

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Adelanto Elementary School District

CDS Code: 36-675870000000

School Year: 2025-26

LEA contact information:

Tasha Doizan Ed.D.

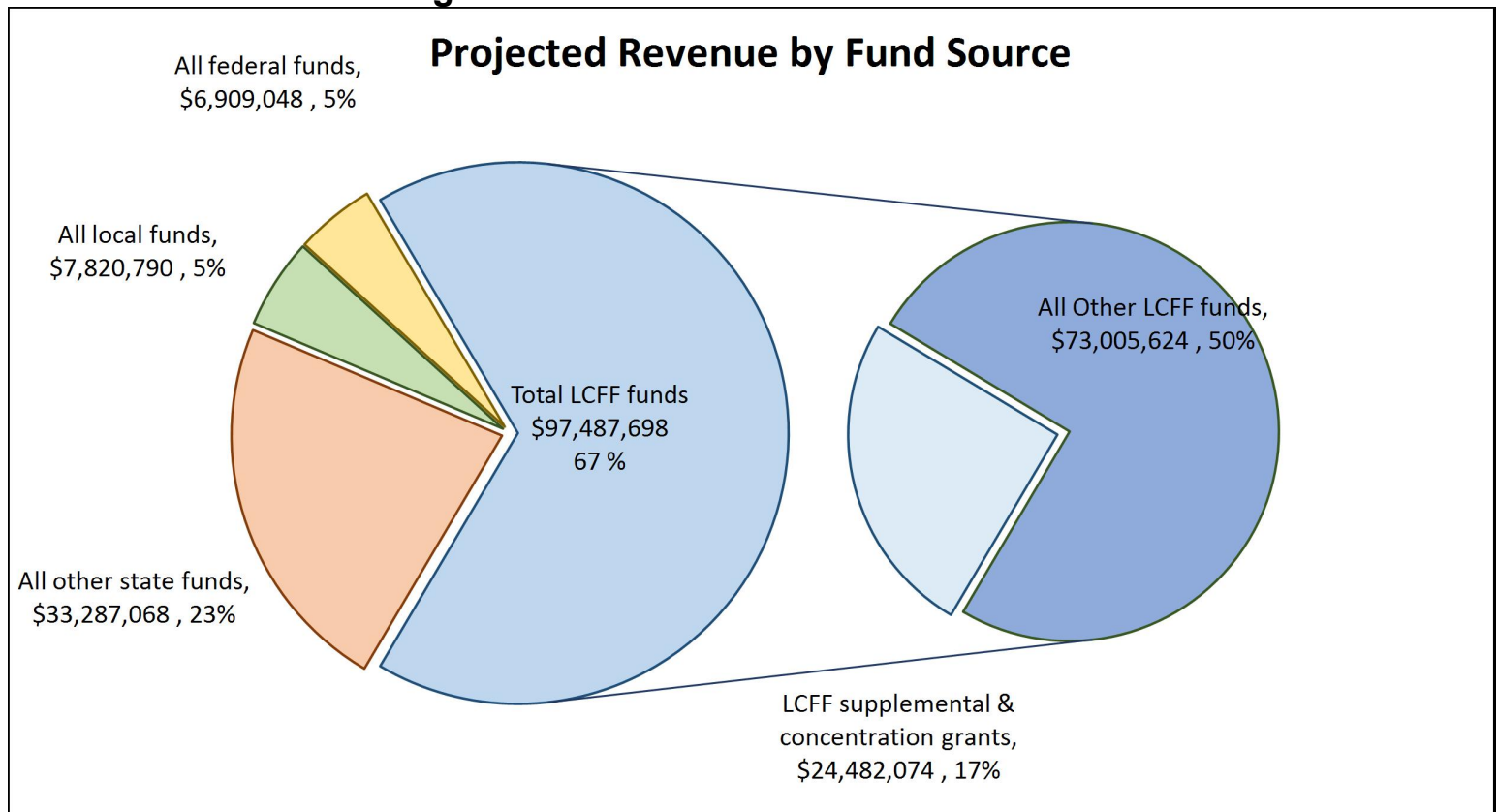
Assistant Superintendent of Educational Services

Tasha_Doizan@aesd.net

(760) 246-8691

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

Budget Overview for the 2025-26 School Year

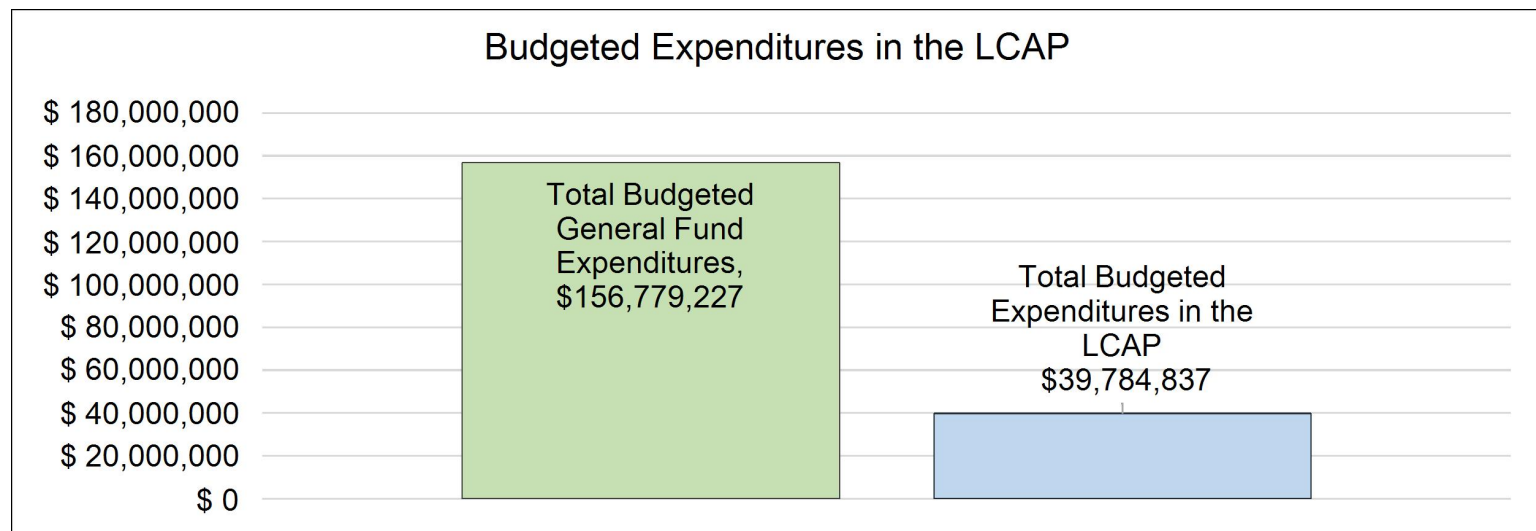


This chart shows the total general purpose revenue Adelanto Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Adelanto Elementary School District is \$145,504,604, of which \$97,487,698 is Local Control Funding Formula (LCFF), \$33,287,068 is other state funds, \$7,820,790 is local funds, and \$6,909,048 is federal funds. Of the \$97,487,698 in LCFF Funds, \$24,482,074 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 Adelanto Elementary School District plans to spend for 2025-26. 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: Adelanto Elementary School District plans to spend \$156,779,227 for the 2025-26 school year. Of that amount, \$39,784,837 is tied to actions/services in the LCAP and \$116,994,390 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

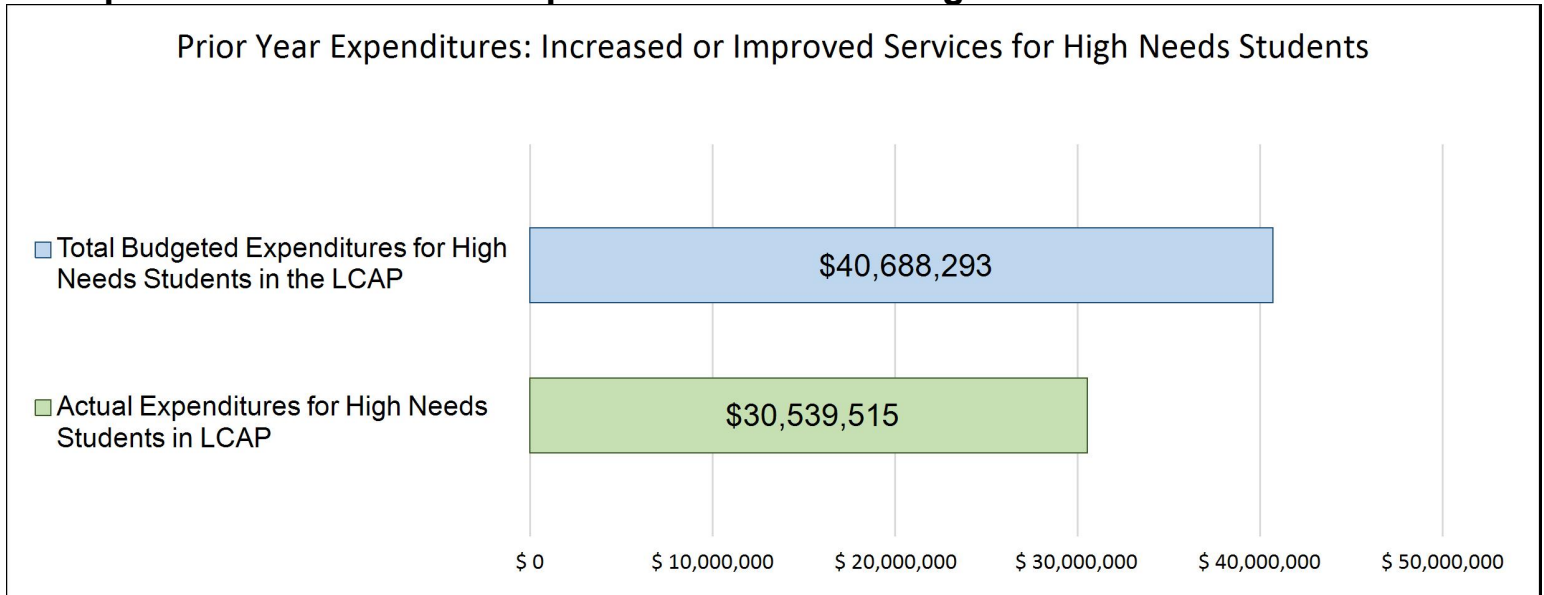
In addition to items covered in the LCAP, the District must fund several essential operational expenses not included in the plan. These include: (1) insurance and utilities, (2) certificated administration salaries, (3) classified management salaries, (4) administrative benefits, (5) building improvements, (6) dues memberships.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Adelanto Elementary School District is projecting it will receive \$24,482,074 based on the enrollment of foster youth, English learner, and low-income students. Adelanto Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Adelanto Elementary School District plans to spend \$32,266,087 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Adelanto Elementary School District's LCAP budgeted \$40,688,293 for planned actions to increase or improve services for high needs students. Adelanto Elementary School District actually spent \$30,539,515 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$10,148,778 had the following impact on Adelanto Elementary School District's ability to increase or improve services for high needs students:

Student services continue to be impacted by challenges in recruiting staff. The District is able to provide services to students through third party vendors, but the cost was not anticipated.

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
Adelanto Elementary School District	Tasha Doizan Ed.D. Assistant Superintendent of Educational Services	Tasha_Doizan@aesd.net (760) 246-8691

Plan Summary [2025-26]

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.

Adelanto Elementary School District is a TK-8 district that has been enriching the city of Adelanto and parts of Victorville with quality education since 1941. The district is nestled in Southern California's high desert and boasts stunning desert vistas and mountain panoramas. Currently, the district educates approximately 7,800 students across 15 schools, which include nine TK-5 elementary schools, one K-8 school, one TK-8 school, three middle schools for grades 6-8, and a virtual academy offering an Independent Study program for grades K-8 and an opportunity HOPE program for grades 5-8.

Melva Davis Academy of Excellence (6-8), George Visual & Performing Arts School (TK-8), Gus Franklin Jr. STEM (TK-5), and Victoria Magathan Elementary (TK-5) each deliver distinctive and specialized curricula that yield a variety of advantages for students; for instance, Melva Davis Academy of Excellence's STEAM focus readies students for careers in science, technology, engineering, arts, and George Visual & Performing Arts School cultivates creative skills to build a strong base for media and arts professions, collectively offering a comprehensive education that furnishes students with essential skills for success in their chosen paths and beyond mathematics. Victoria Magathan Elementary's Dual-Language Immersion program fosters bilingualism and cross-cultural understanding, which can be invaluable for future opportunities, and Gus Franklin Jr. STEM offers an integrated science, technology, engineering, and mathematics curriculum focused on hands-on learning and critical thinking, preparing students for future careers and innovations.

Reflecting the vibrant diversity of its community, the district's student demographics from the 2024 CA Dashboard reveal a rich tapestry of cultural and socioeconomic backgrounds. With 17% English Learners, 3% Foster Youth, 2% Homeless, 13.6% students with disabilities, and a significant 79.1% of students being socioeconomically disadvantaged, the district's commitment to inclusive education is paramount. The

student population comprises 3.2% of two or more races, 18.5% African American, 68% Hispanic, and a mixture of other ethnicities, creating a dynamic learning environment.

AESD's unique educational programs, such as AVID, STEAM, VAPA, DI, and CTE (i.e., eSports, Robotics, Cadet Corps), cater to diverse learner needs, offering CTE-aligned courses and Honors classes in middle schools. The district's professional learning is centered around social-emotional learning and teacher clarity, underpinning their mission to provide innovative educational options.

Adelanto Elementary School District's Mission is to strive to be a leading example of educational excellence, where safe, inclusive, and engaging communities empower students to realize their full potential, reflecting its mission of fostering a culture of innovation, meaningful connections, and enriched learning experiences that prepare them to succeed in a diverse world, and embodying its vision for the future. Furthermore, we envision a culture of innovation, meaningful connections, and enriched learning experiences to equip our students with the skills and knowledge to thrive in a diverse world.

