8 points SWD: -120.5 points WHI - 26.6 points MR - -49.6 points	To be updated in the 2026-27 LCAP
3	Chronic Absenteeism Rate decrease average rate by 15% in 3 years	2023-24 All: 31.3% EL: 25.2% LTEL: 31.5% HOM: 54.0% FY: 29.5% AA: 43.3% HI: 29.4% SED: 32.6% SWD: 37.6% WHI: 27.1% MR: 37.9%			2027-28 All: 16.3% EL: 10.2% LTEL: 16.5% HOM: 39.0% FY: 14.5% AA: 28.3% HI: 14.4% SED: 17.6% SWD: 22.6% WHI: 12.1% MR: 22.9%	To be updated in the 2026-27 LCAP

Goal Analysis for 2024-2025

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.

This is a new LREBG Goal for 2025-26. Analysis of the 2025-26 goal will occur during the 2026-27 update cycle.

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.

This is a new LREBG Goal for 2025-26. Analysis of the 2025-26 goal will occur during the 2026-27 update cycle.

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

This is a new LREBG Goal for 2025-26. Analysis of the 2025-26 goal will occur during the 2026-27 update cycle.

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.

This is a new LREBG Goal for 2025-26. Analysis of the 2025-26 goal will occur during the 2026-27 update cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Daybreak - school based mental health services	Daybreak: school-based mental health services, crisis intervention, trauma informed support. Providing mental health services directly within schools leads to earlier identification and intervention, reducing stigma and improving student access to vital care. Implementing trauma-informed support helps create a nurturing environment, improving student well-being, behavior, and academic engagement. These integrated services lead to better student outcomes, including improved attendance and reduced disciplinary issues.	$99,000.00	No
2	Unlimited K-12 Teletherapy Services	Unlimited K12 Teletherapy Services: virtual mental health services (therapy, counseling, crisis intervention). Offers accessible and convenient mental health support, especially for students facing barriers to traditional services. This flexibility promotes continuity of care, crucial for student well-being and academic engagement.	$210,900.00	No
3	Maia Learning Pathfinders Program	Maia Learning Pathfinders Program: College/Career Readiness Tool. Early and sustained college and career readiness initiatives are vital for student success after graduation. Will help students	$17,500.00	No

		explore interests, plan pathways, and make informed decisions, leading to increased engagement and higher post-secondary enrollment rates.		
4	Annual Wellness Together Conference, 2025	Annual Wellness Together Conference: 9/29 - 10/1/25: attendance of District Mental Health Staff. High-quality professional development for mental health staff improves their knowledge and skills, ensuring they provide up-to-date and effective services. This enhances their ability to support student social-emotional and mental health needs, fostering a more responsive school environment.	$23,000.00	No
5	Little Whisk Academy	Little Whisk Academy: hands-on culinary workshops for FY & HOM students in SY 25-26. Engaging vulnerable students in hands-on programs like culinary arts boosts social-emotional development, self-esteem, and practical life skills. These experiences improve engagement, attendance, and offer positive outlets, contributing to overall well-being.	$45,000.00	No
6	Yondr Pouches & Replacements	Yondr: Pouches & Replacements at Secondary schools to prevent electronic device use during school day. Limiting electronic device use during school hours reduces distractions, improves student focus, and enhances face-to-face social interactions. This creates a more engaged learning environment, which can lead to improved academic outcomes.	$90,000.00	No
7	Contracted Tutoring Services, Core Academic Subjects	Tutoring Services from external vendors before and after school to meet the service demands to close identified learning gaps for students in core subjects, including ELA and Math for all students, including AA & SWD. High-dosage, targeted tutoring is a highly effective intervention for accelerating learning and closing academic gaps. It provides individualized support, which significantly improves student achievement in reading and mathematics across all student groups.	$2,342,000.00	No
8	Summer Training, Classified Instructional Support Staff	Summer Training for Classified Instructional Support Staff (Paraeducators, Instructional Aides). Well-trained instructional support staff significantly contribute to positive student outcomes, especially for students needing extra help. Professional development boosts their capacity to implement interventions and manage classrooms, improving overall instructional quality and student support.	$267,000.00	No
9	Co-Teaching Collaboration: Job-Embedded Support	Secondary Co-Teaching Teams Collaboration, Substitute Teacher Coverage, Special Education. Co-teaching, where general and special education teachers collaborate, improves academic achievement for students with disabilities and often benefits all students. Dedicated collaboration time enables effective joint planning and differentiated instruction, strengthening inclusive practices and accelerating learning.	$80,640.00	No
10	Co-Teaching Collaborative Sessions - PBL	Saturday Co-Teaching and Project Based Learning (PBL) Collaboration sessions, Special Education. PBL boosts student engagement, critical thinking, and content understanding through real-world problem-solving. When combined with co-teaching, it provides accessible and challenging learning experiences for students with disabilities, fostering deeper learning and collaboration.	$189,280.00	No
11	Tutoring, Before- and After-School, ELA & Math	Tutoring services before and after school from certificated teachers to close identified learning gaps for students in core subjects, including ELA and Math for all students including English Learners and Long Term English Learners (2900 hours total for all sites). Targeted, supplemental instruction by certificated teachers effectively closes academic gaps and accelerates learning. For English Learners, it provides crucial support in academic language development, promoting equitable access to core content & improved achievement.	$188,500.00	No
12	Certificated Professional Learning: accelerate instruction/close learning gaps in ELA & Math	Professional learning (non-school time) for teachers on small group instruction to accelerate instruction or close identified learning gaps students may have in ELA and math including how to progress monitor student learning. High-quality professional development focused on small group instruction enables teachers to provide targeted support that effectively closes achievement gaps. Training in progress monitoring further ensures instruction is responsive to student data,	$48,000.00	No

		maximizing learning acceleration.		
13	Certificated Professional Learning: Social Emotional Wellness	Professional learning, workshops, resources to meet the Social Emotional Wellness needs of students and staff. Investing in social-emotional wellness for both students and staff is crucial, as well-being is directly linked to academic success. Professional learning in this area fosters a positive classroom climate, equips staff to support emotional needs, and creates a more resilient learning environment.	$66,000.00	No
14	EveryDay Labs: Chronic Absenteeism support and tracking	Everyday Labs tracking, mentoring, support for students and families with chronic attendance challenges. Chronic absenteeism significantly predicts academic failure. Data-driven systems like EveryDay Labs identify at-risk students, facilitate family communication, and enable targeted interventions to re-engage students and improve attendance, leading to better learning opportunities.	$130,000.00	No
15	Eureka Math: Progress student monitoring	Eureka Math- elementary progress student monitoring tool. Effective progress monitoring is essential for identifying student needs, evaluating interventions, and informing instructional decisions. Tools like Eureka Math allow teachers to track understanding, pinpoint difficulties, and tailor instruction, ensuring systematic and responsive learning.	$64,400.00	No
16	95 Percent: Reading Intervention Tool	95 Percent Reading data system - service for student progress monitoring of reading intervention tool. Systematic assessment and continuous progress monitoring are vital for effective reading intervention. Data systems like 95 Percent Reading help educators track student growth, identify struggles, and adjust strategies, ensuring timely, evidence-based support crucial for long-term reading success.	$68,680.00	No
17	Certificated Professional Learning: Math & ELA Framework & Standards, high leverage practices - extra duty compensation and coaching	Focus on professional learning non-school hours for teachers to build clarity and capacity on the Math standards, Framework, Standards for Mathematical Practices and conceptual building of high leverage, evidence-based instructional practices and monitoring of student achievement progress. High-quality professional development with coaching on standards and high-leverage practices significantly improves teaching and learning. This focused training, combined with individualized support, helps teachers integrate new strategies, accelerating student achievement in core academic areas.	$1,734,000.00	No
18	Capturing Kids' Hearts extra duty compensation substitute coverage	Continue Capturing Kids Hearts (CKH) at all schools and the district office utilizing substitutes for certificated/classified professional learning, extra duty hours at the school sites for appropriate personnel to plan continued monitoring and implementation. Programs like CKH foster positive school culture, improve relationships, and reduce disciplinary issues. Dedicated time for staff training and planning ensures effective implementation, leading to sustainable improvements in student well-being and school climate.	$167,800.00	No
19	MTSS Instructional Coach	Refill position of MTSS instructional Coach to continue progress monitoring of supports and student learning needs across the district with direct service to site teachers, families, and students. An MTSS Instructional Coach is crucial for implementing a Multi-Tiered System of Supports, providing comprehensive tiered support for all students. Coaches offer job-embedded professional development and data analysis support, ensuring effective intervention implementation and accelerated learning.	$200,000.00	No
20	Instructional Materials: Dual Immersion	Dual Immersion instructional materials to continue building language proficiency and academic success in two languages for all language learners in PSD. Dual immersion programs foster bilingualism and biliteracy, enhancing cognitive flexibility and academic achievement. High-quality materials in both languages are fundamental for rich content instruction and successful language development, leading to overall academic success.	$439,000.00	No
21	Certificated Professional Learning: Dual Immersion -	Dual Immersion professional learning to continue building language proficiency for all language learners in PSD and monitoring of student achievement progress in both English and Spanish.	$129,120.00	No

	language proficiency	Effective dual immersion requires educators skilled in content instruction and second language acquisition. Professional development ensures teachers can maximize language and academic growth, leading to data-informed decisions and stronger bilingual fluency for students.		
22	Assessment & Monitoring Systems Pilot Review	Pilot IReady and NWEA assessment and monitoring system of student learning in ELA and Math. Reliable assessment systems are vital for informing instructional decisions and tracking student progress. Piloting tools like IReady and NWEA provide diagnostic insights and actionable data, enabling precise differentiation and targeted interventions to accelerate learning in core subjects.	$25,000.00	No
23	Certificated Professional Learning and Materials: ELD support and progress monitoring	ELD materials and professional learning to support English Learners in the classroom with designated and integrated English Language Development including teacher professional learning and language acquisition and achievement progress monitoring. Specialized instruction for English Learners requires professional development and appropriate materials to build language proficiency and content knowledge. Systematic progress monitoring ensures ELs equitably access the curriculum and achieve academic success.	$173,000.00	No
24	School Library: Culturally Responsive Texts/Supplies	Update school library books to include increased access to culturally responsive texts and other books of interest to students in order to promote reading for all students. Providing culturally responsive texts increases student motivation to read and improves comprehension. When students see themselves reflected in literature, it fosters belonging and makes reading more personally relevant, leading to stronger literacy skills and academic achievement.	$290,000.00	No
25	Coaching Certificated, Classified, Leadership, Early Literacy & Intervention	Coaching for school leaders, teachers, and instructional assistants on Mastery Guides, comprehension, vocabulary, and other foundational and early intervention reading skills with monitoring of student achievement progress. Instructional coaching is a highly impactful form of professional development, leading to significant improvements in teacher practice and student outcomes. This targeted, job-embedded support, combined with data-driven progress monitoring, accelerates literacy development for all students.	$200,000.00	No
26	Technology Tools to Enhance Learning and Sharing	Updated technology tools for teachers to be able to plan instruction, monitor student learning, display of lessons and materials, and digital collaboration with colleagues and parents to increase both instructional proficiency and student learning. Effective technology integration enhances teaching and learning by streamlining planning, enabling dynamic content delivery, and facilitating progress monitoring. Digital collaboration further supports professional learning and parent communication, leading to improved instructional quality and student achievement.	$2,300,000.00	No
27	Certificated & Classified Professional Learning: Restorative & Trauma-Informed Practices	Restorative Justice and trauma-informed practice professional learning for all faculty and staff to reduce the number of suspensions and student conflict. Restorative Justice reduces disciplinary referrals and improves school climate by focusing on repairing harm and building relationships. Trauma-informed practices help staff understand trauma's impact, fostering supportive environments that prevent re-traumatization, leading to reduced conflict and improved well-being.	$34,000.00	No
28	Small Group Instruction & Intervention: cost of roving substitutes	Hire retired teachers as substitutes to provide extra reading and math intervention in small groups using evidence-based high leverage strategies to address identified learning gaps for students showing the most need. Small group instruction offers targeted, differentiated teaching crucial for closing academic gaps. Retired teachers bring valuable expertise for delivering intensive, evidence-based interventions, ensuring students receive focused attention and accelerate their progress in core subjects.	$380,000.00	No
29	Student Learning Monitoring systems	Student Learning Monitoring Information System contract - current Renaissance Learning DnA, additional MTSS tracker (to be named). Comprehensive assessment and monitoring systems are fundamental for data-driven decision-making in education. These systems provide real-time data to identify student needs, evaluate intervention effectiveness, and customize instruction, leading to improved outcomes across the board.	$339,000.00	No

30	Certificated Professional Learning: Summer - Literacy & Math Camps	Literacy and Math Camps for summer professional learning utilizing specific strategies to close identified learning gaps across the district. Summer learning programs mitigate "summer learning loss" and offer targeted intervention and enrichment. When combined with professional learning for teachers, these camps create a powerful synergy, directly benefiting students and enhancing teacher capacity for future instruction, leading to sustained academic gains.	$500,000.00	No
31	Summer PRIME Math Readiness Program	The Summer PRIME Math Readiness Program is a 20 day summer program for students entering 6th Grade and 9th grade focused on preparing them for middle school math (6th) or Algebra I (9th). This program was developed in partnership with the STEM Outreach Group of the 412th Test Wing at Edwards Air Force Base. This is the 4th year of its implementation. Costs include: extra duty salary compensation for 3 Math teachers (serving as co-teachers with the PRIME program mentors), day custodian, campus supervisor, child nutrition assistant, and extra duty hours for student recruitment and professional learning sessions for lesson design/content instruction. Early intervention programs at critical transition points significantly improve long-term academic success and close achievement gaps by preparing students for rigorous mathematics.	$60,000.00	No
32	Classified Student Support - Progress Monitoring & Data Analysis	The Educational Services Division requires the support of a Bilingual Administrative Clerk to support the Assessment for Learning Office with the distribution, collection, and analysis of data necessary for monitoring acceleration of student learning recovery, interfacing with the school sites and the various district departments responsible for accelerated learning recovery efforts. Robust data collection and analysis, facilitated by dedicated bilingual support, is essential for effective progress monitoring and identifying areas for accelerated learning recovery, directly informing instructional adjustments and optimizing efforts to close learning gaps.	$80,474.00	No
33	Literacy Coaches, Yellen & Oak Tree	Maintain the staffing of Literacy Coaches at two of our K-8 specialty sites (Oak Tree and Yellen) upon expiration of the grant supporting their positions in December 2025. These coaches are responsible for providing targeted intervention for the most at-promise children in Grades K-8 with the greatest underachievement in CAASPP performance (red, Math & ELA) being supported at these schools. Literacy coaches provide essential targeted intervention and individualized support for at-promise students, a highly effective strategy for accelerating reading proficiency and overall academic recovery. Maintaining these critical full-time positions ensures continuity of specialized support for vulnerable learners.	$278,046.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$68,283,290.00	$8,783,607.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.17%	0.00%	$0.00	40.17%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1 (elementary)	Language barriers make it difficult for English learners to access grade level curriculum. English Learners also need authentic, focused opportunities to practice listening, speaking, reading, and writing in English. 2024 Dashboard results for ELA and Math indicate that both EL and LTEL students are at the red performance level for ELA and Math. Both foster youth and low-income students experience learning gaps due to transiency, attendance issues, and the need for social-emotional support. 2024 Dashboard results indicate that FY students are at the red performance level for ELA and Math and LI students are at the orange level in ELA and red in Math.	English learner students are provided well-trained staff who are able to support English learners' language acquisition goals through small group instruction, intervention and extension activities. Well-trained instructional staff, trained in trauma enforced practices, as well as instructional strategies, and social-emotional skills, implement strategies and use supplemental curricular materials to meet the needs of our foster and low-income students. Instructional staff, trained in behavioral and social-emotional skills, enhance students' ability to remain in the classroom and on task. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	SBA (1.1 - ELA, 1.3 - Math) LPM (1.5, 1.12 - ELA, 1.7, 1.11 - Math) Dashboard (1.9 - ELA, 1.10 - Math) Local Indicators (1.20, 1.22)
Goal 1 Action 2 (middle)	Language barriers make it difficult for English learners to access grade level curriculum, as well as, English learner students require authentic opportunities to practice listening, speaking, reading, and writing in English. LTELs need additional support with language acquisition and academic tutoring that supports reclassification. 2024 Dashboard results for ELA and Math indicate that EL and LTEL students are at the red performance level for ELA and Math. Both foster youth and low-income students experience learning gaps due to transiency, attendance issues, and the need for social-emotional support. 2024 Dashboard results indicate that FY students are at the red performance level for ELA and Math, with LI students are at the orange level in ELA and red in Math.	English learner students are provided well-trained staff that are able to support English learners', including LTELs, in language acquisition goals through small group instruction, intervention and extension activities. Well-trained instructional staff, trained in trauma enforced practices, as well as instructional strategies, and social-emotional skills, implement strategies and use culturally relevant supplemental curricular materials to meet the needs of our foster youth and low-income students. Instructional staff, trained in behavioral and social-emotional skills, enhance students' ability to remain in the classroom and on task. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	SBA (1.2 - ELA, 1.4 - Math) LPM (1.6 - ELA, 1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) Local Indicators (1.20, 1.22)

Goal 1 Action 3	English learners need targeted, specific instructional supports from staff in order to successfully reclassify as Fluent-English Proficient and be academically successful. EL students need focused support in the four domains. While scoring higher on the 3rd Quarter (Q3) LPMs in ELA and Math compared to the CAASPP SBA, EL students still perform below grade-level standard. Foster youth need small group instruction where they can gain confidence in their abilities, take risks with their learning, and even participate in extension activities when appropriate. Assessments for foster youth take on a greater importance when schools/teachers do not have access to transcripts, assessment data, or social-emotional and behavioral information on their foster students due to transiency and absenteeism (leading to enrollment nonstability). While scoring higher on the 3rd Qtr LPMs in ELA and Math than on the CAASPP SBA, Foster students still scored below standard. PLCs are necessary for low-income students because small group instruction contributes to their understanding of foundational skills, especially in ELA and Math, which has consistently been identified as underperforming. Low-income students suffer from higher chronic absenteeism rates, causing gaps in their learning. Small group instruction is crucial to helping them “catch up” on what they have missed. While scoring higher on the 3rd Quarter (Q3) LPMs in ELA than on the CAASPP SBA, LI students still perform below grade-level standard.	PLCs provide multiple opportunities to establish plans for strategic small group to practice literacy and communication skills, develop vocabulary, and receive English language development instruction. Establishing and supporting PLCs to determine learning gaps, set realistic expectations for students to learn grade level content, and the time required to learn is crucial for foster youth. Well-developed lessons geared toward their needs and paced at a rate they can experience success, are needed to change their perception of their knowledge and abilities. PLCs analyze student achievement data and establish goals to increase the level of student performance on grade level or course competencies. PLCs identify the sequence and pacing of instruction to challenge students without overwhelming them. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) CAST (1.13 - Science) Local Indicators (1.20, 1.21, 1.22)

Goal 1 Action 4	With our English Learner population, language and cultural differences necessitate the use of supplemental curriculum and instructional strategies and the assessments that determine academic growth. Looking at the discrepancy between SBA results and the 3rd Quarter (Q3) LPM results we note a large difference. This indicates that our current local assessments are not effective in predicting how well students will meet grade-level standards on the SBA. Foster and low-income students need the supplemental curriculum, instruction, and assessments as they tend to have gaps in their learning due to transiency and chronic absenteeism, requiring supplemental materials to scaffold learning. Foster youth and low-income students need supplemental curriculum, instruction, and assessments that can mitigate the gap between what they have learned and what they need to know. Foster Youth and low-income have higher absenteeism rates, less access to technology and resources outside of the school day, and higher levels of transiency across schools. These factors all contribute to an inconsistent educational experience. Reviewing the discrepancy between SBA results and the 3rd Quarter (Q3) LPM results we see a large discrepancy indicating that current assessments are not effective in predicting how well students will meet grade-level standards on the CAASPP SBA.	For English Learners, supplemental materials and strategies that focus on language acquisition and development are essential to ensuring access to grade level curriculum. These support language development and practicing reading, writing, speaking, and listening. Supplemental Curriculum, Instruction, & Assessments support the needs of our Foster Youth and Low-income students by providing assessment data that determines learning gaps that can then be taught or retaught using specific curriculum for small group instruction and instructional strategies that address the needs of these individual students. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) CAST (1.13 - Science) Local Indicators (1.20, 1.21, 1.22)

Goal 1 Action 5	Foster youth and low-income students are limited in being able to take advantage of opportunities to attend schools of choice based on factors beyond their control, including financial stability, location of schools, family responsibilities, and transportation. English Learners need opportunities to strengthen their home language skills in speaking, listening, reading, and writing, as well as, in learning English.	The schools of choice provide opportunities for students living in high poverty neighborhoods to attend schools that focus on Dual Language Immersion instruction, International Baccalaureate (IB), and the Middle School Magnet programs, options that traditionally are open only to more affluent neighborhoods and schools. For unduplicated students who attend the IB program at Palmdale Learning Plaza, they will receive academic support, learn to think critically to apply their knowledge in real world situations and leadership opportunities through engagement in global themes. The IB program encourages high academic achievement, social-emotional skills and well-being through the development of the 10 characteristics schools strive to foster in their students, called the IB Profile. The magnet middle school pathways ensure unduplicated students are able to take elective classes that expand their interests, an added incentive to attend school regularly and develop academic skills. For English Learners, the Dual Immersion Schools of Choice offers an opportunity to study in both Spanish and English. It provides them with strong language skills in their home language, as well as, in English. Schools of Choice deliver a rigorous and robust program ensuring high academic achievement and promoting both high school graduation and college and career readiness. This action is provided on a LEA-wide basis to address this need district-wide.	SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) CAST (1.13 - Science) Local Indicators (1.20, 1.21, 1.22)

Goal 1 Action 6	Educational partners have determined that English learners, foster youth, and low-income students need supplemental instructional materials that support student access to core curriculum; as well as, programs such as Project Lead the Way which provide relevant and culturally responsive teaching, engaging lessons, and promote deeper academic understanding in the STEAM competencies. 2024 CA School Dashboard results for ELA and Math indicate that EL and FY students are on the red performance level for ELA and Math, with LI students on the orange level for ELA and red in Math. EL students need the additional support through technology, both personnel and software, to address their need for opportunities to practice language skills.	School sites will also be supported to hire additional instructional aides and tutors for before and after school interventions, extended learning, enrichment opportunities, and access to software programs and technology coaches. Foster youth and low-income students need additional support in the form of personnel such as aides or tutors to provide one-on-one instruction and support to target learning goals. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) CAST (1.13 - Science) Local Indicators (1.20, 1.21, 1.22)
Goal 1 Action 7	For foster youth, low-income, and English learners the ability to access technological tools is crucial to having access to and understanding of core curriculum. EL students need access to technology both in school and outside of school. Palmdale School District recognizes that many of our foster youth and low-income students may not have access to technology at home that mirrors what is available at school. We also recognize that, to be successful in the 21st century, our students must possess the academic skills and technical knowledge necessary to compete in a global society. The PSD Technology survey reports that student collaboration through technology and digital tools continues to improve, and the gap between elementary and secondary continues to narrow: Grades 2-5 are at 88% and whereas Grades 6-8 are at 91%.	Continuing to grow both the amount of technology, as well as, necessary training promotes the optical technology engagement. Access to technology (devices, hotspots, software, etc.), supplemental and core curricular resources, family's experience with technology are factors for lack of access to curriculum. Technology provides support for academic achievement using software that provides opportunities to practice language skills, utilize text-to-speech functions, develop vocabulary, and apply knowledge to various curricular areas on a daily basis. Students will have access to technological devices and tools to support learning and enrich curriculum in order to support academic achievement and promote high intellectual performance. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	Student Technology Survey (1.19)