The Adelanto Elementary School District believes our greatest strength lies in our collective purpose. Together—families, educators, students, administrators, and community partners—we are shaping a bold and inclusive vision through our Framework for the Future. This is not just a strategic plan but a living promise grounded in shared values, mutual respect, and an unyielding commitment to every learner's success. Guided by integrity, equity, and the joy of learning, we are co-creating a future where curiosity thrives, collaboration leads, and every voice is valued. United by our mission, vision, and core values, we strive to ensure every child is seen, supported, and inspired to rise.

Our Framework for the Future is built upon a foundation of core values that guide our actions and aspirations. We commit to acting with unwavering integrity, dedication, and the pursuit of high expectations in all that we do. We believe in the power of cultivating curiosity and creativity, fostering an environment where shared success is not only possible but expected. Teamwork is paramount, and we strive to build trust and respect in all our collaborations. Recognizing the strength in our differences, we embrace diversity and are dedicated to ensuring equitable chances for every community member. Above all, we are committed to fostering safety, wellness, and a sense of joy within our collective experience.

The strategic objectives and Learner Profile, guided by our mission, vision, and core values, ensure a collaborative culture, continuous improvement, family engagement, and the alignment of resources to bolster professional learning, student success, innovation, and community involvement. Leading Indicators, such as classroom instruction and engagement, and trailing indicators, like standardized test data, monitor the district's performance, ensuring that each child's potential is maximized. They embody a community where dreams are ignited and academic achievement soars.

Equity Multiplier Schools:

Per the description on the California Department of Education's website, the Local Control Funding Formula (LCFF) Equity Multiplier (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 percent. Based on the eligibility criteria, the schools below were identified. Each school engaged their Educational Partners within their school community to develop a plan to address (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 credentialing, subject matter preparation, and retention of the school’s educators, if applicable. The goals and action plans for the identified school sites can be found in this document in goals 4 through 12.

In 2023-2024, the following schools were identified as recipients of the Equity Multiplier Funding: Adelanto Elementary (TK-5), Donald F. Bradach Elementary (TK-5), Theodore Vick Elementary (TK-5), West Creek Elementary (TK-5), Columbia Middle (6-8), Mesa Linda Middle (6-8), and the Adelanto Virtual Academy (K-8). In 2024-2025, two additional schools were identified: El Mirage K-8 and Westside Park Elementary.

Reflections: Annual Performance

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

Based on a review of performance data from state and local indicators included in the California School Dashboard, local self-assessment tools, and educational/collaborative partner input, Adelanto Elementary School District is making progress toward academic improvements. As a result, the success detailed below is based on our most recent data compared to the prior year.

Academic Achievement

In 2023, the Adelanto Elementary School District was eligible for Differentiated Assistance for six student groups identified as needing support across different areas of academic and disciplinary data indicators based on the 2023 CA Dashboard. The 6 district student groups eligible for District Assistance in the following categories: Homeless – ELA/Math, Chronic Absenteeism, and Suspension, African American – ELA/Math and Suspension Rate, English Learners – ELA/Math and Suspension Rate, Foster Youth – ELA/Math and Suspension Rate, Hispanic – ELA/Math and Suspension Rate, Socioeconomically Disadvantaged - ELA/Math and Suspension Rate.

In 2024, the Adelanto Elementary School District is eligible for Differentiated Assistance for an additional group in addition to the 6 district groups listed based on the 2024 CA Dashboard. The Two or More Races Student Group in ELA/Math and Suspension. There are a total of 7 district student groups eligible for District Assistance in the following categories: Homeless- ELA/Math, Chronic Absenteeism, and Suspension, African American-ELA/Math and Suspension Rate, English Learners ELA/Math and Suspension Rate Foster Youth-ELA/math and Suspension Rate Hispanic- ELA/Math and Suspension Rate, Socioeconomically Disadvantages-ELA/Mathand Suspension Rate. The inclusion of an additional group in 2024 indicates a broadening of the district's support needs. This suggests that while progress may be occurring in some areas, challenges remain, necessitating targeted actions to address the needs of these diverse student groups effectively.

In 2023, the California School Dashboard identified the following student groups as having the lowest performance level (red) in English Language Arts at the district level: All students -76.5, EL -104.3, Foster Youth -113.7, Socio-Economically Disadvantaged -79.8, African American -106.1, Hispanic -71.7, and Homeless - 128.5. The 2024 California School Dashboard identified the following student groups as having the lowest performance level (red) in English Language Arts at the district level: All students -75, Foster Youth -116, Socio-Economically Disadvantaged -79.1, Students with Disabilities -134.7, African American -104.5, and Two or More Races -75.6.

The 2023 California School Dashboard identified the following student groups as having the lowest performance level (red) in English Language Arts at the district level. Adelanto Elementary: All -140.4 DFS, LI -139.2 DFS, and HI -129 DFS. Bradach: EL -97 DFS; Eagle Ranch: EL -82.8 DFS; El Mirage: EL -157 DFS; George Visual: EL -82.3 DFS, SWD -101.3 DFS; Gus Franklin: SWD -112.2 DFS; Morgan Kincaid: EL -70.9 DFS, SWD -130.3 DFS, AA -98.9 DFS; Ted Vick: EL -102.5 DFS, AA -108.6 DFS; Victoria Magathan: All -80.1 DFS, EL -94.1 DFS, LI -77.2 DFS, SWD -146.9 DFS, AA -108.6 DFS, HI -72.8 DFS; West Creek: All -95.1 DFS, LI -102.6 DFS, SWD -141.3 DFS, AA -114.2 DFS, HI -94.9 DFS; Westside Park, All -107.3 DFS, EL -112.4 DFS, LI -108.5 DFS, SWD -137.4 DFS, HI -105.2 DFS; Adelanto Virtual: All -141.1 DFS, LI -131.3 DFS, HI -150.3 DFS. Columbia Middle School: All -115.1 DFS, EL -149.8 DFS, LI -117.1 DFS, AA -128 DFS, HI -115 DFS; Mesa Linda Middle School: All -123.5 DFS, EL -144.5 DFS, LI -123.8 DFS, SWD -180.3 DFS, AA -143.8 DFS, HI -119.2 DFS

The 2024 California Dashboard identified the following school and student groups as having the lowest performance level (red) in English Language Arts: Adelanto Elementary: All -121.8 DFS, LI -127.3 DFS, and HI -111.1 DFS. Bradach: EL -57.7 DFS; Eagle Ranch EL -78.8 DFS; El Mirage: EL -142.6 DFS; George Visual: EL -67.9 DFS, SWD -26.8 DFS; Gus Franklin: SWD -99.9 DFS; Morgan Kincaid: EL -79.2 DFS, SWD -149 DFS, AA -109.1 DFS; Ted Vick: EL -93 DFS, AA -105.8 DFS; Victoria Magathan: All -95.5 DFS, EL -113 DFS, LI -98 DFS, SWD -143.9 DFS, AA -91 DFS, HI -95.8 DFS; West Creek: All -91.5 DFS, LI -98.2 DFS, SWD -182.6 DFS, AA -108 DFS, HI -89.1 DFS; Westside Park, All -89.7 DFS, EL -79.9 DFS, LI -87.5 DFS, SWD -125.9 DFS, HI -80.6 DFS; Adelanto Virtual: All -21.8 DFS, LI -127.3 DFS, HI -111.1 DFS. Columbia Middle School: All -106.3 DFS, EL -137.7 DFS, LI -109.8 DFS, AA -119.2 DFS, HI -104.7 DFS; Mesa Linda Middle School: All -127 DFS, EL -139 DFS, LI -128.5; DFS, SWD -167.4 DFS, AA -144.2 DFS, HI -118.7 DFS.

In 2023, the California School Dashboard highlighted significant challenges, with all students at -76.5 and specific student groups, such as English Learners (EL) at -104.3 and Foster Youth at -113.7, facing notable gaps. In 2024, the overall score for all students improved slightly to -75, and some student groups, like African Americans, improved from -106.1 to -104.5. However, new challenges arose, such as the addition of "Two or More Races" at -75.6 as needing Differentiated assistance.

School-level CAASPP data show varied performance. For instance, Adelanto Elementary improved its "All" student group from -140.4 to -121.8. Schools like Bradach and Eagle Ranch significantly improved EL scores, while others, like Mesa Linda, still face considerable challenges, particularly with Students with Disabilities (SWD). While progress is evident in some areas, targeted actions are necessary to address persistent disparities.

The California Assessment of Student Performance and Progress (CAASPP) Math. AESD increased the percentage of students meeting or exceeding the standard in Mathematics: All Students: by 14%; Homeless: 4%; EL: 5%; African American: 7%. California Assessment of Student Performance and Progress (CAASPP) English Language Arts: AESD increased the percentage of students meeting or exceeding the standard in English Language Arts: All Students: 23% Homeless: 5%; EL: 5% and African American: 11%.

The 2023 California School Dashboard identified the following student groups as having the lowest performance level (red) in Math at the district level: All students -115.3, EL -133.7, FY -152.4, HOM -150.7, SED -118.8, AA -145.7, HI -110.1. Additionally, the following groups are listed as: WH-90.5, MR-108.8, and SWD-168.7. The 2023 California School Dashboard identified the following schools and student groups as having the lowest performance level (red) in Math: Adelanto Elementary: All -115.3; SED -118.8, and HI -110.1. Adelanto Virtual Academy: ALL -182.4, HI -190.9, SED -173.3; Bradach: ALL -107.4; EL -116.2; SED -111.4; HI -102.7 Eagle Ranch: SWD -143.8 El Mirage: ALL -155.8 EL -194.1; SED -157.9; George: EL -99.3; AA -100.6; Gus Franklin: SWD -124; Morgan Kincaid: SWD -148.1; AA -123.7 Ted Vick: ALL -102.5; EL -126.2; SED -104.9; AA -125.8; HI -100.5 Victoria Magathan: EL -98.8; SWD -158.7.; West Creek: ALL -109.1; SED -

113.8; SWD -156.5; AA -133; HI -101.4; Westside Park: ALL -127.8; EL -129.5; SED -129; SWD -157.8.; HI -119.3; and AA -143.8 Columbia Middle School: ALL -175.3; EL -192.7; SED -174.9; SWD -210.5 AA -185.7; HI -174.2; Melva Davis: AA -118.4; Mesa Linda: ALL -177.8; EL -193.1; SED -179.8; SWD -224.5; HI -174.7.

The 2024 California School Dashboard identified the following student groups as having the lowest performance level (red) at the district level: All students -115.3, EL -133.7, FY -152.4, HOM -150.7, SED -118.8, AA -145.7, HI -110.1. Additionally, the following groups are as follows: WH -90.3, MR -116.1, and SWD -162.8. The 2024 California School Dashboard identified the following schools and student groups as having the lowest performance level (red) in Math: Adelanto Elementary: All -107.7; SED -111.7, and HI -101.7. Adelanto Virtual Academy: ALL -144.8, HI -161.3, SED -150.9; Bradach: ALL -88.2; EL -83.6; SED -94.7; HI -86.3; Eagle Ranch: SWD -135.6; El Mirage: ALL -126.1 EL -153.4; SED -126.9; George: EL -97.9; AA -73.6; Gus Franklin: SWD -106.3; Morgan Kincaid: SWD -137.9; AA -116.4 Ted Vick: ALL -88.2; EL -81.8; SED -90.3; AA -113.1; HI -81.8 Victoria Magathan: EL -126.2; SWD -170.7.; West Creek: ALL -108.9; SED -112.9; SWD -195.7; AA -117.5; HI -108; Westside Park: ALL -112.4; EL -111.8; SED -111.7; SWD -122.4.; HI -104.7; and AA -129.5. Columbia Middle School: ALL -174; EL -188.5; SED -176.1; SWD -207.4 AA -187.3; HI -170.8; Melva Davis: AA -115.5; Mesa Linda: ALL -176.5; EL -192.6; SED -178.2; SWD -218.4; HI -171.8.

In 2023, the percentage of students meeting or exceeding math standards increased for "All Students" by 14%, Homeless by 4%, EL by 5%, and African American by 7%. Despite this progress, the 2023 District Dashboard shows that all students scored -115.3, with specific challenges for groups such as EL at -133.7 and Students with Disabilities (SWD) at -168.7.

By 2024, some improvements are noted, with scores for "All Students" at individual schools like Adelanto Elementary improving from -115.3 to -107.7. Although, the CAASPP Math data for Adelanto Elementary School District indicates positive growth and some areas need continued support. For example, significant challenges remain for SWD and other groups across various schools, highlighting the need to continue targeted interventions. Overall, while student performance is clearly progressing, these efforts should be sustained and enhanced to address persistent gaps and ensure equitable success across all student groups.

English Learner Progress

The 2023 California School Dashboard identified the English learner students making yearly progress on the English Learner Progress Indicator (ELPI) at the district level was 47.2% (1,114 students). The 2024 California School Dashboard identified English learner students making yearly progress on the English Learner Progress Indicator (ELPI) at the district level was 44.6% (1,082 students), a decline of 2.6%.

The 2023 California School Dashboard English Learner Progress Indicator identified these school level students groups in the red: Bradach 34.9 (83 students); George 44.4 (124 students); Ted Vick 38.6 (88 students); and Westside Park 34.4 (64 students). The 2024 California School Dashboard identified English learner students making yearly progress on the English Learner Progress Indicator (ELPI) at the school level: Bradach 40% making progress, +5.1% (70 students); George 37.5%, -6.9% (128 students); Ted Vick 38%, -.7% (79 students); and Westside Park 50.8% +16.4% (63 students).