Goal 1 Action 8	English learners require multiple opportunities to use language, develop vocabulary and communicate with others in order to acquire language at a proficient level in all areas of core content. PSD has also identified through an analysis of Physical Fitness Test (PFT) results from prior administrations that many of the students not meeting the requirements of the Healthy Fitness Zone (HFZ) test are students of low-income, as well as, foster youth. As low-income and foster students have limited access to community physical education programs; these students would benefit from a robust, physical education program that goes beyond the minimum 200 minutes and standards required by current state guidelines.	The Physical Education program is staffed with credentialed Physical Education teachers. Their instructional aides not only meet the basic minutes and standard requirements for P.E., but they collaborate with their peers across the district as well as with the general education teachers at their sites so they can reinforce and support ELA and Math goals during P.E. time. This is especially helpful for English Learners to learn vocabulary, understand academic language associated with physical education and develop communication skills required in team playing. Credentialed Physical Education teachers and their supporting Instructional Aides provide students with a deeper understanding of what it means to be physically fit, to understand body mechanics to effectively execute skills used in various sports, and the rules of the games. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	HFZ (or its replacement - 1.18) Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2023-2024. SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) CAST (1.13 - Science) Local Indicators (1.20, 1.21, 1.22)
Goal 1 Action 12	English learners, foster youth, and low-income students often are unable to experience electives during their middle school years, as they are required to take classes to improve academic success or support language development. CAASPP SBA data, 3rd Qtr LPM data and reclassification rates all show the need for our unduplicated students to receive additional tutoring, ELD support. Parents and students want opportunities to explore areas of interest through elective classes.	By adding an additional 12 minutes to the day, schedules can be adjusted to allow an extra period. EL, foster, and low-income students are able to take an elective class to explore areas of interest or talent. The extra period provided time for EL students to receive additional time in ELD and still be able to participate in an elective course. This continues language development for reclassification of our English learners. For foster youth and low-income students, the ability to take electives can mean being engaged in learning, resulting in reduction of absences and less behavior issues.	SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math, 1.16 - EL) CAST (1.13 - Science) Reclassification (1.14) ELPAC (1.15) LTELs (1.17) Local Indicators (1.20, 1.21, 1.22) Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2)

Goal 1 Action 13	Educational partners have expressed that English learners can feel isolated when schools do not show appreciation for their culture and its accomplishments. Opportunities for them to honor their cultural heritage and language are critical to engaging students. Foster and low-income students need activities that provide opportunities for them to build relationships with staff and peers, increase academic learning in fun and exciting ways, develop stronger connections to various cultures within the community, and build upon their interests before, during, and after school to enhance their learning experience. Attendance (91.43% ADA) and Chronic absenteeism (21.2%) rates provided by Infinite Campus and CA School Dashboard show that PSD continues to struggle with attendance.	English learners benefit from programs and activities that expand knowledge of their culture and provide opportunities to expand their interests and talents through experiences such as competitions (Science Olympiad, P.E. Olympiad, Robotics Tournaments, Mathletes, etc.) This goal also provides funding for field trips and activities that support core curricular areas. For Foster and low-income students, programs and activities that encourage student engagement are varied covering math, science, physical education, in which students can integrate culture and interests. The programs and activities lead to a decrease in absences, more interest in learning, and stronger connections to the school community. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) CAST (1.13 - Science) Local Indicators (1.20, 1.21, 1.22) Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2)
Goal 2 Action 1	This is especially important for foster and low-income students as they tend to have more health issues that impact attendance and academic achievement. Currently the LCAP /Title I Survey shows that 75.8% of parents are satisfied with the service they receive through Student Health Support.	Foster youth and low-income students receive assistance through the Health Services office personnel to receive vaccinations and referrals to clinics – dentistry, health care professionals, and other information. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	Health Support (2.15)
Goal 2 Action 2	English learners, foster youth, and low-income students benefit from social-emotional supports that create an inclusive, caring, safe environment in which to learn. EL students can feel separated from their peers due to their language barrier and lack of understanding of cultural differences. Foster and low-income students often deal with trauma, needing support to develop social skills and strategies for handling emotional/behavioral issues. Results from the CA Healthy Kids Survey shows that the elementary schools have a positive engagement with their schools but middle schools need to provide more opportunities, and CA School Parent and Staff Surveys (CSPS & CSSS) show a need for additional social-emotional supports at the elementary schools.	A welcoming, friendly start to the day releases anxiety and sets students up for learning, collaboration with peers, and developing relationships. School staff trained in Capturing Kids Hearts welcome students to their class daily, utilize social contracts, and establish clear expectations within the classroom. English learners receive behavior support that stems from their experiences of prejudice due to language and cultural differences. Foster and low-income students are provided small group instruction surrounding behavioral and social-emotional skills that keep students in the classroom where they can learn. These groups allow them to share their feelings and anger then use techniques and skills to provide a sense of well-being. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	CHKS (2.7, 2.8) CSPS/CSSS (2.9) Title I/LCAP Survey (2.11)

Goal 2 Action 3	In the Palmdale School District, EL and Foster students are provided many services that support them academically, behaviorally, linguistically, through various interventions. A site-based adult is needed to monitor that students are receiving all supports that they require based on data and goals of the English Learner and Foster Youth Support Plans. CA School Dashboard shows that district wide suspension rates for FY (9.7%) and LI students (5.2%) are high. Students need to be monitored for social-emotional supports and be provided assistance with attendance issues and/or behavioral interventions.	Foster youth and English learners receive a designated person to monitor their academic success, determine needed interventions and supports, ensure they participate in activities/are serviced through the English Learner and Foster Youth Support Plans, and to determine additional programs needed to support social-emotional well-being. Site Assistant Principals are designated to be the person who works with EL, FY and LI students and their families to ensure they receive needed supports. Putting this oversight on campus personnel who can make changes and understand the processes required strengthens the level of support provided for these students. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	Discipline (2.4, 2.5, 2.6)
Goal 2 Action 5	Foster and low-income students need to understand the relevancy of learning, and to be able to express what they have learned by harnessing and utilizing their creativity and encouraging them to pursue artistic interests. Sharing their knowledge through relevant projects would help FY and LI students feel more connected to school. The 2024-25 CA Healthy Kids Survey indicates 63.3% of students in the 5th grade and 45.4% of students in the 7th grade feel engaged with/connected to their school. District-wide attendance for the 2024-25 school year is 92.16%, according to Infinite Campus, EveryDay Labs and the CA School Dashboard. District-wide Chronic absenteeism rate for 2024-25 31.3%, indicative of consistent attendance being an issue for the district.	The Student Design Projects are focused on integrating content knowledge with real world experiences. Students will receive design criteria around a theme, then create designs and submit to professionals in the industry. Students will learn design management, assessment, and cycles of design. Students will be supported by three M&O personnel and an additional six custodians to bring their designs to completion. This action is provided on a LEA-wide basis to address this need district-wide.	CHKS (2.7 - engagement) Attendance & Chronic Absenteeism (2.1, 2.2)

Goal 2 Action 6	English learners, foster, and Low-Income students need school staff with a deeper understanding and a different perspective on the abilities of students from multicultural and multilingual backgrounds. Unduplicated students need school staff that appreciate and respect their cultures and their accomplishments, understand the cultural differences and how they can be of benefit within the classroom environment. Unduplicated students have skills that are not always recognized due to language, physical, social, and emotional barriers. District-wide attendance for 2024-25 school year is 92.16%, according to Infinite Campus and the CA School Dashboard. District-wide chronic absenteeism rate for 2024-25 is 31.3%, indicative of consistent attendance being an issue for the district. The CA School Dashboard reports student suspension rates in the 2024-25 school year that vary disproportionately for our most at-promise students when compared to the District rate of 4.9%: Foster Youth 9.7%, 2 or more races 5.8%, Low Income 5.2%, and African American 11.2%.	PSD staff participate in several trainings on Cultural Proficiency and Unconscious Bias. New teachers are enrolled in these trainings upon hiring. These trainings provide staff with an understanding of the variety of needs, cultures and languages within the Palmdale School District. Restorative Justice, Multi-Tiered Systems of Support training provides staff with strategies to meet the diverse needs of our students in the context of their cultures, life experiences and academic needs. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2) CSSS/CSPS (2.16)
Goal 2 Action 9	School sites know and understand the needs of their community as they interact more with students and families on a daily basis. English learners, Foster youth and low-income students' needs are evident in site data pertaining to academics, behavior, social- emotional needs, trauma, attendance and discipline. Funds provided to sites allow the sites to determine the specific needs of their students and their families. They can then purchase and/or contract to meet the specific needs of their students. CA School Dashboard shows that district wide suspension rates for FY (9.7%) and LI students (5.2%) are high. District-wide rate of attendance 92.16% with chronic absenteeism at 31.3%. CHKS shows engagement rates for Grade 5 – 63.7% and Grade 7 – 46.2%.	School sites will provide extra duty hours, and obtain supplies and materials that address behavioral and social-emotional goals for all unduplicated students. This action provides for after school groups, academic and behavioral incentives to unduplicated students to honor their achievements and growth and extra duty hours to conduct group activities, hold Parent Advisory Committee Meetings at a time that is better suited to families. For equity purposes, this action is provided on a LEA-wide basis to address this need district-wide.	Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2) CHKS (2.7, 2.8, 2.9)

Goal 2 Action 10	English learner, foster youth, and low-income students often struggle with school attendance due to language barriers, feelings of insecurity or “not fitting in”, manifestations of poverty, bullying, and other social-emotional or trauma related issues. CA School Dashboard shows that district wide suspension rates for FY (9.7%) and LI students (5.2%) are high. District-wide rate of attendance (92.16%) with chronic absenteeism at (31.3%).	Student Engagement Advocates, Bilingual Parent Community Liaisons, and other school personnel reach out to these families to determine barriers to school attendance and how we can best eliminate or decrease the impact of these barriers. Focusing on school attendance in this manner increases family-school relationships, increases student academic success, and reduces attendance and discipline issues.	Attendance & Chronic Absenteeism (2.1, 2.2) Discipline (2.4, 2.5, 2.6)
Goal 2 Action 11	Foster youth and low-income students often struggle to participate in extracurricular activities and events, due to reliable transportation issues. Parents might work several jobs, not own a vehicle, or have unreliable transportation. CHKS shows engagement rates for Grade 5 –63.3% and Grade 7–45.4%, shows students need to be more fully engaged in school activities. Low district-wide rate of attendance (92.16%) and chronic absenteeism at (31.3%).	The Palmdale School District Transportation Office ensures students are able to participate in these activities by providing reliable transportation on buses and/or school site vans.	Attendance & Chronic Absenteeism (2.1, 2.2) Discipline (2.4, 2.5, 2.6) CHKS (2.7 - engagement)
Goal 2 Action 12	English learners benefit from participation in the Visual and Performing Arts program as it supports language development for EL students and provides culturally relevant learning. Educational Partners have discussed the difficulties for foster and low-income students to participate in these activities would be difficult due to transportation costs, and time constraints, if the district did not provide these opportunities. CHKS shows engagement rates for Grade 5 –63.3% and Grade 7–45.4%, shows students need to be more fully engaged in school activities. Low district-wide rate of attendance (92.16%) and chronic absenteeism at (31.3%).	EL students will participate in culturally and linguistically relevant activities such as creative writing, the Youth Cinema at Desert Willow and Dos Caminos, Animation lab at elementary schools (including Chaparral Prep) that feed into Desert Willow, and StoryMaker, which is also offered at some of our feeder schools. The VAPA program is effective in providing an outlet for the social-emotional barriers experienced by foster and low-income students. The Visual and Performing Arts encourage our English learners, foster youth, and low-income students to develop art skills on projects that are then submitted to the District Art Show.	Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2) CHKS (2.7 - engagement) Local Indicators (2.16)

Goal 2 Action 13	Educational Partners have reviewed and identified the following needs for English learners. The Mariachi bands at several middle schools provide a welcoming respect for their culture, addressing a social emotional component not often considered when examining the cultural barriers experienced by English learners including communication styles, beliefs, and traditions. The music program at some of our elementary schools provides foster youth and low-income students with opportunities to participate in Music classes, which due to financial and/or time constraints would be difficult for them to participate in outside of school. Engagement rates are lower than we would want to see as evidenced through CHKS: Grade 5 – 63.3% and Grade 7–45.4%. Per district meetings and surveys participation in music programs is another area that parents would like to see us increase services.	The Palmdale School District Music and Honors Music Programs provide opportunities for English learner, foster youth, and low-income students to showcase and share their musical talents at events in and out of the district. Palmdale School District offers Mariachi bands at a couple of our middle schools that celebrate multiculturalism as part of the Palmdale PROMISE. District support of our music programs includes purchase and/or refurbishing instruments for our middle schools, as well as, creating music opportunities for our elementary schools.	Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2) CHKS (2.7 - engagement)
Goal 2 Action 14	Identification of English Learner students in the GATE program are often hindered by language barriers. Currently identification for the GATE program starts with a referral. Students are tested; academic achievement and other criteria are reviewed for determination of acceptance to the program EL students are often overlooked for the referral due to inability to test well or have low academic achievement, both due to limited understanding of English. Foster youth and low-income students are often under-referred to the program due to low academic achievement, behavioral or social-emotional issues that interfere with recognizing abilities. Number of unduplicated students that are identified for the GATE program in 2025: EL-5, FY-3 The goal is to screen more underrepresented students to determine their eligibility and have them participate in the GATE program with greater frequency. A structural change to the method by which students are screened will come in 2025-26: all students will be screened in a grade level, not just those who are referred by their teachers.	CogAt, a screener will be given in the second grade to low-income, foster youth, and English learner students for the purpose of identification to the GATE program. This will increase the number of unduplicated students who qualify for the gifted program. The CogAt is a strengths-based assessment, which provides teachers with a breakdown of areas where the students excel. The strengths-based assessment encourages staff to look beyond the students' barriers and challenges students to succeed academically, behaviorally, and social-emotionally. English learner, foster youth, and low-income students admitted to the program will receive areas of support where needed, but also participate in acceleration and enrichment activities where appropriate. Annual activities such as the CyberQuest Competition and the GATE Showcase will support communication, reading, and writing goals in order to increase academic success. These events also include cross curricular activities. The program provides opportunities to build relationships with other GATE students, support academic achievement, and develop leadership skills.	GATE (2.17)

Goal 2 Action 15	Foster youth and low-income students, due to transiency and difficulty building relationships with peers, are rarely in school leadership activities/opportunities. English learners also rarely participate in school leadership but more often because of language barriers. Percentage of students that feel Very Satisfied or Satisfied with the District Student Leadership Opportunities: 53.9%. Educational Partners see this as an area of focus and a need to increase opportunities for students to develop their leadership skills. Though the number doubled from 2024, this is still an important area of growth to pursue. Restructuring the Inter-School Communications Council to become the Superintendent's Student Advisory Council will help provide a direct conduit of Foster Youth, EL and low income student voice to the Superintendent to discuss topics that impact the student educational experience in PSD.	The Palmdale School District in alignment to its PROMISE initiative has created leadership opportunities that provide our unduplicated students with activities that build leadership and communications skills, develop social, civic, and environmental responsibilities. Students participate in Model United Nations, Student PROMISE Ambassadors, and leadership development day for middle school students who then train elementary school ambassadors. The district has also had Student Board Members since 2017. Students participate in bi-annual PROMISE Ambassador meetings where students provide input regarding district initiatives or discuss with district leadership their perspective of student needs at their sites and across the district. They then share this information back at their sites. The student leadership initiative is a great way for unduplicated students to build relationships, gain strong leadership skills, advocate for themselves and others, feel connected to the school and district and finally to gain skills for college and career.	Student Leadership (2.18)

Goal 3 Action 1	English learners, foster youth, and low-income students need their families to be informed particularly about meetings, trainings, activities, and events that relate to how they are supported academically, physically, behaviorally, and social-emotionally. Parents need to be informed about how to become involved, provide input regarding district initiatives, and opportunities to celebrate the community, the district, and their students. Low-income families may find that financial constraints limit participation in school and district events. Number of parent academic initiatives and parent classes offered at the school site in 2025: 145. Number of community partnership meetings in 2025 as evidenced by agendas and sign-in sheets: 61 Rating Scale of 4 – Full Implementation or better in progress building capacity of and supporting family members to effectively engage in advisory groups – Local Indicator Survey. (Goal is to receive 4 - Full Implementation) Rating Scale of 4- Full Implementation or better in providing all families with opportunities to participate in decision making and provide input on policies and programs, and implementing strategies to reach underrepresented groups in the school community – Local Indicator Survey. (Goal is to receive 4 - Full Implementation)	PSD has determined that a variety of methods of communication are required to ensure that the greatest number of families are informed of district and site activities. To that end, the district includes ParentSquare, the district website and social media platforms, as well as, sending out flyers, advertising in the newspaper, and providing information on our daily radio program.	Attendance at District & Site Parent/Community Events (3.4, 3.7) LCAP/Title I Survey (3.2) Local Indicators (3.9, 3.10)

Goal 3 Action 2	Parents of English learners may not speak English themselves and need support in navigating school and district policies and procedures, or need strategies on how to provide assistance with their child's academic and emotional needs. Parents of foster youth may struggle with how to best support their foster student academically, socially, or emotionally. They may lack a strong relationship with their foster child or be inconsistent with expectations. Low-income students may have parents that need strategies on how to help their student academically due to lower education levels themselves. Number of parent academic initiatives and parent classes offered at the school site: 145 (2024-25) number of foster youth and parent/caregiver engagement and training events offered at the school sites: 13 (2024-25) Percentage of parents that feel that site provided meetings and workshops are effective in helping them support their students: 86.5% (2024-25)	District translators not only provide translations at meetings or events, they are also available to help families that speak a language other than English to understand how to navigate district and school policies and procedures. District bilingual personnel are able to ensure families are directed to the right department or individual to answer questions and/or provide assistance. Bilingual Parent Community Liaisons lead meetings, answer questions, provide workshops on supporting students through strategies at home, facilitate trainings such as the Latino Literacy Project (providing strategies for reading), and Parenting Partners that provide strategies to build deeper student-family relationships.	Parent Engagement & Communication (3.1-3.7)
Goal 3 Action 3	As parents of our English learners, foster youth, and low-income students seek to support the academic growth and social-emotional well-being of their students; they often realize their own limitations based on their educational level, financial constraints, or lack of understanding their student. From this need, parents have requested classes to help them improve their education on a variety of subjects so they can better support their student(s). Number of parent academic initiatives and parent classes offered at the school site: 145. Number of foster youth and parent/caregiver engagement and training events offered at the school sites:13 (2024-25) Percentage of parents that feel that site provided meetings and workshops are effective in helping them support their students: 86.5% (2024-25).	The district opened the Center for Parent Partnership, creating a place for parents to attend district level meetings, attend classes to obtain their GED, learn English/Spanish, take nutrition classes, and other topics as requested.	Attendance at District & Site Parent/Community Events (3.4, 3.7) LCAP/Title I Survey (3.1) Parent Meeting/Training Survey (3.6) Local Indicators (3.9, 3.10)

Goal 3 Action 4	Parents of English learners, foster youth, and low-income students seek to support the academic growth, behavioral and social-emotional wellbeing of their students; particularly students also identified as African American (AA) and students with disabilities (SWD) who have additional barriers to overcome. Title 1/LCAP Parent Survey results show 80.9% of all parents, 84.8% of EL parents, 80.3% of FY parents feel the district and/or school site personnel keep them informed and promote parent participation in parent groups and school programs. Though these results demonstrate improvement, this remains an area of growth for the district.	Attendance at district advisory meetings provide a platform for parents to advocate for their students with district personnel. These meetings also include trainings, workshops, and information sessions designed to address the needs and interests of these parent groups.	Attendance at District & Site Parent/Community Events (3.4, 3.7) LCAP/Title I Survey (3.1) Parent Meeting/Training Survey (3.6) Local Indicators (3.9, 3.10)
Goal 3 Action 7	English Learners, Foster and Low-income families struggle with navigating the educational system which can be heavily dependent on technology. Financial insecurity means that many of our families do not have access to the technology needed (computers or Wi-Fi) to allow them to enroll in school online. Language can also be a barrier to easy navigation of online systems. While the Palmdale School District has been able to provide all of our students with iPads or Chromebooks as well as Wi-Fi hotspots, parents may not know how to navigate an online system or be unfamiliar with the use of technology. Parent Surveys show that 76.6% (2024-25) of parents are satisfied or very satisfied with the support they receive from the Welcome and Enrollment Center. This is a significant improvement for the Welcome and Enrollment Center.	The Welcome and Enrollment Center staff provide English Learners, Foster, and low-income families a place to go for assistance in enrolling their children and supply information on community and district resources related to health, mental health, food clothing, and other needs. Staff can also share with families how they can become involved in school activities and provide school site contacts.	WEC (3.8)

Goal 3 Action 8	English learners, foster youth, and low-income students need resources to increase parent engagement dedicated to family support of student achievement and well-being. Parents have requested trainings and workshops so they can better support their child's learning. The requests are varied and offered at the school sites where they are requested. Percentage of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs: "All" – 80.9%, EL – 84.8%, FY – 80.3% (2024-25).	School sites will provide materials and supplies that meet the needs of the staff as they engage parents in trainings, workshops, meetings, and events.	Number of Parent Meetings Offered at sites (3.3)

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 9	"English Learners need a systematic and focused plan for supporting their language development and reclassification. This will also reduce the number of LTELs. English learner reclassification rate as determined through the PSD reclassification policy: 15.3%, (543 students reclassified this year, PSD has 3026 English Learners currently). Percentage of English learner students at Level 4 on the ELPAC: 13.0% (467 students). Percentage of English learner students making progress towards English language proficiency – CA School Dashboard: 46.2% Number of Long-Term English Learners in each category, as evidenced through district evaluation criteria – ELLevation Data: 4-6* Years – 28.6%, 7 or More Years – 19.1%, *Previously this number had been reported as "4-5 years". That changed for 2024-25.	This action is designed to provide support for English Learners during the instructional day, through use of ELPAC Assessment data, ensuring all language domains are taught and supported, provide parent workshops to provide parents with strategies they can use at home to support their student, and provide tutoring opportunities.	Reclassification (1.14) ELPAC (1.15) Dashboard (1.16) LTELs (1.17)