At the district level, progress declined from 47.2% of students making progress in 2023 to 44.6% in 2024, a decrease of 2.6%. This indicates that fewer students are advancing in their English proficiency. At the school level, progress varied. In 2024, Bradach improved by 5.1%, reaching 40%, and Westside Park saw a significant increase of 16.4%, reaching 50.8%. Conversely, George experienced a decline of 6.9%,

and Ted Vick saw a slight decrease of 0.7%.

The English Learner Progress Indicator (ELPI) data from the California School Dashboard shows a mixed picture for the Adelanto Elementary School District.

Overall, while some schools made notable gains, the district's overall progress in ELPI decreased, highlighting the need for continued targeted strategies to support English learners effectively across all schools.

Suspensions

The 2023 California School Dashboard identified the following student groups as having the highest suspension rates, marked in red, at the district level: All 9%, EL 6.1%, FOS 16.9%, HOM 12.3%, SED 9.3%, SWD 12.4%, AA 17.9%, HI 6.4%, WH 8.2%, MR 10.6%. The 2023 California School Dashboard identified the following schools as having the highest suspension rate (red) at the school and student group level: Adelanto Elementary: All 6.2%, SED 6.7%, SWD 16%, AA 8.8%, and HI 5.4%; Bradach: FY 7.7%; Eagle Ranch: All 3.8%, SED 4.4%, SWD 6.9%, AA 11%, and WH 6.5%; Gus Franklin: AA 7.8%; Morgan Kincaid: FY 8.9%; Ted Vick: FY 14.9%, SWD 8.5%, AA 13.5%, HI 4.3%; Victoria Magathan: AA 6.2%; West Creek: SED 6.2%, SWD 8.4%, and AA 13.3%; Westside Park: AA 3.8%; Columbia Middle School: All 22.4%; EL 14.6%; FY 23.7%; SED 22.2%; SWD 24.4%; AA 37.1%; HI 16.5%; WH 20.5%; and two or More 25.4%.; Mesa Linda: All 32.9%; EL 28.4%; FY 43.1%; SED 33.5%; SWD 38.2%; AA 49.8%; HI 24.7%; WH 28.9%; 2 or More 43.9%.

The 2024 California School Dashboard identified the following student groups as having the highest suspension rate (red) at the district level: All 8.3%, EL 5%, FOS 15.3%, HOM 9%, SED 8.6%, SWD 8.6%, AA 16.9%, HI 5.3%, WH 7.7%, MR 13.9%. The 2024 California School Dashboard identified the following schools as having the highest suspension rate (red) at the school and student group level: Adelanto Elementary: All 6.2%, SED 5.9%, SWD 17.5%, AA 6.7%, and HI 5.2%; Bradach: FY 7%; Eagle Ranch: All 5.4%, SED 5.2%, SWD 9.2%, AA 14.4%, and WH 2.3%; Gus Franklin: AA 6.3%; Morgan Kincaid: FY 3.6%; Ted Vick: FY 4.4%, SWD 6.8%, AA 5.1%, HI 1%; Victoria Magathan: AA 7.1%; West Creek: SED 3.3%, SWD 6.1%, and AA 6.1%; Westside Park: AA 3.4%; Columbia Middle School: All 21.3%; EL 11.1%; FY 27.6%; SED 22.2%; SWD 25.5%; AA 40.7%; HI 14.4%; WH 20.5%; and two or More 24.2%.; Mesa Linda: All 32.9%; EL 21%; FY 29.8%; SED 30.8%; SWD 38.2%; AA 44.4%; HI 19.3%; WH 31.1%; 2 or More 42.3%.

The suspension rate data from the California School Dashboard highlights areas of progress and concerns within the Adelanto Elementary School District. At the district level, there was a decrease in the overall suspension rate from 9% in 2023 to 8.3% in 2024. Notable improvements were seen in groups such as English Learners (EL), which decreased from 6.1% to 5%, and Homeless students, from 12.3% to 9%.

At the school level, the data shows varied results. For instance, Columbia Middle School's overall suspension rate slightly decreased from 22.4% to 21.3%. However, challenges remain, particularly for African American students whose suspension rates are among the highest across schools, such as 40.7% at Columbia Middle School and 44.4% at Mesa Linda. Overall, while progress in reducing suspensions is evident in some areas, targeted support is needed to address ongoing disparities, particularly for vulnerable student groups.

Chronic Absenteeism

The 2023 California School Dashboard identified the student groups with the highest rates of Chronic Absenteeism (red indicator) at the district level: Homeless 69.3%; AS 35.7; FI 33.3%. Overall: 28.8% K-5 schools: 28.5% K-8 schools: 11%; Middle Schools: 28.7% With a

Suspension Rate: All Students: 11.4%. And an Expulsion Rate: Expulsion Rate: 0.5%. The 2023 California School Dashboard reports the following district-level Chronic Absenteeism rates:: All 45.1%, SED 47.1%, EL 38.3%, FY 39.2%, HY 69.3%, Asian 35.7%, and FI 33.3%.

The 2024 California School Dashboard identified the following student groups with red-level Chronic Absenteeism rates at the district level: Homeless 60.4%; AS 16.7; FI (24.2% Overall: 28.8% K-5 schools: 28.5% K-8 schools: 11.%; Middle Schools: 28.7% With a Suspension Rate: All Students: 11.4%. And an Expulsion Rate: Expulsion Rate: 0.5%. The 2024 California School Dashboard reports the following district-level Chronic Absenteeism rates: All 35.5%, SED 38%, EL 38.3%, FY 29.5%, HY 60.4%, Asian 16.7%, and FI 24.2%.

The 2023 California School Dashboard identified the following schools and student groups with red-level Chronic Absenteeism rates: Adelanto Elementary: All 61.7%, EL 50%, SED 62.2%, SWD 61.4%, AA 72.4%, HI 53.8%; Eagle Ranch: AA 57.5%; Morgan Kincaid: FY 40.4%; Ted Vick: AA 46%; West Creek: All 51.7%, SED 54.6%, HI 49.3%, WH 61.3%; Westside Park: All 55.2%, AA 57.7%, WH 60%; Columbia Middle School: AA 63.1%; Melva Davis: SWD 37.9%, 2 or More 36.7%; and Mesa Linda Middle School: All 56.5%; EL 58.5%; FY 50.8%; SED 58.3%; SWD 60.7%; AA 61.2%; HI 54.9%; 2 or More 62.3%.

The 2024 California School Dashboard identified schools and student groups with red-level Chronic Absenteeism rates:: Adelanto Elementary: All 51.8%, EL 29.7%, SED 53.4%, SWD 55.3%, AA 66.1%, HI 39.3%; Eagle Ranch: AA 57.8%; Morgan Kincaid: FY 19.5%; Ted Vick: AA 58%; West Creek: All 40.4%, SED 43.2%, HI 38.3%, WH 37.5%; Westside Park: All 47.6%, AA 54.6%, WH 50%; Columbia Middle School: AA 56.9%; Melva Davis: SWD 37.9%, 2 or More 40.7%; and Mesa Linda Middle School: All 55.8%; EL 48%; FY 34%; SED 58.4%; SWD 56.3%; AA 61.4%; HI 51.2%; 2 or More 59.5%.

The Chronic Absenteeism data from the California School Dashboard indicates improvements and areas for attention within the Adelanto Elementary School District. At the district level, overall chronic absenteeism decreased from 45.1% in 2023 to 35.5% in 2024. Significant improvements were noted among Homeless students, decreasing from 69.3% to 60.4%, and Asian students, 35.7% to 16.7%.

Improvements were observed at the school level. For example, Adelanto Elementary saw a reduction in overall absenteeism from 61.7% to 51.8% and among English Learners (EL) from 50% to 29.7%. However, challenges remain, particularly for African American students, with persistent high rates at schools such as Ted Vick and Mesa Linda Middle School. While progress is evident in reducing chronic absenteeism, targeted strategies are essential to address ongoing disparities and support student attendance effectively.

California Common Core State Standards- Implementation

It's commendable to report that the Adelanto Elementary School District (AESD) is committed to ensuring 100% implementation of the Common Core State Standards (CCSS) for all students. Here's a breakdown of the efforts:

1. Access to CCSS and ELD Standards: AESD prioritizes access to the Common Core State Standards and English Language Development (ELD) standards for all students, including English Learners (ELs). This ensures that English learners have access to and the opportunity to gain proficiency in English language skills while mastering academic content knowledge aligned with CCSS.

2. Increased ELPAC Scores: In 2023, the district made significant progress in increasing the percentage of English Learner students scoring a '4' on the English Language Proficiency Assessments for California (ELPAC). A 26.5% achievement rate in this category demonstrates

meaningful improvement in language proficiency among ELs.

3.Reclassification Rate: AESD has also achieved an increased reclassification rate of 5.4%. Reclassification refers to the process by which EL students transition from English Learner status to proficient English proficiency, indicating that more EL students are meeting the criteria for proficiency and integration into mainstream academic programs.

These accomplishments reflect AESD's commitment to equity and excellence in education, particularly in supporting English Learner students' academic and linguistic needs. By providing access to rigorous standards and targeted support, the district is helping to ensure that all students have the opportunity to succeed academically and linguistically. Continued efforts in this direction will further contribute to students' overall success and achievement within the district.

Educational Partnerships

AESD continues to be at Full Implementation for the following Local Indicator: the District's progress in building the capacity of and supporting family members to engage effectively in advisory groups and decision-making. AESD will continue to work on increasing the number of approved parent volunteers to 500. AESD increased parent attendance at district parent group meetings by 2%.

Learning Recovery Emergency Block Grant

LREBG, or Learning Recovery Emergency Block Grant, funds are specifically allocated to address the academic, social, and emotional impacts of the COVID-19 pandemic on students. Adelanto Elementary School District utilized these funds to provide Health and Mental Health Services for Integrated Pupil and Staff Support. Our approach directly addresses crucial needs identified in comprehensive assessments and through parent feedback gathered at district committee meetings. We serve all students, but we focus specifically on foster youth, low-income students, students experiencing homelessness, students with disabilities, two or more races, and English learners.

AESD has \$6,533,884.53 in unexpended funds that will be designated to support goals and actions within the LCAP over the remaining two years.

The district conducted a comprehensive needs assessment which identified the need for ongoing targeted strategies and supports for students in health and mental supports. Parents expressed a strong need for increased mental health and wellness support for students, emphasizing the importance of providing a counselor for each elementary campus and increasing the presence of full-time, on-site counselors. They also suggested creating "healthy spaces" or "wellness centers" and offering group counseling, particularly for social skills development. Specific requests included foster youth counselors and mentors at the school for foster youth. Furthermore, parents highlighted the need for a resource center where children can receive support for bullying and social-emotional needs. The feedback also underscored the importance of training staff in Social Emotional Learning (SEL) and maintaining the position of school health clerks, while addressing the current lack of sufficient help in the classroom to support social and emotional well-being.

These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and social emotional wellbeing of all students, with a particular focus on those who face the greatest challenges.

Action 2.1 Foster Youth Services. The majority of foster youth counselor costs were covered by the Learning Recovery Emergency Block

Grant (LREBG) at \$393,850, and a smaller portion funded through LCAP at \$102,929. This action addresses the need to provide targeted support for foster youth through dedicated counselor(s). Rationale: Foster youth often experience trauma, instability, and a lack of consistent adult relationships, which directly impact academic performance and social-emotional development (Zetlin, Weinberg, & Kimm, 2005). Providing on-campus counselors and mentors has been shown to build trust, promote resilience, and improve school engagement (Davis, 2006). By investing in dedicated foster youth services, the district is addressing both the academic and emotional needs of one of its most vulnerable populations, consistent with the requirement to focus on students facing the greatest challenges under (EC §32526(c)(2) as part of integrated pupil and staff support. Research to support this action: <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Multitiered-System-of-Support>.

Action 2.3 Mental Health and Social Emotional Counseling. LREBG funds (\$698,461 Health Assistants and \$1,366,392 Counselors at Middle School). This action aligns with the allowable use of LREBG funds to integrate evidence-based pupil supports and services to address barriers to learning such as mental health and social-emotional needs, consistent with EC §32526(c)(2). Therefore, this action addresses the need to provide on-campus counseling support, including counselors at middle schools and health assistants, to meet students' mental health and social-emotional needs. Rationale: The presence of school-based mental health professionals has been shown to significantly reduce symptoms of anxiety, depression, and behavioral issues among students (Reback, 2010). Middle school years are particularly critical for identity formation and emotional regulation, and access to counselors during this period leads to improved academic and emotional outcomes (Lapan, Gysbers, & Sun, 1997). Health assistants also play a vital role in early identification and support for students facing physical and mental health challenges, contributing to better attendance and academic continuity.

Action 2.8 Counseling LREBG funds This action aligns with the allowable use of LREBG funds to integrate evidence-based pupil supports and services to address barriers to learning such as mental health and social-emotional needs, consistent with EC §32526(c)(2). Therefore, this action addresses the need to provide on-campus counseling support, including counselors at middle schools and health assistants, to meet students' mental health and social-emotional needs. Rationale: The presence of school-based mental health professionals has been shown to significantly reduce symptoms of anxiety, depression, and behavioral issues among students (Reback, 2010). Middle school years are particularly critical for identity formation and emotional regulation, and access to counselors during this period leads to improved academic and emotional outcomes (Lapan, Gysbers, & Sun, 1997). Health assistants also play a vital role in early identification and support for students facing physical and mental health challenges, contributing to better attendance and academic continuity.

Reflections: Technical Assistance

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

The Adelanto Elementary School District is eligible for District Assistance in the following areas: Homeless – ELA/Math, Chronic Absenteeism, and Suspension Rate (Year 2); African American – ELA/Math and Suspension Rate (Year 2), English Learners – ELA/Math and Suspension Rate (Year 2), Foster Youth – ELA/Math and Suspension Rate (Year 2), Hispanic – ELA/Math and Suspension Rate (Year 2), Socioeconomically Disadvantaged - ELA/Math and Suspension Rate (Year 2). Our District is now eligible for differentiated assistance for Two or More Races- ELA/Math and Suspension (Year 1).

The Adelanto School District has taken significant steps to ensure the success of our schools through a root cause analysis process that produced cognitive conclusions that has produced comprehensive technical assistance to be provided. To strategically bolster school success, the Adelanto School District employs a multi-faceted, evidence-based technical assistance framework grounded in a thorough root

cause analysis that informs all actions and reflects AESD's deep commitment to continuous improvement and student success through equity, leadership development, and data-informed decision-making. In close collaboration with the San Bernardino County Superintendent of Schools (SBCSS) and California Collaborative for Educational Excellence (CCEE), AESD is implementing a strategic support structure designed to build district-level cohesion, site-level capacity, and improve student outcomes. This comprehensive support system is operationalized through several key strategies: collaborative Executive Cabinet and Board of Trustee structures, collaborative divisional support, where all district departments work together to provide technical assistance to schools. Structured Guidance and Timelines ensure a consistent and accountable approach to school improvement planning and execution throughout the academic year. The Academic Services Department offers targeted expertise in evidence-based curriculum development, high-impact instructional strategies, and effective assessment practices to elevate academic outcomes. A critical focus on equitable plans guarantees that all students, irrespective of their backgrounds, receive the necessary resources and support to achieve their full potential. The School Plan for Student Achievement (SPSA) serves as a dynamic, data-driven blueprint for school improvement, outlining specific, measurable, achievable, relevant, and time-bound (SMART) goals, evidence-based strategies, targeted actions, resource allocation, and key performance indicators to track progress. Furthermore, Ongoing Coaching Visits provide site leaders with individualized support, incorporating guidance on research-backed best practices, data analysis for informed decision-making, and strategies to foster positive school climate and address the social-emotional well-being of students, staff, and leaders.

Building upon this foundation, the district implements an Inquiry Cycle System for site leaders, a continuous improvement model involving systematic inquiry into student data, the implementation of targeted interventions based on evidence-based practices, rigorous reflection on their impact through data chats, and iterative adjustments to refine strategies for maximum effectiveness. This cycle is strategically aligned with District Assistance School Indicators, which are carefully selected based on research to identify schools needing differentiated support across academic, social, and emotional domains. Developing a comprehensive SPSA is central to this approach, emphasizing the use of diagnostic data to identify and address specific student groups' learning gaps through targeted, evidence-based interventions. This commitment to data-driven decision-making and continuous improvement, in partnership with SBCSS and CCEE, underscores the Adelanto School District's dedication to creating an environment where every student in the learning community can achieve consistent academic excellence and personal growth. Additional strategies include: establishing professional learning communities focused on evidence-based practices, implementing robust professional learning and mentoring programs for teachers and administrators, fostering strong home-school partnerships through evidence-based communication strategies, and conducting regular program evaluations to ensure the effectiveness of implemented interventions.

To align the actions within the Local Control and Accountability Plan (LCAP) with the Differentiated Assistance (DA) work for the specified student groups, we need to identify relevant actions and ensure they address the needs of these groups: Homeless, African American, English Learners, Foster Youth, Hispanic, Two or More Races, and Low Socio-Economic students. The actions identified for the student groups are as follows:

Homeless (ELA/Math, Chronic Absenteeism, Suspensions)

1. Goal 2, Action 4: The Academic Services Director and the School Attendance Officer will create systems to address student attendance to reduce the chronic absenteeism rate for district students.
2. Goal 2, Action 1: Foster Youth Counselors will also support Homeless Students by connecting them to physical and mental health services.

3. Goal 1, Action 8: A districtwide Literacy Plan will encompass equitable services, including support for Homeless students in language development and academic intervention programs.
4. Goal 1, Action 8: Implement after-school tutoring programs for homeless students to improve their ELA and Math performance.
5. Goal 1, Action 8: Provide access to online learning platforms and resources for homeless students to support their academic needs.
6. Goal 2, Action 1: Establish partnerships with local shelters and community organizations to provide additional resources and support to homeless families.

African American and Two or More Races (ELA/Math, Suspensions)

1. Goal 1, Action 8: The District-Wide Literacy Plan supports language development and academic interventions, which will benefit African American students.
2. Goal 1, Action 8: Create mentorship programs pairing African American students with role models to provide academic and personal guidance.
3. Goal 1, Action 8: Offer targeted enrichment programs during summer and breaks to support continued learning and reduce learning loss.
- 4.. Goal 2, Action 3: Additional counselors and support services will provide mental health and social-emotional support to reduce suspensions and improve engagement among African American students.
5. Goal 2, Action 3: Develop family engagement programs in English and Spanish to ensure parents can actively participate in their children's education.
6. Goal 2, Action 3: Collaborate with Hispanic community organizations to offer educational workshops and resources.

Low-Socio-Economic (ELA/Math, Suspensions)

1. Goal 1, Action 8: The Literacy Plan and academic interventions will support Low Socio-Economic students in language development.
2. Goal 1, Action 8: Provide low-income families free access to educational technology and internet services.
3. Goal 2, Action 5: Wellness support to improve physical wellness in students and remove barriers to education, directed toward Low-Income students.
4. Goal 2, Action 7: Provide transportation services to ensure access to in-person instruction for Low-Income students, reduce chronic absenteeism, and improve engagement.
5. Goal 2, Action 7: Partner with local businesses and organizations to provide resources and services to low-income families, such as school supplies and health services.

English learners (ELA/Math, Suspension)

1. Goal 1, Action 8: Implement evidenced-based ELA intervention programs to support English Learner and Long-term English learner students in language development.
2. Goal 2, Action 5. Wellness support to improve physical wellness in students and remove barriers to education, directed toward English Learner students.
3. Goal 2, Action 3: Additional counselors and support services will provide mental health and social-emotional support to reduce suspensions and improve engagement among English Learner students.
4. Goal 2, Action 8: Social workers to provide social-emotional prevention, intervention, counseling, agency linkage to resources, and case management to improve behavior and attendance for English Learners
5. Goal 2, Action 6: Staff will receive training on mental health serves with integrated language support ensuring English Learners can communicate their needs effectively to receive culturally responsive care

6. Goal 3, Action 1: Family engagement, organize culturally responsive family engagement events that encourage EL families to participate actively in their children's education that promotes academic success.

Foster Youth (ELA, Math, Suspension)

1. Goal 3, Action 1: Opportunities for family engagement, develop specialized training programs for foster youth, including trauma-informed care and educational advocacy, fostering a stable and supportive environment.
2. Goal 2, Action 1: Counselors to provide access to academic services, physical health services and mental health services to Foster Youth students
3. Goal 2, Action 3: Additional counselors and support services will provide mental health and social-emotional support to reduce suspensions and improve engagement among Foster Youth students
4. Goal 2, Action 5: Wellness support to improve physical wellness in students and remove barriers to education, directed toward English Learner students.
5. Goal 2, Action 6: Staff will receive training on mental health services with integrated language support ensuring English Learners can communicate their needs effectively to receive culturally responsive care
6. Goal 3, Action 1: Opportunities for family engagement, develop specialized training programs for foster youth, including trauma-informed care and educational advocacy, fostering a stable and supportive environment.

Hispanic (ELA, Math, Suspension)

1. Goal 2, Action 3: Collaborate with Hispanic community organizations to offer educational workshops and resources. Hispanic students (suspensions)
2. Goal 2, Action 5 Wellness support to improve physical wellness in students and remove barriers to education, directed toward Foster Youth students.
3. Goal 3, Action 1: Family engagement, organize culturally responsive family engagement events that encourage EL families to participate actively in their children's education that promotes academic success.

These actions ensure that the identified needs of the specified student groups are met through targeted support in English Language Arts, Mathematics, chronic absenteeism, and suspensions.

Overall, by implementing an Inquiry Cycle system of support and prioritizing indicators of need, AESD aims to provide targeted and effective assistance to schools and student groups, ultimately driving improved student outcomes. The Adelanto School District (AESD) is dedicated to a systematic approach to improving student outcomes through collaborative efforts and data-driven decision-making.

Inquiry Cycle System: AESD emphasizes an Inquiry Cycle system of support, which likely involves a continuous process of assessing student needs, implementing interventions, evaluating effectiveness, and making adjustments as necessary. **District Collaboration Meeting:** A "Round Table" collaboration meeting is convened with key members of the District Team, including the Assistant Superintendent of Academic Services, Directors of various academic departments, and Academic Coordinators. This meeting serves as a platform to collect, analyze, and discuss goals and actions to address the needs of student groups within the district. **Data-Driven Decision-Making:** The meeting allows for the collection, analysis, and collaboration around data, goals, and areas of growth. Leaders utilize state and local data to inform decisions and generate goals and actions aligned with the district's LCAP (Local Control and Accountability Plan). **SPSA Development:** Site leaders are tasked with completing a comprehensive School Plan for Student Achievement (SPSA) template. This involves conducting a

needs assessment, identifying resource inequities, setting goals, developing a budget, and ensuring collaboration with educational partners and feedback from School Site Council and English Learner Advisory Committee (ELAC) members. Goal Areas: Each school within the district is required to have at least six goals, covering areas such as English Language Arts, Mathematics, Special Education, English Learners, Culture and Climate (with an emphasis on attendance), and Parent and Community Engagement.

Budget Development: Site leaders are responsible for developing a robust budget that aligns with allocated funds and addresses the needs identified in the SPSA. This includes action plans for various programs such as Title I, Supplemental and Concentration, Equity Multiplier, and Comprehensive Support and Improvement (CSI) programs. Parent and Community Engagement: Site leaders are required to develop a School-Parent Compact and a Parent and Family Engagement Policy, ensuring active involvement and collaboration with parents and the broader community.

Finally, AESD's approach underscores a commitment to collaborative, data-informed decision-making aimed at improving outcomes for all student groups within the district. By engaging in a systematic process of needs assessment, goal setting, resource allocation, and continuous monitoring, the district seeks to address learning gaps and promote equity and excellence in education.

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.

Adelanto Elementary School (AES) remains eligible for Comprehensive Support and Improvement (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.

The district provided support for the identified school in developing the Comprehensive Support and Improvement (CSI) plan by providing clear CSI guidelines from the California Department of Education (CDE), School Improvement and Support Office (SISO) and the San Bernardino County Superintendent of Schools (SBCSS). Through this partnership, the district will help Adelanto Elementary School address persistent needs and resource inequities that contribute to underperformance. These include limited access to Tier I instruction (high-quality, standards-aligned, universally accessible instruction for all students), inconsistent implementation of evidence-based strategies, and insufficient resources for student wellness and engagement.

AESD provides multiple layers of support to help the school site engage in a cycle of continuous improvement. These included Tier I strategies such as high-quality professional development, social-emotional learning (SEL) supports, tutoring, and curriculum alignment—all of which are intended to be available schoolwide to all students. However, disparities in implementation and access to these Tier I supports have contributed to persistent inequities and underperformance among student groups. To address these gaps, the district uses a structured cycle of continuous improvement that includes tools to guide schools through a scaffolded comprehensive needs assessment, data-driven

goal setting, implementation of evidence-based strategies, and equitable resource allocation.

To address these gaps, the Adelanto Elementary School District (AESD) offers multiple layers of support aimed at building school capacity for continuous improvement. This includes structured tools for conducting comprehensive needs assessments, setting measurable goals, selecting evidence-based interventions, and aligning fiscal resources to the highest areas of need.

The Assistant Superintendent of Academic Services, Director of State and Federal Programs, and Director of Student & Academic Services provide ongoing support through one-on-one coaching sessions, site visits, and professional learning opportunities. These supports are designed to help CSI school leaders strengthen Tier I systems, address opportunity gaps, and implement sustainable strategies that lead to improved student outcomes.

Identified Needs: The needs assessment process identified several critical areas requiring improvement, including:

- Persistent achievement gaps in ELA and math for English Learners, Homeless, and African American students.
- High suspension and chronic absenteeism rates, particularly among Students with Disabilities, Foster Youth, and socioeconomically disadvantaged students.
- Inconsistent implementation of standards-aligned instructional practices across sites.
- A need for expanded mental health and social-emotional supports for students.

Evidence-Based Tier 1 Interventions

Based on identified needs and root cause analysis, AESD selected interventions that are evidence-based and classified as Tier 1 (universal) strategies—meaning they are implemented schoolwide to support all students. These include:

- Professional development in literacy, data-driven instruction, and Universal Design for Learning (UDL)
- Site-based coaching and cognitive mentoring for principals and instructional staff
- SEL integration through curriculum-aligned strategies and wellness center supports
- After-school academic intervention programs available to all students, with flexible access for unduplicated groups
- Collaborative data cycles and instructional rounds focused on equity and access

Interventions were selected using criteria from the What Works Clearinghouse and ESSA evidence tiers, in consultation with site teams and educational partners.

The district identified inequities in: (1) access to full-time counselors and school psychologist, (2) inconsistent use of intervention staff despite high-need indicators, (3) gaps in instructional materials for EL and SWD populations, (4) uneven spending patterns that contributed to material differences. These inequities informed both LCAP and SPSA planning to ensure equitable distribution of support staff, services, and learning tools.

Local Needs Assessment Process:

1. Conducting the Needs Assessment: The local needs assessment was conducted through a multi-step process that involved a thorough review of various data sources and active engagement with educational partners. The steps included:

- Data Collection and Review:

- Student Performance Data: Standardized test scores, attendance records, and disciplinary reports were analyzed.
- School Climate Surveys: Feedback from students, parents, and staff regarding the learning environment, safety, and overall school climate

through the Healthy Kids Survey and Parent Advisory Meetings through the school year.