Goal 1 Action 10	Long-term English Learners need help with academics, literacy, socio-emotional issues and in language proficiency. Staff need to be trained to identify the needs of LTELs and determine the best course of action. The goal is to increase the number of LTELS reclassified. English learner reclassification rate as determined through the PSD reclassification policy: 15.3%, (543 students reclassified this year, currently PSD has 3,026 English Learners). (2024-25) Percentage of English learner students at Level 4 on the ELPAC: 13.0% (467 students). Percentage of English learner students making progress towards English language proficiency – CA School Dashboard: 46.2% Number of Long-Term English Learners in each category, as evidenced through district evaluation criteria – ELLevation Data: 4-5 Years – 19.5%, 7 or More Years – 18.5%	Professional learning for staff includes increasing awareness of LTELs and the specific needs of LTELs, including socio-emotional, academic, literacy, and language proficiency. Staff uses data to identify local problems of practice within systems around LTELs in grades 6–12 and to design local goals with innovative strategies to improve practice and co-create LTEL goals with reclassification in mind. Professional Tutoring services will be offered to LTEL students to improve academic success and reclassification rates. (This is a non- contributing item as it will be paid from LREGB funds.)	Reclassification (1.14) ELPAC (1.15) Dashboard (1.16) LTELs (1.17)
Goal 1 Action 11	Foster youth struggle to participate in school activities due to limited resources and access to the materials and supplies to fully participate in school events. They also need access to programs that give them strategies and skills to manage social-emotional and behavioral issues. SBA proficiency rate for ELA (Elementary Grade 3-5): 13% SBA proficiency rate for ELA (Middle Grade 6-8): 8% SBA proficiency rate for Math (Elementary Grade 3-5): 10% SBA proficiency rate for Math (Middle Grade 6-8): 5% Percentage of parents and staff that feel that the school sites are providing social-emotional supports for students per CA School Parent Survey and CA School Staff Survey: Parent – 74.0%, Staff – 91.7%	PSD district level staff provides oversight for funding, programs, and supplies/materials to ensure foster students are able to participate in a variety of programs such as Outdoor Science School, intervention programs and services, and receive needed supplemental supplies. These programs support the social-emotional, behavioral, and academic success of our foster youth.	SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) CA School Parent Survey and CA School Staff Survey Social-emotional Supports (2.9)

Goal 2 Action 7	Foster students need district support that coordinates services needed, as well as, monitoring of attendance, mental health, and academics. Positive engagement and school connectedness per California Healthy Kids Survey: Grade 5 – 63.3% and Grade 7 – 45.4% Student social-emotional learning and strength of body, mind, and character per California Healthy Kids Survey: Grade 5–71.0% and Grade 7–41.2% Percentage of parents and staff that feel that the school sites are providing social-emotional supports for students per CA School Parent Survey and CA School Staff Survey: Parent – 74.0% and Staff – 91.7% Percentage of parents that strongly agree or agree that the school provides a safe, welcoming, and healthy environment for their child per Title I/LCAP Parent Survey: District – 78.1% and FY –78.9%	Two Social Emotional Learning Specialists will track enrollment, documentation, attendance, and monitor case status for foster youth students. They will be able to refer students for wraparound services, conduct home visits, participate in SARB meetings to support foster youth attendance, mental health, and academic success.	CHKS (2.7, 2.8) CSPS/CSSS (2.9) Title I/LCAP Survey (2.11)
Goal 3 Action 5	Parents of English Learners need assistance in navigating the district system and learning skills and strategies to help students meet their academic and linguistic goals. English Learner families need to feel that their culture and language are celebrated and appreciated in keeping with the Palmdale P.R.O.M.I.S.E. District-wide parent participation and engagement per California School Parent Survey & Title I/LCAP Parent Survey: CSPS – 83.8% and Title I/LCAP – 80.4% respectively. District-wide home/school communication per California School Parent Survey & Title I/LCAP Parent Survey: CSPS – 81.5%, Title I/LCAP – 79.3%, Title I/LCAP EL – 84.7% Percentage of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs per LCAP/Title I Parent Survey: All –80.9%, EL– 84.8%, FY - 80.3%	To support the parents and families of our English learner students in navigating the district system, increase participation in their student's education, and assist with their student learning, certificated and classified staff will provide meetings, capacity-building trainings, and workshops focused on parent-requested topics. In addition, English learner parents will be able to participate in multicultural events that support the goals of the Palmdale PROMISE to celebrate and appreciate the culturally and linguistically diverse community we serve. This action will support all English Learner students and their families from UPK to 8th grade.	Title I/LCAP Survey (3.1-3.3)

Goal 3 Action 6	Foster families need support in dealing with the academic and social-emotional needs of their foster student, particularly those who have experienced trauma. Number of foster youth and parent/caregiver engagement and training: 13 District-wide parent participation and engagement per California School Parent Survey & Title I/LCAP Parent Survey: CSPS – 83.8% and Title I/LCAP – 80.4% respectively. District-wide home/school communication perCalifornia School Parent Survey & Title I/LCAP Parent Survey: CSPS – 81.5%, Title I/LCAP – 79.3%, Title I/LCAP EL - 79.3% Percentage of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs per LCAP/Title I Parent Survey: All - 80.9%, EL - 84.8%	District and site personnel (PCLs and SELs) will develop relationships with foster students and their parents/guardians. They will support the family through programs, initiatives, meetings, and training to assist parents/guardians in advocacy regarding academics, behavior, mental health, and other available services. The more foster families are supported, the better they feel they can handle situations that arise. The more they know about the school system, the more they can advocate for their students' needs.	# of Foster Parent/Guardian classes offered (3.5) Title I/LCAP Survey (3.1-3.3)

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.

All schools in the Palmdale School District during the 2025-26 school year are expected, based on prior year percentages, to have a percentage of students above the 55% threshold for the Additional Concentration funds.

Additional Concentration funds received are being utilized as follows:
- 6 Teachers at Innovations Academy, which allows us to keep overstaffed teachers at their school sites, thereby reducing class sizes (Goal1, Action 1 & 2)
- 18 Instructional Aides - UTK (Goal 1, Action 1)
- 1 Instructional Coach to support new teachers hired by the district (Goal 1, Action 1 & 2)
- 16 TK Teachers (Goal 1, Action 1)
- 1 School/District Nurse (Goal 2, Action 1)
- Hours increased for 172 noon duties at all elementary school sites by 2 hours per day to support students (Goal 2, Action 2)
- 2 Social Emotional Learning Specialist at Oak Tree and SAGE Academy (Goal 2, Action 2)
- 2 Counselors at Innovations Academy and Los Amigos Dual Immersion School (Goal 2, Action 2)
- 1 Assistant Principal at SAGE Academy (Goal 2, Action 3),
- 3 Maintenance and Operations school site staff at our Middle Schools (Goal 2, Action 5)
- 5 Custodians at our Middle Schools (1 per site) to support student design projects, build relationships with students, and support a clean and healthy school environment. (Goal 2, Action 5)
- 1 Parent Community Liaison at Innovations Academy (Goal 3, Action 2)
- 1 Bilingual Clerk Typist at Tumbleweed Elementary (Goal 3, Action 2)

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	Barrel Springs: 1:20 Buena Vista: 1:10 Cactus: 1:28 Chaparral: 1:20 Cimarron: 1:19 David G. Millen: 1:30 Desert Rose: 1:23 Desert Willow: 1:19 Dos Caminos: 1:31 Golden Poppy: 1:21 Innovations Academy: 1:59 (Independent Study) Joshua Hills: 1:19 Los Amigos: 1:30 Manzanita: 1:22 Mesquite: 1:19 Oak Tree: 1:4 Ocotillo: 1:23 Palm Tree: 1:18 Palmdale Discovery Center: 1:2 Palmdale Learning Plaza: 1:19 Quail Valley: 1:16 SAGE Academy: 1:24 Shadow Hills: 1:26 Summerwind: 1:19 Tamarisk: 1:21 Tumbleweed: 1:18 Yellen: 1:1 Yucca: 1:15

Staff-to-student ratio of certificated staff providing direct services to students	N/A	Barrel Springs: 1:21 Buena Vista: 1:18 Cactus: 1:21 Chaparral: 1:23 Cimarron: 1:23 David G. Millen: 1:21 Desert Rose: 1:22 Desert Willow: 1:19 Dos Caminos: 1:24 Golden Poppy: 1:21 Innovations Academy: 1:27 (Independent Study) Joshua Hills: 1:20 Los Amigos: 1:26 Manzanita: 1:20 Mesquite: 1:21 Oak Tree: 1:6 Ocotillo: 1:23 Palm Tree: 1:23 Palmdale Discovery Center: 1:6 Palmdale Learning Plaza: 1:18 Quail Valley: 1:21 SAGE Academy: 1:18 Shadow Hills: 1:19 Summerwind: 1:23 Tamarisk: 1:25 Tumbleweed: 1:19 Yellen: 1:5 Yucca: 1:22

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$169,970,902.00	$68,283,290.00	40.17%	0.00%	40.17%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$247,907,410.00	$13,895,805.00	$0.00	$0.00	$261,803,215.00	$205,332,351.00	$56,470,864.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$8,707,770	$418,050	$9,125,820	$0	$0	$0	$9,125,820	0.00%
1	2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,342,239	$476,425	$2,818,664	$0	$0	$0	$2,818,664	0.00%
1	3	Professional Learning Communities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$5,528,662	$0	$5,528,662	$0	$0	$0	$5,528,662	0.00%
1	4	Supplemental Curriculum, Instruction, and Assessment	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,162,424	$430,000	$1,592,424	$0	$0	$0	$1,592,424	0.00%

1	5	Equitable Learning – Schools of Choice	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Dual Immersion Schools: Dos Caminos, Los Amigos, Manzanita, Tumbleweed Magnet Academies: Cactus, David G. Millen, Desert Willow, SAGE Academy, Shadow Hills International Baccalaureate: Palmdale Learning Plaza	Ongoing	$130,719	$263,000	$393,719	$0	$0	$0	$393,719	0.00%
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,677,243	$1,296,827	$2,974,070	$0	$0	$0	$2,974,070	0.00%
1	7	Access to Curriculum through Technology	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,119,561	$3,050,000	$5,169,561	$0	$0	$0	$5,169,561	0.00%
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$3,345,156	$5,000	$3,350,156	$0	$0	$0	$3,350,156	0.00%

1	9	Language Development and Implementation of the English Learner Support Plan	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$1,300,149	$600,000	$1,900,149	$0	$0	$0	$1,900,149	0.00%
1	10	Long Term English Learners (LTELs)	Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$0	$20,000	$20,000	$0	$0	$0	$20,000	0.00%
1	11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$0	$200,000	$200,000	$0	$0	$0	$200,000	0.00%
1	12	Extended Learning Opportunities and Access to Broad Curriculum	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$8,724,530	$0	$8,724,530	$0	$0	$0	$8,724,530	0.00%
1	13	Student Engagement Programs and Activities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$70,000	$70,000	$0	$0	$0	$70,000	0.00%
2	1	Student Health	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$1,682,730	$0	$1,682,730	$0	$0	$0	$1,682,730	0.00%
2	2	Social-Emotional Well-being and Suspensions	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$9,510,729	$1,331,000	$10,841,729	$0	$0	$0	$10,841,729	0.00%
2	3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	English learner (EL), Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth	All Schools	Ongoing	$6,083,639	$340,000	$6,423,639	$0	$0	$0	$6,423,639	0.00%
2	4	Campus Security	All	No				Ongoing	$506,834	$2,323,250	$2,830,084	$0	$0	$0	$2,830,084	0.00%
2	5	Student Design Projects	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$1,207,733	$228,714	$1,436,447	$0	$0	$0	$1,436,447	0.00%