- Demographic Data: Information on student demographics, including socioeconomic status, English language proficiency, and special education supports and needs were gathered through the Student Information Systems (SIS) and surveys.
- Resource Allocation Data: An analysis was conducted of current resource distribution across schools, including funding, staffing, and educational materials.
- Educational Partners Involvement:
- Educational Partners Meetings: Organized meetings were conducted with teachers, parents, students, and community members to gather qualitative data and insights at the site and the district levels.
- Focus Groups: Conducted focus groups with specific educational partners, groups, such as English learners, students with disabilities, and economically disadvantaged families, to understand their unique challenges and needs and gain invaluable feedback.
- Surveys and Questionnaires: Surveys were distributed to a broader audience to ensure diverse perspectives were included in the assessment. Surveys are conducted both electronically and through paper in order to meet the needs of our community.

2. Evidence-Based Interventions Identified: Evidenced-Based Tier I interventions based on identified needs and root cause analysis were identified, AESD selected interventions and classified them as Tier I (universal) strategies - meaning they are implemented schoolwide to support all students.

The process of identifying and selecting evidence-based interventions was systematic and data-driven:

- Research and Review:
- Evidence-Based Databases: Reputable sources were utilized such as the What Works Clearinghouse and the Every Student Succeeds Act (ESSA) evidence tiers to identify interventions with proven effectiveness.
 - Best Practices: Reviewed academic literature, case studies, and appreciative inquiry cycles, and walkthroughs on successful interventions implemented in similar contexts.

Selection Criteria:

- Relevance to Identified Needs: Interventions were chosen based on their ability to address the specific needs highlighted by the data to support the varied needs of the school sites.
 - Feasibility and Sustainability: Considered the practicality of implementation, including cost, required training, and alignment with existing resources and initiatives.
- Educational Partners Approval: Engaged educational partners in reviewing and selecting interventions to ensure buy-in and relevance to the local context.

3, Resource inequities Identified through the process of a comprehensive analysis of both needs assessment data and financial reviews:

The district identified inequities in:

- accessing full-time counselors and school psychologist
- inconsistent use of intervention staff despite high-need inceptors
- Gaps in instructional materials for EL and SWD populations

-Uneven spending patterns

Needs Assessment:

- Comparative Analysis: Compared data across different schools to identify disparities in student performance, access to resources, and educational outcomes.
- Qualitative Feedback: Analyzed feedback from educational partners to identify perceived inequities and areas needing improvement.
- Budget Review:
 - LEA- and School-Level Budgets: Examined budgets to understand how resources were allocated across the district and individual schools and whether spent or not spent. .
 - Spending Patterns: Identified patterns in spending that indicated inequities, such as underfunded programs or schools with fewer resources and schools that failed to spend all budget monies in all sources. .
 - Resource Allocation Models: Reviewed existing models and adjusted them to ensure a more equitable distribution of funds, staff, and materials

By combining quantitative data analysis with qualitative insights from educational partners, the needs assessment provided a comprehensive understanding of the current state of education in the Adelanto Elementary School District. This thorough process ensured that the selected interventions were not only evidence-based but also tailored to address the specific needs and inequities identified, paving the way for more effective and equitable educational outcomes. The effectiveness of the interventions will be reviewed and progress-monitored to assure supports are effective for students.

Some examples of the support layers offered by AESD include building capacity as a leadership skill. We are building an intellectual stimulation to ensure faculty and staff have awareness of the most current theories and practices, and making the discussion of these on a regular basis. Professional development workshops for site leaders, teacher leaders, and teaching staff will emphasize knowledge of curriculum, instruction, and assessment. Maintaining awareness of current curriculum, instruction, and assessment practices deduced by the analysis of data will ensure not only building the capacity of our school communities but also increase the academic success of our students. Also, Cognitive Coaching and mentoring programs for site leaders, access to instructional resources and materials, and ongoing data analysis and monitoring to track progress will be designed and implemented by the collective collaboration systems of improvement.

AESD also facilitates collaboration and networking opportunities among school leaders to share best practices and learn from each other's experiences. Collaboration and networking among school leaders play a crucial role in driving continuous improvement in educational settings. By sharing best practices and learning from each other's experiences, school leaders can gain valuable insights and ideas to enhance their own school improvement efforts. This collaborative approach fosters a culture of innovation and collective learning, ultimately benefiting the entire district and improving outcomes for students. Through collaboration and networking, school leaders have the opportunity to exchange ideas, share best practices, and learn from one another. This collective learning fosters a culture of innovation and improvement, leading to enhanced educational outcomes for students. By leveraging the expertise and experiences of their peers, school leaders can implement effective strategies and approaches that have been proven successful in similar educational settings.

AESD understands that to create a collaborative culture within a district, it is important to provide opportunities for school leaders to engage in regular meetings and training sessions where they can share best practices and learn from one another. During our Data Roundtable Cycle of Improvement meetings, we encourage open communication, establishing norms and forums for collaboration, and fostering a

supportive environment that values the input and ideas of all contributors are key steps in fostering a culture of collaboration within a district. Additionally, implementing cross-functional teams and collaborative projects can further enhance collaboration and collective learning among school leaders.

In aligning the district's Local Control Accountability Plan we understand the importance of open communication. It is essential in fostering a collaborative culture within our district. When school leaders feel comfortable expressing their ideas, concerns, and perspectives, it creates an environment of trust and transparency. This allows for effective problem-solving, the sharing of diverse insights, and the development of innovative solutions that can benefit the entire educational community. Additionally, the Director of State and Federal Programs provides support by coaching site leaders through the development of their School Plan for Student Achievement (SPSA), including the allocation of fiscal resources. District staff reviews SPSAs and consults individually with site leaders on an as-needed basis. Site leadership at CSI schools has ongoing access to the Academic Services team, the student information system administrator to provide support with data, and the Business Services team. This includes support to conduct data analysis using the district's various reporting systems.

Monitoring and Evaluating Effectiveness

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

The district will actively monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement, utilizing the comprehensive needs assessment, data from educational partner surveys, and district/school-wide team meetings throughout the year to review student data and progress toward goals. The effectiveness of the implementation on tutoring, SELD support or professional development will be tracked on a quarterly basis through leadership team data analysis meetings.

The School Site Council SPSA monitoring record is a tool that is also utilized to continuously monitor and improve the plan throughout the school year. Each evidence-based strategy outlined in the SPSA will be tied to specific, measurable outcomes. For example, after-school intervention attendance and progress monitoring results will be reviewed monthly to evaluate academic gains among participating students. Schoolwide professional development implementation will be monitored by walk-throughs and observations.

Collaborative meetings will focus on discussions around the metrics and indicators that schools have identified to measure progress, as well as the implementation of evidence-based strategies to address student needs. The School Site Council monitoring records will include the requirement to address elements of the SPSA during each meeting, so that the community is involved in the evaluation process. The process for monitoring and evaluating CSI plans is as follows:

*The Director of State and Federal Programs provides direct support and technical guidance in allocating funds and selecting appropriate interventions. Site administrators and designated data leads (vice principals) will collect and submit progress monitoring data, including assessment results and program usage reports, to the Director of State and Federal Programs.

*The SPSA monitoring record will be used by sites to provide guidance and a timeline for program evaluation *CSI plans are reviewed by the Director of State and Federal Programs, and feedback is provided to address any identified issues.

*The Director of State and Federal Programs and the Director of Fiscal Services review CSI funding allocated to sites and meet with each site principal to ensure the funding is used in ways that are allowable

*CSI plan implementation is evaluated using the California School Dashboard and locally collected data, including the comprehensive needs assessment portion of the SPSA template.

*Ongoing guidance is provided by the Academic Services team and AESD Executive Cabinet to build site leader capacity to implement and monitor CSI plans with fidelity and to continuously evaluate their effectiveness.

AESD will continue collaborating with educational partners to solicit feedback to review progress towards the implementing the CSI plan at the district and site levels and will use feedback to help monitor the plan's effectiveness. Progress towards CSI goals will be reviewed on a quarterly basis through formal SPSA monitoring updates and monthly site team and/or leadership meetings. AESD will also continue building educational partners' capacity through workshops, training, and community meetings as part of a cycle of continuous improvement.

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
Local Control Accountability Plan Advisory Council (LCAP) All Educational Partners: *Teachers *Principals *Administrators *Other school personnel *Local bargaining units *Parents *Students *Community Members	A monthly meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The Educational Partner Engagement process in Adelanto Elementary School District is highly inclusive and consists of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three LCAP goals and, 2) Determine changes or additions needed to meet said goals. The LCAP Advisory Council is made up of principals, teachers, administrators, parents, and other school personnel. The year-long process provided a broad group of collaborative/educational partners with the opportunity to be part of reviewing the LCAP process, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our LCAP Parent Advisory Committee have all provided input in the development and monitoring of the AESD LCAP. The meeting dates were as follows: 9/19/2024, 11/14/2024, 11/23/2024, 1/23/2025, 3/20/2025, 4/15/2025, and 5/27/25.
District Parent Advisory Committee (DPAC) Parents representing schools throughout the district. English Learners, Low-Income, Students with Disabilities, Foster Youth, Homeless, Hispanic, African American, and Pacific Islander students	A monthly meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The DPAC is made up of with a majority of members who are parents along with principals, teachers, administrators, students and other school personnel. The Educational Partner Engagement process in Adelanto Elementary School District is highly inclusive and consists of two main objectives: 1) Inform

Educational Partner(s)	Process for Engagement
	collaborative/educational partners of progress toward meeting the three LCAP goals and, 2) Determine changes or additions needed to meet said goals. The year-long process provided a broad group of collaborative/educational partners with the opportunity to be part of reviewing the LCAP process, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our District Advisory Committee (DPAC) have all provided input in the development and monitoring of the AESD LCAP. The meeting dates are as follows: 9/19/2024, 11/14/2024, 11/23/2024, 1/23/2025, 3/20/2025, 4/15/2025, and 5/27/25. The final LCAP draft was on the agenda to present on 5/27/25. The Superintendent provided a written response within 10 days.
District English Learner Advisory Committee (DELAC) Parents representing schools throughout the district. English Learners, Low-Income, Students with Disabilities, Foster Youth, Homeless, Hispanic	A monthly meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The DELAC is made up of parents of English Learners, principals, teachers, administrators, and other school personnel. The Educational Partner Engagement process in Adelanto Elementary School District is highly inclusive and consists of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three LCAP goals and, 2) Determine changes or additions needed to meet said goals. The year-long process provided a broad group of collaborative/educational partners with the opportunity to be part of reviewing the LCAP process, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our District English Learner Advisory Committee (DELAC) have all provided input in the development and monitoring of the AESD LCAP. The meeting dates are as follows: 9/19/2024, 11/14/2024, 11/23/2024, 3/13/2025, 4/17/2025, and 5/29/25. The final LCAP draft was presented on 5/29/25. The Superintendent provided a written response within 10 days.

Educational Partner(s)	Process for Engagement
Parent Empowerment Advisory Committee (PEAC) Parents representing schools throughout the district. Students with Disabilities	A monthly meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The PEAC is made up of parents of special education students, principals, teachers, administrators, and other school personnel. The Educational Partner Engagement process in Adelanto Elementary School District is highly inclusive and consists of three main objectives: 1) Inform and engage partners in the educational process for the students and the community; 2) Inform collaborative/educational partners of progress toward meeting the three LCAP goals and, 3) Determine changes or additions needed to meet said goals. The year-long process provided a broad group of collaborative/educational partners with the opportunity to review the LCAP process, provide input, and support the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our Parent Empowerment Advisory Committee (PEAC) have all provided input in the development and monitoring of the AESD LCAP. The meeting dates were as follows: 9/5/24, 9/12/24, 9/18/24, 9/26/24, 2/13/25, 2/20/25, and 2/27/25.
School Site Councils All Educational Partners *Teachers *Principals *Administrators *Other school personnel *Local bargaining units *Parents *Students *Community Members	Five times within the 2024-2025 school year, a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) are made up of an administrator, parents, teachers, and other representatives. School Site Councils' engagement process at each school is highly inclusive. It consists of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and 2) Determine changes or additions needed to meet them within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups, including our SSC, have all provided input in developing and monitoring the School Plan Student Achievement and District LCAP.