2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$222,162	$254,000	$476,162	$0	$0	$0	$476,162	0.00%
2	7	Foster Youth Support Plan	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$562,372	$50,000	$612,372	$0	$0	$0	$612,372	0.00%
2	8	Student Engagement Activities - Sports Programs	Low Income, Foster Youth	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	9	School Sites Support for Social-Emotional Well-being	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$516,860	$956,925	$1,473,785	$0	$0	$0	$1,473,785	0.00%
2	10	Attendance and Chronic Absenteeism	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$410,820	$125,000	$535,820	$0	$0	$0	$535,820	0.00%
2	11	Home to School Transportation	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$584,253	$2,018,000	$2,602,253	$0	$0	$0	$2,602,253	0.00%
2	12	Access to Specialized Program Opportunities - VAPA	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Grade Spans, K-5, Specific Schools, Desert Willow (6-8)	Ongoing	$0	$275,000	$275,000	$0	$0	$0	$275,000	0.00%

2	13	Access to Specialized Program Opportunities - Music	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Buena Vista Elementary, Cactus Magnet Academy, David G. Millen Magnet Academy, Desert Rose Elementary, Desert Willow Magnet Academy, Dos Caminos Dual Immersion, Golden Poppy Elementary, Joshua Hills Elementary, Los Amigos Dual Immersion, Manzanita Elementary, Mesquite Elementary, Palmdale Learning Plaza, SAGE Magnet Academy, Shadow Hills Magnet Academy, Yucca Elementary	Ongoing	$193,885	$110,000	$303,885	$0	$0	$0	$303,885	0.00%

2	14	Access to Specialized Program Opportunities - GATE	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$45,000	$45,000	$0	$0	$0	$45,000	0.00%
2	15	Student Voice and Leadership	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$50,000	$50,000	$0	$0	$0	$50,000	0.00%
3	1	Communications	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$210,500	$210,500	$0	$0	$0	$210,500	0.00%
3	2	Personnel to Support Parent Involvement	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,907,123	$0	$2,907,123	$0	$0	$0	$2,907,123	0.00%
3	3	Parent and Community Engagement / Adult Education	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$317,908	$210,000	$527,908	$0	$0	$0	$527,908	0.00%
3	4	District Parent Events and Meetings	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$416,980	$250,000	$666,980	$0	$0	$0	$666,980	0.00%
3	5	English Learner Parent Support	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$75,000	$75,000	$0	$0	$0	$75,000	0.00%
3	6	Foster Youth Parent Support	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$0	$500	$500	$0	$0	$0	$500	0.00%
3	7	Welcome and Enrollment Center	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$458,012	$0	$458,012	$0	$0	$0	$458,012	0.00%

3	8	Resources for Site Parent Engagement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$95,523	$133,291	$228,814	$0	$0	$0	$228,814	0.00%
4	1	Certificated Staffing	All	No				Ongoing	$89,477,798	$0	$89,477,798	$0	$0	$0	$89,477,798	0.00%
4	2	Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance	All	No				Ongoing	$25,388,682	$6,192,689	$31,581,371	$0	$0	$0	$31,581,371	0.00%
4	3	Facility/Operations	All	No				Ongoing	$14,193,171	$17,372,994	$31,566,165	$0	$0	$0	$31,566,165	0.00%
4	4	Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance	All	No				Ongoing	$151,040	$1,351,705	$1,502,745	$0	$0	$0	$1,502,745	0.00%
4	5	Basic Transportation	All	No				Ongoing	$172,098	$5,804,153	$5,976,251	$0	$0	$0	$5,976,251	0.00%
4	6	Pupil Achievement – Technology	All	No				Ongoing	$1,490,355	$3,200	$1,493,555	$0	$0	$0	$1,493,555	0.00%
4	7	Classified Staffing – Health and Safety at School Sites	All	No				Ongoing	$4,657,094	$539,458	$5,196,552	$0	$0	$0	$5,196,552	0.00%
4	8	Classified Staffing – Support for Student Referrals and Enrollment	All	No				Ongoing	$218,563	$41,650	$260,213	$0	$0	$0	$260,213	0.00%
4	9	Classified Staffing –School Communication and Support for Parents – School Sites	All	No				Ongoing	$4,321,262	$0	$4,321,262	$0	$0	$0	$4,321,262	0.00%
5	1	Learning Support Teacher	English learner (EL), All	No				Ongoing	$161,374	$0	$0	$161,374	$0	$0	$161,374	0.00%
5	2	Eduprotocols Summer Institute	English learner (EL), All	No				Ongoing	$2,200	$6,000	$0	$8,200	$0	$0	$8,200	0.00%
5	3	Little Whisk Academy	All	No				Ongoing	$0	$15,580	$0	$15,580	$0	$0	$15,580	0.00%
5	4	CUE Conference	African-American, Low Income, Hispanic or Latino, English learner (EL), All	No				Ongoing	$0	$10,200	$0	$10,200	$0	$0	$10,200	0.00%
5	5	Learning Coach University	All	No				Ongoing	$4,800	$0	$0	$4,800	$0	$0	$4,800	0.00%

5	6	Noon Duty (2 - 5.75 hours/day)	All	No				Ongoing	$60,973	$0	$0	$60,973	$0	$0	$60,973	0.00%
5	7	Small Group Instruction, Literacy	All	No				Ongoing	$23,042	$0	$0	$23,042	$0	$0	$23,042	0.00%
5	8	Academic Programming Support	All	No				Ongoing	$15,791	$0	$0	$15,791	$0	$0	$15,791	0.00%
5	9	Student Achievement Systems	All	No				Ongoing	$0	$24,300	$0	$24,300	$0	$0	$24,300	0.00%
5	10	Digital Learning Collaborative Conference	All	No				Ongoing	$0	$10,500	$0	$10,500	$0	$0	$10,500	0.00%
5	11	Stride Professional Development	All	No				Ongoing	$0	$4,500	$0	$4,500	$0	$0	$4,500	0.00%
5	12	Data Informed Student Lesson Planning	All	No				Ongoing	$0	$9,000	$0	$9,000	$0	$0	$9,000	0.00%
5	13	Snorkl Software	All	No				Ongoing	$0	$1,350	$0	$1,350	$0	$0	$1,350	0.00%
5	14	Curipod Software	All	No				Ongoing	$0	$2,000	$0	$2,000	$0	$0	$2,000	0.00%
5	15	Epic Plus Software	All	No				Ongoing	$0	$9,600	$0	$9,600	$0	$0	$9,600	0.00%
5	16	At-Home Learning Kits	All	No				Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
5	17	Swank K-12 Streaming Software	All, English learner (EL), Low Income, African-American, Hispanic or Latino	No				Ongoing	$0	$920	$0	$920	$0	$0	$920	0.00%
5	18	Instructional Assistants	All	No				Ongoing	$55,254	$0	$0	$55,254	$0	$0	$55,254	0.00%
5	19	Assistant Principal (0.5 FTE)	All	No				Ongoing	$103,673	$0	$0	$103,673	$0	$0	$103,673	0.00%
6	1	PE Teacher (0.5 to 1.0)	All	No				Ongoing	$0	$165,315	$0	$165,315	$0	$0	$165,315	0.00%
7	1	English Learner Support	English learner (EL)	No				Ongoing	$43,889	$0	$0	$43,889	$0	$0	$43,889	0.00%
7	2	Noon Duty Supervisor	All	No				Ongoing	$27,296	$0	$0	$27,296	$0	$0	$27,296	0.00%
7	3	Parent Involvement Workshops	All	No				Ongoing	$79,160	$85,840	$0	$165,000	$0	$0	$165,000	0.00%
7	4	Professional Learning for Staff	All	No				Ongoing	$39,580	$160,420	$0	$200,000	$0	$0	$200,000	0.00%
7	5	Extra Duty Support (Classified Staff)	All	No				Ongoing	$15,360	$0	$0	$15,360	$0	$0	$15,360	0.00%
7	6	Extra Duty (Psychologist)	All	No				Ongoing	$7,680	$0	$0	$7,680	$0	$0	$7,680	0.00%
8	1	Lunchtime Activities to Increase Student Engagement During Unstructured Time	All	No				Ongoing	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%
8	2	Instructional Aides	All	No				Ongoing	$55,254	$0	$0	$55,254	$0	$0	$55,254	0.00%

8	3	High Dosage Tutoring	All	No				Ongoing	$10,000	$0	$0	$10,000	$0	$0	$10,000	0.00%
8	4	Roving Substitute Teacher (1)	All	No				Ongoing	$54,020	$0	$0	$54,020	$0	$0	$54,020	0.00%
8	5	High Intensity Tutoring in Co-Pilot Class to Provide Additional Intervention Support in Math and ELA	All	No				Ongoing	$100,000	$0	$0	$100,000	$0	$0	$100,000	0.00%
8	6	Instructional Assistant to Support Students in the Co-Pilot Classroom	All	No				Ongoing	$31,299	$0	$0	$31,299	$0	$0	$31,299	0.00%
8	7	School Uniforms	All	No				Ongoing	$0	$30,000	$0	$30,000	$0	$0	$30,000	0.00%
8	8	Field Trips to Increase Student Engagement	All	No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
8	9	Field Trips for Exploration ELA Class	All	No				Ongoing	$0	$5,000	$0	$5,000	$0	$0	$5,000	0.00%
8	10	Field Trip for Exploration Math Elective	All	No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
8	11	Professional Development: Exploration Elective	All	No				Ongoing	$8,000	$2,000	$0	$10,000	$0	$0	$10,000	0.00%
8	12	Collaboration Time for Co-Pilot Teachers (Extra Duty)	All	No				Ongoing	$22,000	$0	$0	$22,000	$0	$0	$22,000	0.00%
8	13	Hair Braiding Activity	All	No				Ongoing	$20,000	$0	$0	$20,000	$0	$0	$20,000	0.00%
8	14	Noon Duty Aide	All	No				Ongoing	$28,567	$0	$0	$28,567	$0	$0	$28,567	0.00%
9	1	Consultation for Equity Multiplier Support	All	No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
9	2	Roving Certificated Substitute	All	No				Ongoing	$54,020	$0	$0	$54,020	$0	$0	$54,020	0.00%
9	3	Professional Development: Teacher Clarity	All	No				Ongoing	$0	$9,000	$0	$9,000	$0	$0	$9,000	0.00%
10	1	ELA and Math PD	All	No				Ongoing	$18,000	$0	$0	$18,000	$0	$0	$18,000	0.00%
10	2	Lesson Studies	All	No				Ongoing	$10,404	$0	$0	$10,404	$0	$0	$10,404	0.00%
10	3	Materials for MakerSpace	All	No				Ongoing	$0	$27,000	$0	$27,000	$0	$0	$27,000	0.00%
10	4	LiveSchool Software - House Incentives	All	No				Ongoing	$0	$8,000	$0	$8,000	$0	$0	$8,000	0.00%
10	5	After School Dance Program	All	No				Ongoing	$5,300	$0	$0	$5,300	$0	$0	$5,300	0.00%
10	6	Music Supplies & Instruments	All	No				Ongoing	$0	$14,000	$0	$14,000	$0	$0	$14,000	0.00%
10	7	Field Trips	All	No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
10	8	Ron Clark Housemania System	All	No				Ongoing	$0	$80,000	$0	$80,000	$0	$0	$80,000	0.00%
10	9	Additional Student Interventionist	All	No				Ongoing	$0	$36,129	$0	$36,129	$0	$0	$36,129	0.00%
10	10	Instructional Assistants for Kinder classes (2)	All	No				Ongoing	$57,618	$9,000	$0	$66,618	$0	$0	$66,618	0.00%