Educational Partner(s)	Process for Engagement
	The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Columbia, Theodore Vick, West Creek, Adelanto Virtual, Adelanto, Bradach, and Mesa Linda Middle school, which were within the month of February - March, 2025. Within each SSC meeting, agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented with data and carried out an inquiry cycle of improvement to determine appropriate usage of resources, including Title I and Equity Multiplier resources.
English Learner Advisory Committee Parents representing schools throughout the district. English Learners	Five times within the 2024-2025 school year, a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The English Learner Advisory Committee (ELAC) comprises an administrator, parents of English Learners, teachers, and other representatives. The English Learner Advisory Committee engagement process at each school is highly inclusive. It consists of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and 2) Determine changes or additions needed to meet them within their School Plan for Student Achievement and the LCAP. The English Learner Advisory Committee process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups, including our ELAC, have all provided input in developing and monitoring the School Plan Student Achievement and District LCAP. The English Learner Advisory Committee meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Columbia, Theodore Vick, West Creek, Adelanto Virtual, Adelanto, Bradach, and Mesa Linda Middle school, which were within February - March, 2025. Within each ELAC meeting, agendas reflect the collaboration and opportunities to advise

Educational Partner(s)	Process for Engagement
	the schools working to direct resources for increased academic success among the students attending each school. The educational partners were presented with data and carried out an inquiry cycle of improvement to determine appropriate usage of resources, include Equity Multiplier resources.
Governing Board	The Mid-year LCAP was presented on February 11, 2025 to the Board of Education. The Public Hearing was on June 10, 2025 and the Board Adoption was on June 24, 2025. Superintendent provided a written response within 10 days.
SSC Columbia Middle School All Educational Partners- *Teachers *Principals *Administrators *Other school personnel *Parents *Students	Equity Multiplier Feedback Five times within the 2024-2025 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Columbia Middle School within the months of February - March, 2025. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data

Educational Partner(s)	Process for Engagement
	and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC Theodore Vick Elementary All Educational Partners - *Teachers *Principals *Administrators *Other school personnel *Parents *Students	Five times within the 2024-2025 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Theodore Vick within the months of February - March, 2025. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC West Creek Elementary All Educational Partners- *Teachers *Principals	Five times within the 2024-2025 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils

Educational Partner(s)	Process for Engagement
*Administrators *Other school personnel *Parents *Students	engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: West Creek within the months of February - March, 2025. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC Adelanto Virtual Academy All Educational Partners- *Teachers *Principals *Administrators *Other school personnel *Parents *Students	Five times within the 2024-2025 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational

Educational Partner(s)	Process for Engagement
	partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Adelanto Virtual Academy within the months of February - May, 2025. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC Adelanto Elementary All Educational Partners - *Teachers *Principals *Administrators *Other school personnel *Parents *Students	Five times within the 2024-2025 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct

Educational Partner(s)	Process for Engagement
	resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC Donald F. Bradach Elementary All Educational Partners - *Teachers *Principals *Administrators *Other school personnel *Parents *Students	Five times within the 2024-2025 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Bradach within the months of February - May, 2025. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC Mesa Linda Middle All Educational Partners-	Five times within the 2024-2025 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School

Educational Partner(s)	Process for Engagement
*Teachers *Principals *Administrators *Other school personnel *Parents *Students	Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Mesa Linda Middle school within the months of February - May, 2025. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC El Mirage K-8 All Educational Partners- *Teachers *Principals *Administrators *Other school personnel *Parents *Students	Five times within the 2024-2025 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes

Educational Partner(s)	Process for Engagement
	presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: El Mirage K-8 within the months of February - May, 2025. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC Westside Park All Educational Partners- *Teachers *Principals *Administrators *Other school personnel *Parents *Students	Five times within the 2024-2025 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds

Educational Partner(s)	Process for Engagement
	include: Westside Park school within the months of February - May, 2025. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SELPA ADMINISTRATOR	The SELPA Administrator was presented the LCAP draft and given an opportunity to consult in the development of the plan on May 27, 2025.

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

The Adelanto Elementary School District utilized an equitable process to develop our LCAP that brought together a variety of novel ideas provided by leaders, parents, teachers, students, school and district classified employee groups, and community educational partners. Feedback was garnered using the following strategies: Surveys, Healthy Kids Surveys, Title I Survey, and parent leadership group meetings, including District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC), District Parent Advisory Committee (DPAC), and the Local Control Accountability Plan (LCAP). Additionally, five Guiding Coalition meetings were held in which the Framework for the Future. This Framework for the Future actively supported the work of the LCAP in which the educational partners voiced desires for the school experiences for our students. A learner profile was developed and the following outcomes developed: Empowered Learner, Future-Ready, Critical Thinker, Changemaker, and Communicator & Collaborator. Additionally, our learning model should focus on being personalized, authentic, competency-based and equitable and inclusive. All feedback was themed, coded, tabulated, and reported to the LCAP Parent Advisory in the Spring of 2025. The LCAP feedback process with surveys identified additional professional learning for teachers and parents in the area of literacy and social-emotional support. In addition, parents requested increased support in parental skills, family engagement courses, and academic support. Parents shared their desire for additional opportunities to help their students academically at home, especially parents of English Learner students.

Parents and community members highlighted several key areas crucial to student success. They underscored the significance of engaging learning experiences and diverse electives in maintaining student motivation. Accessible and responsive Assistant Administrators were vital for promptly addressing student and family concerns. The role of technology in allowing students to complete assignments and access materials at home was emphasized, along with the importance of after-school tutoring and enrichment programs for meeting academic standards. The importance of offering early literacy support to TK students to get a jump start on school, with professional development for TK-8th grade. Effective communication and engagement strategies, particularly for English Learners and low socio-economic families, were deemed essential for involving families in their children's education. Additionally, school site councils and advisory committees advocated for transparent, data-driven decision-making to ensure resources are allocated effectively where they are most needed.

Community members advocated for several key initiatives to improve educational outcomes and equity. They supported integrating innovative programs and modern technology to enhance both educational and technology equity, aiming to bridge the digital divide. The role of Assistant Administrators was highlighted as crucial in facilitating community engagement and partnerships. Additionally, the integration of diverse electives was endorsed to broaden students' educational experiences. Counselors and social workers emphasized the need for expanded mental health and social-emotional learning programs, particularly to support Homeless Youth and African American students. Effective communication and engagement strategies to involve families, especially those of English Learners and low socio-economic backgrounds, were deemed essential. Community members and organizations also proposed forming partnerships to provide mentorship programs and behavioral interventions.

Students expressed a strong desire for more interactive and engaging learning experiences, particularly through the use of technology and innovation. They emphasized the need for technology that not only enhances their educational materials but also makes learning more dynamic. Additionally, students noted that having visible and involved Assistant Administrators significantly improves their school experience and sense of support. They also expressed a preference for a wider variety of elective options that align with their personal interests and future goals, further highlighting their need for learning environments that are both engaging and tailored to their aspirations.

Feedback from educational partners indicated a need for equitable distribution of resources, including technology (Action 1.2), learning materials (Action 1.3), and access to extracurricular activities (Action 1.1), to support all unduplicated student groups and effectively address the needs of Foster Youth. Lastly, teachers emphasized the need for early literacy support for students with professional development for TK-8th grade.

As a result of the the educational partners feedback of schools receiving the Equity Multiplier resources, the following points were documented:

Adelanto Elementary (Goal 4):

Based on the feedback generated from our educational partners the following needs were considered in the development of our goals and will be reflected in the use of our Equity Multiplier funds:

Educational partners such as certificated, classified, and administrators said they need professional development in the area of PBIS and SELPA compliance to foster the needs of all students who need additional support academically as this would reduce suspension rates and generate consistent student attendance. Specifically, personnel to provide release time to support professional development. Educational partners said students need more support in ELA and Math. They suggested having extra teachers to help with content subjects. Parents requested more tutoring for their children. Personnel were requested to provide release time to support professional learning opportunities, intervention, and to provide teachers with resources and strategies to build interest and motivation in their classroom. Also, tutoring should be provided outside of school hours. Several teachers and administrators said students need more early literacy development focusing on comprehension, vocabulary, fluency, and foundational skills. Contracted personnel to provide professional development to support literacy across the grade levels was encouraged. Educational partners, including parents, teachers, and teacher assistants, stated the need for intervention materials that enhance learning while addressing various learning styles. Teachers stated they were invested in true fidelity of the English Language Development program but would recommend supplemental materials for practice and ongoing use of the English vocabulary in language and math. Intervention materials are needed to provide equitable interventions and support for English learners. Based on the English Learner Facilitators, English Learners would benefit from supplemental materials that will provide opportunities to practice the English Language. Also, teachers stated the need for literacy across all contents to build language literacy,

vocabulary and comprehension and the need for professional development that would address that need. Overall, the educational partners identified the following needs to include tutoring outside of school hours (Goal 4, Action 1), supplemental subscriptions (Goal 4, Action 2), professional development, intervention, specialized consultants for ELA and Math (Goal 4, Action 3), additional teachers, (Goal 4, Action 4), and intervention materials (Goal 4, Action 5).

Donald F. Bradach Elementary (Goal 5):

Based on the feedback generated from our educational partners, the following needs to be addressed with Equity Multiplier funds: First, a wellness center to house wellness personnel to support all aspects of student, parent and community wellness. Teachers, Classified personnel, administrators, and parents stated the need for a centralized wellness center on campus to provide student, parent, and community wellness.

Teachers and administrators stated the need to attend professional development conferences and workshops that will continue to foster learning. Professional Learning opportunities such as conferences and workshops for Bradach educators to develop learning interventions and success throughout the year. Training will include a clear learning intention. Teachers requested an opportunity to participate in various conferences throughout the school year. Teachers and administrators stated the need to utilize data to drive instruction is needed at all grade levels. They requested a teacher to provide release time to connect data and best practices. Also, personnel to provide release time to support professional development, intervention, and to provide teachers with opportunities for team leaders to receive training on how to facilitate difficult data chats. They also requested additional teachers to offer support when participating in training and conferences. Personnel to provide training on tier III behavioral interventions. In addition, English Learner Facilitators stated they needed additional supplemental materials to offer intervention at various levels of language fluency. Intervention materials to provide equitable interventions of support for English Learners. Finally, teachers and administrators stated the need for support personnel to assist in all levels of program implementation and efficacy. Also, to provide a personnel to support program compliance..

Theodore Vick Elementary (Goal 6):

Based on the feedback generated from our educational partners, the following needs to be addressed with Equity Multiplier funds: Teachers and administrators requested additional teachers to offer support when participating in training and conferences, and provide intervention in English Language Arts, specifically in writing, and English Language Development to address the English Learners' language fluency. Personnel to provide training on tier III behavioral interventions that include restorative practices for behavior and chronic absenteeism. Teachers and administrators requested a vented consultant to offer coaching and specific professional learning opportunities that support student learning. A consultant to provide training on tier III interventions. Teachers and administrators requested additional temporary personnel to offer additional support for students in small group settings. Temporary personnel will provide small group instruction in English Language Arts and Writing. Personnel will provide literacy across the grade levels and content span with an emphasis on literacy strategies within reading and writing across all content areas.

West Creek Elementary (Goal 7):

Based on the feedback generated from our educational partners, the following needs to be addressed with Equity Multiplier funds: First, parents stated the need to have school staff provide a connection between school and home. They indicated that school staff should provide a home-to-school connection that emphasizes building a sense of community, enhancing positive behavior, and providing additional support beyond the classroom. Teachers and staff requested consultants and extra personnel to support the first-best instruction. A contracted consultant to provide teacher collaboration, model first-best instruction as well as small group instruction, professional development, mentoring, tutoring, and resource support. In addition, hire personnel to provide literacy across the grade level and content

span, emphasizing working with struggling students. Administrators stated the need for literacy coaches to provide ongoing literacy support across the content areas.

School staff should provide a home-to-school connection that emphasizes building community and enhancing positive behavior. Parents asked for the school staff to connect with families and school teachers. Supplemental materials to provide equitable interventions of support for English Learners. Parents asked for the school staff to connect with families and school teachers. Teachers stated the need for additional supplemental materials for acquiring a second language. Also, parents asked for school staff to connect with families and teachers. School staff to provide a home-to-school connection that emphasizes building community and enhancing positive behavior.

Columbia Middle School (Goal 8):

Based on the feedback generated from our educational partners, the following needs to be addressed with Equity Multiplier funds:

Students, teachers, administrators, and parents requested additional teachers to provide engaging electives to build upon positive student attendance. Personnel will provide engaging electives, Saturday school, and positive daily announcements highlighting the importance of attendance.

Parents, teachers, and administrators stated the need for ongoing communication across all partners and that students need more support across the content. Parents stated the need for professional learning opportunities for our teachers that would benefit the teachers' needs and, as a result, would address the learning gap. Parents stated that their students need specific tutoring in various areas to catch up. Teachers requested additional time to collaborate with their colleagues and opportunities to visit classes of teachers who have effectively taught specific lessons. Personnel to provide teacher collaboration, model first-best instruction, professional development, mentoring, tutoring, and resource support. Administrators, teachers, parents, and support providers stated the need to provide literacy coaches that address all content areas to include language, mathematics, social studies, and science. Parents specifically stated the need for additional teacher support and would love opportunities to receive parent workshops to address the literacy gap. Personnel will provide literacy across the grade levels and content span with an emphasis on literacy strategies within reading and writing across all content. Teachers stated the need to have a teacher to work alongside or to provide instructional strategies that support classroom management and first-best instruction. Parents stated the need to have a greater connection with school staff before suspensions or expulsion behavior begins. Parents stated their limited transportation makes it difficult to visit their children's school and that home visits would be able to connect home and school to support their children's needs. Personnel to provide a push in model of intervention to develop and implement Positive Behavior Intervention and also to provide home visits to increase connection between school and home. English Learner Facilitators stated the need for supplemental materials that will allow students to practice their language proficiency throughout the school day and supplemental materials to provide equitable interventions of support. Teachers and classified personnel stated the need for support personnel and teacher assistants to work with students during and beyond the day. Also, support personnel to provide program implementation and efficacy. To provide an instructional assistant that will follow up with case managers to ensure equitable compliance.

Mesa Linda Middle School (Goal 9):

Based on the feedback generated from our educational partners the following needs to be addressed with Equity Multiplier funds:

Teachers stated they needed additional support to be proactive when providing the necessary tiers of intervention. They requested ongoing support to work with struggling students that need a small group of one on one support to address their tier II and tier III interventions. First, a personnel to provide a PBIS Tier III support system of intervention to increase attendance. Also, support personnel to manage discipline and attendance to generate ongoing data to determine Tier III interventions. Mesa Linda teachers and administrators stated the need to work with a contracted consultant to address the professional development needed to provide a focus on ELA and Math content. A contracted consultant to provide teacher collaboration, model first-best instruction, professional learning opportunities, small group intervention with a

focus on ELA and Math test scores. Mesa Linda teachers and administrators stated the need to work with literacy coaches that can provide language literacy across all contents. Teachers stated the need to work with students at their literacy level to develop fluency, vocabulary, and content comprehension of standards. Hire personnel to provide literacy across the grade level and content span with an emphasis on working with struggling students. School staff to provide a home to school connection that emphasizes building a sense of community. Engage students with a positive support system to encourage appropriate choices. Certificated and Classified personnel stated the need to address building a strong sense of community while emphasizing student positive support systems that address the social emotional needs of each student. School staff to provide a home to school connection that emphasizes building a sense of community and enhancing positive behavior. Intervention materials to support equitable interventions of support for English Learners as well as mentoring, tutoring and resource support. Teachers and administrators stated the need to have intervention materials to address the learning gap of students learning a second language. Support personnel to provide program implementation and efficacy. To provide an instructional assistant to support measurable goals for each focus area to include increasing attendance rates, improve test scores and reduce suspensions. Teachers, English Learner Facilitator, and administrators stated the need to have an instructional assistant.

Adelanto Virtual Academy (Goal 10):

Based on the feedback generated from our educational partners the following needs to be addressed with Equity Multiplier funds: Teachers, Classified personnel, and administrators all stated the need to have on-going professional learning opportunities to work on standards across the contents, virtual strategies that enhance learning, and personnel to provide interventions throughout the day: before, during, and afterschool. Parents stated the need to have continued tutoring opportunities: before, during, and afterschool. Personnel and contracted services to provide Tier III, professional developments, support in classrooms, mentoring, tutoring and resource support. Parents stated the need to connect with teachers, support providers, classified personnel and administrators. Because of limited transportation parents requested home visits that would support communication and wellness services. Next, Contracted services, temporary personnel and school staff will provide intervention, parent and community support and home visits. Also, purchase supplemental materials to provide equitable services. Parents stated the need to connect with teachers, support providers, classified personnel and administrators. Teachers and administrators requested support personnel that can provide additional support and timely data entry to include: academic data, attendance, wellness services, etc. Timely data analysis will assist in monitoring the progress of students and measure equitable services and success. Support personnel to provide additional support before and after school.

El Mirage (Goal 11)

A contracted consultant to provide teacher collaboration, model first-best instruction, professional development, and small group intervention focusing on ELA and Math. School staff to provide a home to school connection that emphasizes building a sense of community and enhancing positive behavior. Certificated and Classified personnel stated the need to address building a strong sense of community while emphasizing student positive support systems that address the social-emotional needs of each student. Personnel will provide literacy across the grade levels and content span with an emphasis on literacy strategies within reading and writing across all content. Because of limited transportation parents requested home visits that would support communication and wellness services. Next, Contracted services, temporary personnel and school staff will provide intervention, parent and community support and home visits. Support personnel to provide additional support before and after school.

Westside Park (Goal 12)

Based on the feedback generated from our educational partners the following needs to be addressed with Equity Multiplier funds:

Teachers and administrators requested additional support to engage teachers with professional learning opportunities when participating in training and conferences, and provide intervention in English Language Arts, specifically in writing, and English Language Development to address the English Learners' language fluency. Personnel to provide training on tier III behavioral interventions that include restorative practices for behavior and chronic absenteeism. Provide a PBIS Tier III support system of intervention to increase attendance.

Teachers and administrators requested a consultant to offer coaching and specific professional development that supports student learning. A consultant will provide training on tier III interventions and supports students need to increase positive academic outcomes. Personnel will provide literacy across the grade levels and content span with an emphasis on literacy strategies within reading and writing across all content. Teachers and administrators requested additional temporary personnel to support students in small group settings and provide small group instruction in English Language Arts and Writing. Parents stated the need to have continued tutoring opportunities: before, during, and afterschool. Certificated and Classified personnel stated the need to address building a strong sense of community while emphasizing student positive support systems that address the social-emotional needs of each student.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Adelanto Elementary School District will prepare future-ready students by providing rigorous standards-aligned instruction that fosters equitable support and advanced learning opportunities to ensure academic achievement and success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Adelanto Elementary School District's goal is to ensure learning is relevant, engaging, and responsive to the diverse needs of all students. To achieve this goal, the Adelanto Elementary School District will prioritize integrating real-world applications and student interests into the curriculum, fostering a sense of purpose and connection to the material. Educators will employ a variety of interactive and collaborative teaching methodologies, incorporating student voice and choice to cultivate active participation and a deeper investment in learning. Furthermore, the district is committed to implementing differentiated instruction, providing targeted supports, and leveraging data-driven practices to address the unique learning styles, paces, and needs of all students, ensuring equitable access and opportunities for success. This comprehensive approach will cultivate a learning environment where every student feels seen, valued, and empowered to reach their full potential. Teachers play a key role in organizing time and activities to implement high-quality systems of instruction, curriculum, and assessments. We recognize that effective assessment is crucial for ensuring that educational partners in the school community understand how students benefit from instruction, acceleration, and equitable practices delivered to each student. Adelanto Elementary School District's goal aligns and embodies the principles of The Portrait of a Learner, an essential component of the district's strategic plan. The district's goal is to ensure learning is relevant, engaging, and responsive to the diverse needs of all students. We envision our students as empowered learners who actively engage in their relevant learning journey by setting goals and making informed choices about their education, taking ownership of their growth. To foster engagement, they will develop into critical thinkers who are able to utilize their skills to collaboratively and independently create solutions for real-world challenges. Special emphasis will be placed on all students, including historically underserved student groups, to prepare future-ready students. Recognizing the diverse needs of our students and preparing them for the future, they will become future-ready individuals who cultivate resilience and emotional intelligence to navigate academic, personal, and professional settings successfully. Furthermore, to ensure responsive learning environments, AESD students will be effective communicators and collaborators, respecting multiple viewpoints as they articulate ideas and work together. Ultimately, fostering relevance beyond the classroom, AESD aims to develop changemakers who exhibit local and global awareness and responsibility, understanding their crucial role in shaping a sustainable and inclusive future.
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To achieve our goal of increasing student achievement across all core subjects, we recognize that literacy skills are foundational and essential for understanding and excelling in Social Studies/History. While there is no state metric measuring student growth in Social Studies/History, integrating literacy instruction within Social Studies/History classes enhances students' abilities to read critically, write effectively, and engage in meaningful discussions about historical events. Through strategies such as close reading of historical texts, aligned writing assignments, and structured discussions, we aim to deepen students' understanding and close the achievement gap for struggling students, not only in Social Studies/History but also in ELA.

Our school district is committed to ensuring high-quality educational environments by closely monitoring key metrics, including the proper assignment and credentialing of teachers, access to standards-aligned instructional materials for all students, and maintaining school facilities. Additionally, we will focus on implementing state standards and supporting English learners in accessing both Common Core and ELD standards to enhance academic content knowledge and English language proficiency. We will also ensure that all students have access to and are enrolled in a broad course of study, with targeted programs and services developed for unduplicated pupils and individuals with exceptional needs.

Closing the achievement gap for struggling students has ignited a critical sense of urgency within our school community. Various surveys and educational research combined indicate a desired focus on early exposure to reading readiness, emphasizing the provision of high-quality initial instruction aligned with equitable services to address the learning achievement gap among our student groups. Consultation with the District English Learner Advisory Committee (DELAC) and the site-level English Learner Advisory Committees (ELAC) reinforced the need for a districtwide focus on the academic achievement of English Learner students. This focus aims to address the pronounced performance gap between the overall student population and students who are English Learners. The specific reason for prioritizing tier one, first-best instruction, is based on educational research highlighting the urgency of fostering literate students within the first five years of their academic careers. Highly engaged learners exposed to optimal instruction that addresses their educational inequities are more likely to become highly effective academic readers by third grade. Teachers utilizing an acceleration of learning model and equitable approaches to support individual students' needs will increase academic achievement among all learners.

The 2023 state and local data analysis revealed performance gaps between the overall student population and students classified as English Learners. The district fell below the state and county averages in English Language Arts (ELA) and mathematics. This goal was developed with this performance data in mind. The 2023 data was gathered and is available on the California School Dashboard: Per the California School Dashboard the Points Below Standard within the District in English Language Arts are as follows: African American - 106.1; English Learners - 104.3; Foster Youth - 113.7; SED - 79.8; Homeless - 128.5; SWD - 135 and the Points Below Standard in Mathematics: African American - 145.7; EL - 133.7; Foster Youth - 152.4; SED - 118.8; Homeless - 150.7; and SWD - 168.7.

The 2024 data was gathered and is available on the California School Dashboard: per the California School Dashboard, the points below standard (DFS) within the District English Language Arts are as follows: African American -104.5; English Learners -95.3; Foster Youth -116; SED -79.1; Homeless -91.5; SWD -134.7. Points Below Standard in mathematics are as follows: African American -140.3; English Learners - 121.6; Foster Youth -148.7; SED -111.7; Homeless -142.2; and SWD -162.8. The District points below standard (DFS) in ELA is -75 and - 107.7 in mathematics.

In ELA, most student groups have shown improvement: Homeless students improved significantly by 37 points, English Learners by 9 points; SED by 7.1 points; African American students improved by 1.6 points, SED by 0.7 points, SWD improved by 0.3 points, and Foster Youth declined by 2.3 points. In Math, improvements are also evident: English Learners by 12.1 points; Homeless students improved by 8.5 points; African American students improved by 5.4 points, SWD improved by 5.9 points, and Foster Youth improved by 3.7 points. The actions taken seem to be effective, particularly for Homeless students in ELA and English Learners in Math, as evidenced by the significant improvements in their scores. Further targeted interventions are needed for Foster Youth in ELA to address the slight decline.

The Adelanto Elementary School District developed its goal of ensuring that learning is relevant, engaging, and responsive to the diverse needs of all students as a direct and urgent response to persistent achievement gaps revealed by state and local data particularly for historically underserved student groups like English Learners, African American students, Foster Youth, and students with disabilities, as evidenced by consistently lower performance data in both English Language Arts and mathematics on the California School Dashboard.. The 2023 and 2024 California School Dashboard results highlighted that key student groups—including English Learners, African American students, Foster Youth, Students with Disabilities (SWD), and students experiencing homelessness—continue to perform significantly below standard in both English Language Arts (ELA) and Mathematics, despite some areas of growth. For example, while English Learners improved by 9 points in ELA and 12.1 points in math from 2023 to 2024, they remain more than 95 points below the state standard in ELA and 121.6 points below in math. Similarly, Students with Disabilities remain over 130 points below standard in ELA and over 160 points in math. Although improvement is evident in several groups—such as Homeless students gaining 37 points in ELA and 8.5 in math—others, like Foster Youth, experienced a decline in ELA performance, underscoring the need for more targeted and responsive support.