10	11	Noon Duty Supervisor	All	No				Ongoing	$30,860	$0	$0	$30,860	$0	$0	$30,860	0.00%
10	12	House Committee	All	No				Ongoing	$9,000	$0	$0	$9,000	$0	$0	$9,000	0.00%
10	13	Substitute Teacher Coverage	All	No				Ongoing	$8,670	$0	$0	$8,670	$0	$0	$8,670	0.00%
10	14	Professional Development - Conferences	All	No				Ongoing	$5,001	$19,999	$0	$25,000	$0	$0	$25,000	0.00%
10	15	Supplies for Use at Recess/Lunch	All	No				Ongoing	$0	$2,000	$0	$2,000	$0	$0	$2,000	0.00%
10	16	Afterschool Activities - Fitness Class		No				Ongoing	$7,000	$7,000	$0	$14,000	$0	$0	$14,000	0.00%
10	17	Afterschool Activities - Aviation Program	All	No				Ongoing	$0	$15,000	$0	$15,000	$0	$0	$15,000	0.00%
11	1	Assistant Principal	All	No				Ongoing	$196,610	$600	$0	$197,210	$0	$0	$197,210	0.00%
11	2	CKH - Consultant	All	No				1 Year	$0	$25,500	$0	$25,500	$0	$0	$25,500	0.00%
11	3	Corwin - Consultant	All	No				1 Year	$0	$54,000	$0	$54,000	$0	$0	$54,000	0.00%
11	4	Noon Duty Supervisors	All	No				1 Year	$88,451	$0	$0	$88,451	$0	$0	$88,451	0.00%
11	5	Compensation for Staff Training with Consultants	All	No				1 Year	$37,224	$0	$0	$37,224	$0	$0	$37,224	0.00%
11	6	Site Certificated Substitute	All	No				Ongoing	$57,196	$0	$0	$57,196	$0	$0	$57,196	0.00%
11	7	Bridges to Educational Excellence - Consultant	All	No				1 Year	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
11	8	Student Interventionist	All	No				Ongoing	$41,446	$0	$0	$41,446	$0	$0	$41,446	0.00%
11	9	Playworks	All	No				Ongoing	$0	$20,700	$0	$20,700	$0	$0	$20,700	0.00%
12	1	Daybreak - school based mental health services	All	No				Ongoing	$0	$99,000	$0	$99,000	$0	$0	$99,000	0.00%
12	2	Unlimited K-12 Teletherapy Services	All	No				Ongoing	$0	$210,900	$0	$210,900	$0	$0	$210,900	0.00%
12	3	Maia Learning Pathfinders Program	All	No				Ongoing	$0	$17,500	$0	$17,500	$0	$0	$17,500	0.00%
12	4	Annual Wellness Together Conference, 2025	All	No				Ongoing	$0	$23,000	$0	$23,000	$0	$0	$23,000	0.00%
12	5	Little Whisk Academy	Homeless, Foster Youth	No				1 Year	$0	$45,000	$0	$45,000	$0	$0	$45,000	0.00%
12	6	Yondr Pouches & Replacements	All	No				Ongoing	$0	$90,000	$0	$90,000	$0	$0	$90,000	0.00%
12	7	Contracted Tutoring Services, Core Academic Subjects	Student with Disabilities (SWD)	No				Ongoing	$0	$2,342,000	$0	$2,342,000	$0	$0	$2,342,000	0.00%
12	8	Summer Training, Classified Instructional Support Staff	All	No				1 Year	$148,400	$118,600	$0	$267,000	$0	$0	$267,000	0.00%

12	9	Co-Teaching Collaboration: Job-Embedded Support	All, Student with Disabilities (SWD)	No				Ongoing	$80,640	$0	$0	$80,640	$0	$0	$80,640	0.00%
12	10	Co-Teaching Collaborative Sessions - PBL	All, Student with Disabilities (SWD)	No				Ongoing	$189,280	$0	$0	$189,280	$0	$0	$189,280	0.00%
12	11	Tutoring, Before- and After-School, ELA & Math	All	No				Ongoing	$188,500	$0	$0	$188,500	$0	$0	$188,500	0.00%
12	12	Certificated Professional Learning: accelerate instruction/close learning gaps in ELA & Math	All	No				Ongoing	$48,000	$0	$0	$48,000	$0	$0	$48,000	0.00%
12	13	Certificated Professional Learning: Social Emotional Wellness	All	No				Ongoing	$66,000	$0	$0	$66,000	$0	$0	$66,000	0.00%
12	14	EveryDay Labs: Chronic Absenteeism support and tracking	All	No				Ongoing	$0	$130,000	$0	$130,000	$0	$0	$130,000	0.00%
12	15	Eureka Math: Progress student monitoring	All	No				Ongoing	$0	$64,400	$0	$64,400	$0	$0	$64,400	0.00%
12	16	95 Percent: Reading Intervention Tool	All	No				Ongoing	$0	$68,680	$0	$68,680	$0	$0	$68,680	0.00%
12	17	Certificated Professional Learning: Math & ELA Framework & Standards, high leverage practices - extra duty compensation and coaching	All	No				Ongoing	$200,000	$1,534,000	$0	$1,734,000	$0	$0	$1,734,000	0.00%
12	18	Capturing Kids' Hearts extra duty compensation substitute coverage	All	No				Ongoing	$167,800	$0	$0	$167,800	$0	$0	$167,800	0.00%
12	19	MTSS Instructional Coach	All	No				Ongoing	$200,000	$0	$0	$200,000	$0	$0	$200,000	0.00%
12	20	Instructional Materials: Dual Immersion	All	No				Ongoing	$0	$439,000	$0	$439,000	$0	$0	$439,000	0.00%
12	21	Certificated Professional Learning: Dual Immersion - language proficiency	All	No				Ongoing	$129,120	$0	$0	$129,120	$0	$0	$129,120	0.00%
12	22	Assessment & Monitoring Systems Pilot Review	All	No				Ongoing	$0	$25,000	$0	$25,000	$0	$0	$25,000	0.00%
12	23	Certificated Professional Learning and Materials: ELD support and progress monitoring	All	No				Ongoing	$0	$173,000	$0	$173,000	$0	$0	$173,000	0.00%
12	24	School Library: Culturally Responsive Texts/Supplies	All	No				Ongoing	$0	$290,000	$0	$290,000	$0	$0	$290,000	0.00%

12	25	Coaching Certificated, Classified, Leadership, Early Literacy & Intervention	All	No				Ongoing	$200,000	$0	$0	$200,000	$0	$0	$200,000	0.00%
12	26	Technology Tools to Enhance Learning and Sharing	All	No				Ongoing	$0	$2,300,000	$0	$2,300,000	$0	$0	$2,300,000	0.00%
12	27	Certificated & Classified Professional Learning: Restorative & Trauma-Informed Practices	All	No				Ongoing	$34,000	$0	$0	$34,000	$0	$0	$34,000	0.00%
12	28	Small Group Instruction & Intervention: cost of roving substitutes	All	No				Ongoing	$380,000	$0	$0	$380,000	$0	$0	$380,000	0.00%
12	29	Student Learning Monitoring systems	All	No				Ongoing	$0	$339,000	$0	$339,000	$0	$0	$339,000	0.00%
12	30	Certificated Professional Learning: Summer - Literacy & Math Camps	All	No				Ongoing	$500,000	$0	$0	$500,000	$0	$0	$500,000	0.00%
12	31	Summer PRIME Math Readiness Program	All	No				Ongoing	$60,000	$0	$0	$60,000	$0	$0	$60,000	0.00%
12	32	Classified Student Support - Progress Monitoring & Data Analysis	All	No				Ongoing	$80,474	$0	$0	$80,474	$0	$0	$80,474	0.00%
12	33	Literacy Coaches, Yellen & Oak Tree	All	No				Ongoing	$278,046	$0	$0	$278,046	$0	$0	$278,046	0.00%

2025-2026 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
$169,970,902.00	$68,283,290.00	40.17%	0.00% - No Carryover	40.17%	$73,701,414.00	0.00%	43.36%	**Total:**	$73,701,414.00
								LEA-wide Total:	$69,940,789.00
								Limited Total:	$2,788,021.00
								Schoolwide Total:	$972,604.00

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	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$9,125,820.00	0.00%
1	2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,818,664.00	0.00%
1	3	Professional Learning Communities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$5,528,662.00	0.00%

1	4	Supplemental Curriculum, Instruction, and Assessment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,592,424.00	0.00%
1	5	Equitable Learning – Schools of Choice	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Dual Immersion Schools: Dos Caminos, Los Amigos, Manzanita, Tumbleweed Magnet Academies: Cactus, David G. Millen, Desert Willow, SAGE Academy, Shadow Hills International Baccalaureate: Palmdale Learning Plaza	$393,719.00	0.00%
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,974,070.00	0.00%
1	7	Access to Curriculum through Technology	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$5,169,561.00	0.00%
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,350,156.00	0.00%
1	9	Language Development and Implementation of the English Learner Support Plan	Yes	Limited	English learner (EL)	All Schools	$1,900,149.00	0.00%
1	10	Long Term English Learners (LTELs)	Yes	LEA-wide	English learner (EL)	All Schools	$20,000.00	0.00%
1	11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	Yes	Limited	Foster Youth	All Schools	$200,000.00	0.00%

1	12	Extended Learning Opportunities and Access to Broad Curriculum	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$8,724,530.00	0.00%
1	13	Student Engagement Programs and Activities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$70,000.00	0.00%
2	1	Student Health	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$1,682,730.00	0.00%
2	2	Social-Emotional Well-being and Suspensions	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$10,841,729.00	0.00%
2	3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth	All Schools	$6,423,639.00	0.00%
2	5	Student Design Projects	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$1,436,447.00	0.00%
2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$476,162.00	0.00%
2	7	Foster Youth Support Plan	Yes	Limited	Foster Youth	All Schools	$612,372.00	0.00%
2	9	School Sites Support for Social-Emotional Well-being	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$1,473,785.00	0.00%
2	10	Attendance and Chronic Absenteeism	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$535,820.00	0.00%
2	11	Home to School Transportation	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$2,602,253.00	0.00%
2	12	Access to Specialized Program Opportunities - VAPA	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Grade Spans, K-5, Specific Schools, Desert Willow (6-8)	$275,000.00	0.00%

2	13	Access to Specialized Program Opportunities - Music	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Buena Vista Elementary, Cactus Magnet Academy, David G. Millen Magnet Academy, Desert Rose Elementary, Desert Willow Magnet Academy, Dos Caminos Dual Immersion, Golden Poppy Elementary, Joshua Hills Elementary, Los Amigos Dual Immersion, Manzanita Elementary, Mesquite Elementary, Palmdale Learning Plaza, SAGE Magnet Academy, Shadow Hills Magnet Academy, Yucca Elementary	$303,885.00	0.00%
2	14	Access to Specialized Program Opportunities - GATE	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$45,000.00	0.00%
2	15	Student Voice and Leadership	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$50,000.00	0.00%
3	1	Communications	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$210,500.00	0.00%
3	2	Personnel to Support Parent Involvement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,907,123.00	0.00%
3	3	Parent and Community Engagement / Adult Education	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$527,908.00	0.00%
3	4	District Parent Events and Meetings	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$666,980.00	0.00%
3	5	English Learner Parent Support	Yes	Limited	English learner (EL)	All Schools	$75,000.00	0.00%
3	6	Foster Youth Parent Support	Yes	Limited	Foster Youth	All Schools	$500.00	0.00%

3	7	Welcome and Enrollment Center	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$458,012.00	0.00%
3	8	Resources for Site Parent Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$228,814.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$251,916,743.00	$286,325,751.00

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	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	Yes	$8,594,658.00	$8,229,560.00
1	2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	Yes	$2,490,079.00	$4,098,638.00
1	3	Professional Learning Communities	Yes	$6,328,302.00	$5,392,864.00
1	4	Supplemental Curriculum, Instruction, and Assessment	Yes	$1,414,095.00	$1,543,713.00
1	5	Equitable Learning – Schools of Choice	Yes	$403,960.00	$289,622.00
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	Yes	$3,092,007.00	$2,946,683.00
1	7	Access to Curriculum through Technology	Yes	$5,331,193.00	$4,336,320.00
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	Yes	$3,275,268.00	$3,310,033.00
1	9	Language Development and Implementation of the English Learner Support	Yes	$2,045,382.00	$1,829,811.00

		Plan			
1	10	Long Term English Learners (LTELs)	No	$5,000.00	$0.00
1	11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	Yes	$250,000.00	$179,073.00
1	12	Extended Learning Opportunities and Access to Broad Curriculum	Yes	$9,217,104.00	$9,418,281.00
1	13	Student Engagement Programs and Activities	Yes	$380,000.00	$392,492.00
2	1	Student Health	Yes	$1,642,795.00	$1,722,517.00
2	2	Social-Emotional Well-being and Suspensions	Yes	$10,768,464.00	$10,471,489.00
2	3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	Yes	$6,836,785.00	$6,569,487.00
2	4	Campus Security	No	$2,636,230.00	$2,044,845.00
2	5	Student Design Projects	Yes	$1,271,259.00	$1,333,847.00
2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	Yes	$442,759.00	$478,227.00
2	7	Foster Youth Support Plan	Yes	$604,421.00	$663,028.00
2	8	Student Engagement Activities - Sports Programs	Yes	$451,000.00	$0.00
2	9	School Sites Support for Social-Emotional Well-being	Yes	$1,729,124.00	$1,612,770.00
2	10	Attendance and Chronic Absenteeism	Yes	$574,754.00	$544,375.00
2	11	Home to School Transportation	Yes	$2,363,117.00	$2,494,626.00
2	12	Access to Specialized Program Opportunities - VAPA	Yes	$154,000.00	$234,696.00
2	13	Access to Specialized Program Opportunities - Music	Yes	$50,000.00	$306,801.00
2	14	Access to Specialized Program Opportunities -	Yes	$10,000.00	$49,357.00

		GATE			
2	15	Student Voice and Leadership	Yes	$50,000.00	$33,386.00
3	1	Communications	Yes	$336,000.00	$272,964.00
3	2	Personnel to Support Parent Involvement	Yes	$2,749,814.00	$2,467,023.00
3	3	Parent and Community Engagement / Adult Education	Yes	$372,292.00	$524,673.00
3	4	District Parent Events and Meetings	Yes	$419,874.00	$526,788.00
3	5	English Learner Parent Support	Yes	$57,053.00	$72,938.00
3	6	Foster Youth Parent Support	Yes	$500.00	$0.00
3	7	Welcome and Enrollment Center	Yes	$436,815.00	$469,972.00
3	8	Resources for Site Parent Engagement	Yes	$209,608.00	$231,038.00
4	1	Certificated Staffing	No	$108,558,000.00	$122,838,286.00
4	2	Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance	No	$20,134,848.00	$38,141,207.00
4	3	Facility/Operations	No	$25,595,290.00	$30,764,830.00
4	4	Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance	No	$1,590,199.00	$1,451,410.00
4	5	Basic Transportation	No	$5,585,444.00	$3,056,459.00
4	6	Pupil Achievement – Technology	No	$1,414,095.00	$1,587,219.00
4	7	Classified Staffing – Health and Safety at School Sites	No	$4,370,773.00	$7,011,674.00
4	8	Classified Staffing – Support for Student Referrals and Enrollment	No	$45,632.00	$673,273.00
4	9	Classified Staffing –School Communication and Support for Parents – School Sites	No	$4,209,872.00	$4,589,009.00
5	1	Learning Support Teacher	No	$370,000.00	$115,318.00

5	2	Eduprotocols Professional Development	No	$31,800.00	$25,997.00
5	3	Professional Development Conferences & Materials	No	$40,814.00	$10,138.00
5	4	Brainfuse Tutoring	No	$10,000.00	$3,500.00
5	5	Wellness Together	No	$90,000.00	$44,041.00
5	6	Little Whisk Academy	No	$43,200.00	$28,800.00
5	7	0.5 Counselor	No	$120,000.00	$0.00
5	8	Learning Coach University	No	$7,680.00	$7,704.00
5	9	Family Engagement Nights	No	$29,800.00	$19,190.00
5	10	Noon Duty	No	$52,190.00	$54,444.00
5	11	Safe & Civil - CHAMPS - PD	No	$24,000.00	$13,801.00
5	12	Small Group Instruction	No	$44,660.00	$44,615.00
5	13	Corwin - Teacher Clarity PD	No	$45,000.00	$45,000.00
5	14	New Student Orientation	No	$7,680.00	$7,704.00
6	1	CADET Curriculum Development	No	$12,000.00	$0.00
6	2	Social Emotional Learning Specialist	No	$88,567.00	$0.00
6	3	Cadet Corp Program Summer Institute	No	$17,900.00	$0.00
6	4	Road to Success Academy	No	$32,056.00	$0.00
7	1	English Learner Support	No	$92,240.00	$0.00
7	2	Ongoing Support for ELA & MATH	No	$68,904.00	$44,699.00
7	3	Parent Involvement	No	$152,000.00	$21,800.00
7	4	Professional Development	No	$213,248.00	$197,522.00
7	5	Personnel	No	$111,490.00	$70,615.00
8	1	Implement Play Works	No	$100,000.00	$114,800.00
8	2	Increase Campus Supervision	No	$20,000.00	$0.00
8	3	Provide “High Dosage” Tutoring	No	$150,000.00	$0.00
8	4	Provide Targeted Intervention	No	$60,000.00	$34,734.00
8	5	Aviation Consultant	No	$50,000.00	$15,000.00

8	6	Provide tutors who will work with African American students	No	$100,000.00	$0.00
8	7	Additional Counseling/SEL Staff	No	$100,000.00	$0.00
8	8	Additional Bilingual Instructional Assistant	No	$38,000.00	$22,409.00
8	9	Professional Development: Universal Design for Learning	No	$100,000.00	$0.00
8	10	Math Consultant	No	$75,000.00	$0.00
8	11	English Language Arts Consultant	No	$75,000.00	$0.00
8	12	Provide an additional Parent Community Liaison	No	$80,000.00	$0.00
8	13	Parenting Partners	No	$20,000.00	$0.00
8	14	Parent Engagement	No	$41,453.00	$0.00
9	1	Tier 2 Intervention Program	No	$18,000.00	$19,576.00
9	2	Professional Development in Foundational Literacy Skills	No	$24,000.00	$9,000.00
9	3	Behavioral Framework	No	$18,000.00	$0.00
9	4	Professional Development for Trauma informed practices	No	$12,000.00	$0.00
9	5	Consultation for School Climate	No	$15,000.00	$0.00
9	6	Parent Involvement	No	$1,419.00	$0.00
10	1	ELA and Math PD	No	$42,000.00	$18,000.00
10	2	Lesson Studies	No	$10,368.00	$0.00
10	3	Thinking Maps Training	No	$9,225.00	$0.00
10	4	Materials for MakerSpace	No	$20,000.00	$7,073.00
10	5	Ron Clark Housemania Training	No	$150,000.00	$72,495.00
10	6	Additional CKH Training	No	$15,000.00	$0.00
10	7	Dance Program	No	$10,000.00	$5,141.00
10	8	Half-time Music Teacher (including supplies and instruments)	No	$195,575.00	$0.00
10	9	Field Trips	No	$14,715.00	$0.00

10	10	PIQE and other parent workshops	No	$35,000.00	$16,777.00
10	11	Additional Student Interventionist	No	$42,454.00	$0.00
10	12	Instructional Assistants for Kinder classes (2)	No	$71,440.00	$30,554.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$67,883,848.00	$74,352,482.00	$73,047,092.00	$1,305,390.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	Yes	$8,594,658.00	$8,229,560.00	0.00%	0.00%
1	2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	Yes	$2,490,079.00	$4,098,638.00	0.00%	0.00%
1	3	Professional Learning Communities	Yes	$6,328,302.00	$5,392,864.00	0.00%	0.00%
1	4	Supplemental Curriculum, Instruction, and Assessment	Yes	$1,414,095.00	$1,543,713.00	0.00%	0.00%
1	5	Equitable Learning – Schools of Choice	Yes	$403,960.00	$289,622.00	0.00%	0.00%

1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	Yes	$3,092,007.00	$2,946,683.00	0.00%	0.00%
1	7	Access to Curriculum through Technology	Yes	$5,331,193.00	$4,336,320.00	0.00%	0.00%
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	Yes	$3,275,268.00	$3,310,033.00	0.00%	0.00%
1	9	Language Development and Implementation of the English Learner Support Plan	Yes	$2,045,382.00	$1,829,811.00	0.00%	0.00%
1	11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	Yes	$250,000.00	$179,073.00	0.00%	0.00%
1	12	Extended Learning Opportunities and Access to Broad Curriculum	Yes	$9,217,104.00	$9,418,281.00	0.00%	0.00%
1	13	Student Engagement Programs and Activities	Yes	$380,000.00	$392,492.00	0.00%	0.00%
2	1	Student Health	Yes	$1,642,795.00	$1,722,517.00	0.00%	0.00%
2	2	Social-Emotional Well-being and Suspensions	Yes	$10,768,464.00	$10,471,489.00	0.00%	0.00%
2	3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	Yes	$6,836,785.00	$6,569,487.00	0.00%	0.00%
2	5	Student Design Projects	Yes	$1,271,259.00	$1,333,847.00	0.00%	0.00%
2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	Yes	$442,759.00	$478,227.00	0.00%	0.00%
2	7	Foster Youth Support Plan	Yes	$604,421.00	$663,028.00	0.00%	0.00%
2	8	Student Engagement Activities - Sports Programs	Yes	$451,000.00	$0.00	0.00%	0.00%
2	9	School Sites Support for Social-Emotional Well-being	Yes	$1,729,124.00	$1,612,770.00	0.00%	0.00%
2	10	Attendance and Chronic Absenteeism	Yes	$574,754.00	$544,375.00	0.00%	0.00%
2	11	Home to School Transportation	Yes	$2,363,117.00	$2,494,626.00	0.00%	0.00%

2	12	Access to Specialized Program Opportunities - VAPA	Yes	$154,000.00	$234,696.00	0.00%	0.00%
2	13	Access to Specialized Program Opportunities - Music	Yes	$50,000.00	$306,801.00	0.00%	0.00%
2	14	Access to Specialized Program Opportunities - GATE	Yes	$10,000.00	$49,357.00	0.00%	0.00%
2	15	Student Voice and Leadership	Yes	$50,000.00	$33,386.00	0.00%	0.00%
3	1	Communications	Yes	$336,000.00	$272,964.00	0.00%	0.00%
3	2	Personnel to Support Parent Involvement	Yes	$2,749,814.00	$2,467,023.00	0.00%	0.00%
3	3	Parent and Community Engagement / Adult Education	Yes	$372,292.00	$524,673.00	0.00%	0.00%
3	4	District Parent Events and Meetings	Yes	$419,874.00	$526,788.00	0.00%	0.00%
3	5	English Learner Parent Support	Yes	$57,053.00	$72,938.00	0.00%	0.00%
3	6	Foster Youth Parent Support	Yes	$500.00	$0.00	0.00%	0.00%
3	7	Welcome and Enrollment Center	Yes	$436,815.00	$469,972.00	0.00%	0.00%
3	8	Resources for Site Parent Engagement	Yes	$209,608.00	$231,038.00	0.00%	0.00%

2024-2025 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)
$169,069,292.00	$67,883,848.00	0.00%	40.15%	$73,047,092.00	0.00%	43.21%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

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

LCFF Carryover Table

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

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