This goal was intentionally crafted to confront these disparities head-on. It reflects the district’s deep commitment to equity and student-centered learning by prioritizing high-quality, differentiated instruction that is inclusive, culturally relevant, and academically rigorous. The goal also aligns directly with the district's Portrait of a Learner, which envisions students as empowered, collaborative, critical thinkers who are prepared to thrive in a dynamic, interconnected world. By focusing on instructional relevance and engagement, the district seeks to increase student voice and agency in the classroom, improve access to grade-level standards through scaffolded supports, and build strong foundational literacy and numeracy skills. This approach not only addresses academic gaps but also fosters a positive school culture where every student—regardless of background—feels seen, supported, and set up for success. Ultimately, this goal serves as a blueprint for transforming instruction, raising expectations, and allowing every learner to achieve at high levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	2023 California Science Test (CAST) % of students meeting or exceeding standards	2023 Dashboard All 11.64% 5th:13.53% 8th: 9.78%	2024 Dashboard All: 12.43% 5th: 14.34% 8th: 10.44%		All 36.64%. 5th: 27% 8th: 24%	2024 growth from the baseline year All: +.79% 5th: +.81% 8th: +.66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard					
1.2	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All -76.5 DFS LI -79.8 DFS EL -104.3 DFS FY -113.7 DFS HY -128.5 DFS AA -106.1 DFS HI -71.7 DFS Two or More Races - 62.1 DFS 2023 Elementary Adelanto Elementary All -140.4 DFS LI -139.2 DFS HI -129 DFS Bradach EL -97 DFS Eagle Ranch EL -82.8 DFS El Mirage EL -157 DFS George Visual EL -82.3 DFS SWD -101.3 DFS Gus Franklin	2024 Dashboard All: -75 DFS LI: -79.1 DFS EL: -95.3 DFS FY: -116 DFS HY: -91.5 DFS AA: -104.5 DFS HI: -69.4 DFS Two or More Races -75.6 DFS 2024 Elementary Adelanto Elementary All: -121.8 DFS LI: -127.3 DFS HI: -111.1 DFS Bradach EL: -57.7 DFS Eagle Ranch EL: -78.8 DFS El Mirage EL: -142.6 DFS George Visual EL: -67.9 DFS SWD: -122.7 DFS		All -56.5 DFS LI -59.8 DFS EL -59.3 DFS FY -58.7 DFS HY -58.5 DFS AA -56.1 DFS HI -56.7 DFS Two or More Races -42.1 DFS Elementary Adelanto Elementary All -100.4 DFS LI -99.2 DFS HI -89 DFS Bradach EL-57 DFS Eagle Ranch EL- 42.8 El Mirage EL- 117 George Visual EL- 42.3 SWD-61.3 Gus Franklin SWD- 72.2 Morgan Kincaid	2024 growth from the baseline year All: +1.5 LI: +.7 EL: +9 FY: +2.3 HY: +37 AA: +1.6 HI: +1.7 Two or More Races: -13.5 DFS Elementary Adelanto Elementary growth from the baseline year All: +18.6 LI: +11.9 HI: +17.9 Bradach growth from the baseline year EL: +39.3 Eagle Ranch growth from the baseline year EL: +4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD -112.2 DFS Morgan Kincaid EL -70.9 DFS SWD -130.3 DFS AA -98.9 DFS Ted Vick EL -102.5 DFS AA -108.6 DFS Victoria Magathan All -80.1 DFS EL -94.1 DFS LI -77.2 DFS SWD -146.9 DFS AA -108.6 DFS HI -72.8 DFS West Creek All -95.1 DFS LI -102.6 DFS SWD -141.3 DFS AA -114.2 DFS HI -94.9 DFS Westside Park All -107.3 DFS EL -112.4 DFS LI -108.5 DFS SWD -137.4 DFS HI -105.2 DFS Adelanto Virtual All -141.1 DFS LI -131.3 DFS HI -150.3 DFS	Gus Franklin SWD: -99.9 DFS Morgan Kincaid EL -79.2 DFS SWD -149 DFS AA -109.1 DFS Ted Vick EL -93 DFS AA -105.8 DFS Victoria Magathan All -95.5 DFS EL -113 DFS LI -98 DFS SWD -143.9 DFS AA -91 DFS HI -95.8 DFS West Creek All -91.5 DFS LI: -98.2 DFS SWD: -182.6 DFS AA: -108 DFS HI: -89.1 DFS Westside Park All -89.7 DFS EL -79.9 DFS LI -87.5 DFS SWD -125.9 DFS HI -80.6 DFS Adelanto Virtual All -91 DFS LI -84.8 DFS		EL -30.9 DFS SWD -90.3 DFS AA -58.9 DFS Ted Vick EL -62.5 DFS AA -68.6 DFS Victoria Magathan All -40.1 DFS EL -54.1 DFS LI -37.2 DFS SWD -106.9 DFS AA -68.6 DFS HI -32.8 DFS West Creek All -55.1 DFS LI -62.6 DFS SWD -101.3 DFS AA -74.2 DFS HI -54.9 DFS Westside Park All -67.3 DFS EL -72.4 DFS LI -68.5 DFS SWD -97.4 DFS HI -65.2 DFS Adelanto Virtual All -101.1 DFS LI -91.3 DFS HI -110.3 DFS Middle	El Mirage growth from the baseline year EL: +14.4 George Visual difference/growth from the baseline year EL: +14.4 SWD: -21.4 Gus Franklin growth from the baseline year SWD: +12.3 Morgan Kincaid difference from the baseline year EL -8.3 SWD -18.7 AA -10.2 Ted Vick growth from the baseline year EL +9.5 AA +2.8 Victoria Magathan difference/growth from the baseline year All -15.4 EL -18.9 LI -35.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle Schools Columbia All -115.1 DFS EL -149.8 DFS LI -117.1 DFS AA -128 DFS HI -115 DFS Mesa Linda All -123.5 DFS EL -144.5 DFS LI -123.8 DFS SWD -180.3 DFS AA -143.8 DFS HI -119.2 DFS	HI -N/A Middle Schools Columbia All -106.3 DFS EL -137.7 DFS LI -109.8 DFS AA -119.2 DFS HI -104.7 DFS Mesa Linda All-127 DFS EL -139.1 DFS LI -128.5 DFS SWD -167.4 DFS AA -144.2 DFS HI -118.7 DFS		Columbia All -65.1 DFS EL -109.8 DFS LI -87.1 DFS AA -88 DFS HI -75 DFS Mesa Linda All -83.5 DFS EL -104.5 DFS LI -83.8 DFS SWD -140.3 DFS AA -103.8 DFS HI -79.2 DFS	SWD +3 AA +17.6 HI -23 West Creek difference/growth from the baseline year All +3.6 LI: +4.4 SWD: -41.3 AA: +6.2 HI: +5.8 Westside Park growth from the baseline year All +17.6 EL +32.5 LI +21 SWD +11.5 HI +25 Adelanto Virtual growth from the baseline year All +50.1 LI +46.5 HI N/A Middle Schools Columbia growth from the baseline year All +8.8 EL +12.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						LI +7.3 AA +8.8 HI +10.3 Mesa Linda difference/growth from the baseline year All -3.5 EL +5.4 LI +4.7 SWD +12.9 AA -.4 HI +.5
1.3	Math CAASPP Math Distance from Standard (DFS)	2023 Dashboard District All -115.3 DFS EL -133.7 DFS FY -152.4 DFS HY -150.7 DFS AA -145.7 DFS HI -110.1 DFS LI -118.8 DFS Two or More Races - 108.8 DFS Adelanto Elementary All -135.9 DFS LI -134.7 DFS HI -117.6 DFS Bradach All -107.4 DFS EL -116.2 DFS LI -111.4 DFS HI -102.7	2024 Dashboard District All -107.7 DFS EL -121.6 DFS FY -148.7 DFS HY -142.2 DFS AA -140.3 DFS HI -101.7 DFS LI -111.7 DFS Two or More Races -116.1 DFS Adelanto Elementary All -136.3 DFS LI -138.6 DFS HI -127.7 DFS Bradach All -88.2 DFS EL -83.6 DFS LI -94.7 DFS		All -95.3 DFS EL -98.7 DFS FY -97.4 DFS HY -95.7 DFS AA -95.7 DFS HI -95.1 DFS LI -98.8 DFS Two or More Races -88.8 DFS Adelanto Elementary All -95.9 DFS LI -94.7 DFS HI -77.6 DFS Bradach All -67.4 DFS EL -76.2 DFS LI -71.4 DFS HI -62.7	2024 District growth from the baseline year All +7.6 EL +12.1 FY +3.7 HY +8.5 AA +5.4 HI +8.4 LI +7.1 Two or More Races -7.3 DFS Adelanto Elementary difference from the baseline year All -0.4 LI -3.9 HI -10.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Eagle Ranch SWD -143.8 DFS	HI -86.3 DFS Eagle Ranch SWD -135.6 DFS		Eagle Ranch SWD -103.8 DFS	Bradach growth from the baseline year
		El Mirage All -155.8 DFS EL -194.1 DFS LI -157.9 DFS	El Mirage All -126.1 DFS EL -153.4 DFS LI -126.9 DFS		El Mirage All -115.8 DFS EL -154.1 DFS LI -117.9 DFS	All +19.2 EL +32.6 LI +16.7 HI +16.4
		George Visual EL -99.3 DFS AA -100.6 DFS	George Visual EL -97.7 DFS AA -73.6 DFS		George Visual EL -59.3 DFS AA -60.6 DFS	Eagle Ranch growth from the baseline year SWD +8.2
		Gus Franklin SWD -124 DFS	Gus Franklin SWD -106.3 DFS		Gus Franklin SWD -84 DFS	El Mirage growth from the baseline year
		Morgan Kincaid SWD -148.1 DFS AA -23.7 DFS	Morgan Kincaid SWD -137.9 DFS AA -116.4 DFS		Morgan Kincaid SWD -108.1 DFS AA -0.7 DFS	All +29.7 EL +40.7 LI +31
		Ted Vick All -102.5 DFS EL -126.2 DFS AA -125.8 DFS LI -104.9 DFS HI -100.5 DFS	Ted Vick All -88.2 DFS EL -81.8 DFS AA -113.1 DFS LI -90.3 DFS HI -81.8 DFS		Ted Vick All -62.5 DFS EL -86.2 DFS AA -85.8 DFS LI -64.9 DFS HI -60.5 DFS	George Visual difference/growth from the baseline year EL +1.6 AA +27
		Victoria Magathan EL -98.8 DFS SWD -158.7 DFS	Victoria Magathan EL -107.5 DFS SWD -172.6 DFS		Victoria Magathan EL -58.8 DFS SWD -118.7 DFS	Gus Franklin growth from the baseline year SWD +17.7
		West Creek All -109.1 DFS LI -113.8 DFS SWD -156.5 DFS AA -133 DFS HI -101.4 DFS	West Creek All -108.9 DFS LI -112.9 DFS SWD -195.7 DFS AA -117.5 DFS		West Creek All -69.1 DFS LI -73.8 DFS SWD -116.5 DFS AA -93 DFS HI -61.4 DFS	Morgan Kincaid difference/growth from the baseline year SWD +10.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Westside Park All -127.8 DFS EL -129.5 DFS LI: -129 DFS SWD: -157.8 DFS AA -143.8 DFS HI -119.3 DFS Adelanto Virtual All -182.4 DFS LI -173.3 DFS HI -190.9 DFS Middle Columbia All -175.3 DFS EL -192.7 DFS LI -174.9 DFS SWD -210.5 DFS AA -185.7 DFS HI -174.2 DFS Mesa Linda All -177.8 DFS EL -193.1 DFS LI -174.9 DFS SWD -210.5 DFS AA -185.7 DFS HI -174.2 DFS Melva Davis AA -118.4 DFS	HI -108 DFS Westside Park All -112.4 DFS EL - 111.8 DFS LI -111.7 DFS SWD -122.4 DFS AA -129.5 DFS HI -104.7 DFS Adelanto Virtual All -144.8 DFS LI -150.9 DFS HI -161.3 DFS Middle Columbia All -174 DFS EL -188.5 DFS LI -176.1 DFS SWD -207.4 DFS AA -187.3 DFS HI -170.8 DFS Mesa Linda All -176.5 DFS EL -192.6 DFS LI -178.2 DFS SWD -218.4 DFS AA -189.1 DFS HI -171.8 DFS Melva Davis AA -115.5 DFS		Westside Park All -87.8 DFS EL -89.5 DFS LI -89 DFS SWD -117.8 DFS AA -103.8 DFS HI -79.3 DFS Adelanto Virtual All -142.4 DFS LI -133.3 DFS HI -150.9 DFS Middle Columbia All -135.3 DFS EL -152.7 DFS LI -134.9 DFS SWD -170.5 DFS AA -145.7 DFS HI -134.2 DFS Mesa Linda All -137.8 DFS EL -153.1 DFS LI -134.9 DFS SWD -170.5 DFS AA -145.7 DFS HI -134.2 DFS Melva Davis AA -78.4 DFS	AA -92.7 Ted Vick growth from the baseline year All +14.3 EL +44.4 AA +12.7 LI +14.6 HI +18.7 Victoria Magathan difference from the baseline year EL -8.7 SWD -13.9 West Creek difference/growth from the baseline year All +0.2 LI +0.9 SWD -39.2 AA +15.5 HI -6.6 Westside Park difference/growth from the baseline year All +15.4 EL +17.7 LI +17.3 SWD +35.4 AA +14.3 HI +14.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Adelanto Virtual All +37.6 DFS LI +22.4 DFS HI +29.6 DFS Middle Columbia difference/growth from the baseline year All +1.3 EL +4.2 LI -1.2 SWD +3.1 AA -1.6 HI +3.4 Mesa Linda difference/growth from the baseline year All +1.3 EL +0.5 LI -3.3 SWD -7.9 AA -3.4 HI +2.4 Melva Davis AA +2.9 growth from the baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	ELPI % of EL students making progress towards English language proficiency CA Dashboard	2023 Dashboard EL: 47.2% making progress LTEL: 22.4% 2022-23 Bradach Elementary 34.9% making progress George Elementary 44.4% making progress Ted Vick 38.6% making progress Westside Park 34.4% making progress	2024 Dashboard EL: 44.6% making progress LTEL: 58.4% 2023-24 Bradach Elementary 40% making progress George Elementary 37.5% making progress Ted Vick 38% making progress Westside Park 50.8% making progress		EL: 53.2% making progress LTEL: 37.4% Bradach Elementary 44.9% making progress George Elementary 54.4% making progress Ted Vick 48.6% making progress Westside Park 44.4% making progress	2024 growth from the baseline year EL: -2.6% difference from baseline year LTEL: +36% growth from the baseline year 2023-2024 Bradach 5.1% growth from the baseline year George EL: -6.9% difference from baseline year Ted Vick EL: +.6% growth from the baseline year Westside Park +16.4% growth from the baseline year
1.5	Local English Learner Reclassification Rate % of EL and LTEL students reclassifying - Local Assessment	2023 Dashboard ELs: 6.7% Re-designated LTELs: 56% 58 of 103 students	2024 Dashboard EL: 7% Re-designated LTELs: 56% 34 of 60 students		ELs: 11.7% LTELs: 75%	2024 growth from the baseline year EL: +0.3 % LTELS: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 District Spring Assessment All 32% Meeting or Exceeding 30% Nearly Met 38% Not Met EL 17% Meeting or Exceeding 28% Nearly Met 55% Not Met LI 32% Meeting or Exceeding 30% Nearly Met 38% Not Met SWD 2% Meeting or Exceeding 9% Nearly Met 89% Not Met HI 33% Meeting or Exceeding 30% Nearly Met 37% Not Met AA	2024-2025 District Spring Assessment All 35% Meeting or Exceeding 29% Nearly Met 36% Not Met EL 21% Meeting or Exceeding 30% Nearly Met 49% Not Met LI 35% Meeting or Exceeding 29% Nearly Met 36% Not Met SWD 4% Meeting or Exceeding 9% Nearly Met 87% Not Met HI 36% Meeting or Exceeding 29% Nearly Met 35% Not Met AA		Spring Assessment District All 45% Meeting or Exceeding 28% Nearly Met 27% Not Met EL 20.4% Meeting or Exceeding 58.4% Nearly Met 38% Not Met LI 45% Meeting or Exceeding 28% Nearly Met 27% Not Met SWD 8% Meeting or Exceeding 12% Nearly Met 80% Not Met HI 46% Meeting or Exceeding 26% Nearly Met 28% Not Met AA 39% Meeting or Exceeding	2024 growth from the baseline year District All +3% Meeting or Exceeding -1% Nearly Met -2% Not Met EL +3% Meeting or Exceeding +2% Nearly Met -6% Not Met LI +3% Meeting or Exceeding -1% Nearly Met -2% Not Met SWD +2% Meeting or Exceeding 0% Nearly Met -2% Not Met HI +3% Meeting or Exceeding -1% Nearly Met -2% Not Met AA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		26% Meeting or Exceeding 30% Nearly Met 44% Not Met 2 or More Races 36% Meeting or Exceeding 30% Nearly Met 34% Not Met WH 34% Meeting or Exceeding 31% Nearly Met 35% Not Met AS 39% Meeting or Exceeding 29% Nearly Met 32% Not Met	30% Meeting or Exceeding 30% Nearly Met 40% Not Met 2 or More Races 40% Meeting or Exceeding 27% Nearly Met 33% Not Met WH 36% Meeting or Exceeding 30% Nearly Met 35% Not Met AS 41% Meeting or Exceeding 28% Nearly Met 31% Not Met		31% Nearly Met 30% Not Met 2 or More Races 48% Meeting or Exceeding 31% Nearly Met 21% Not Met WH 47% Meeting or Exceeding 30% Nearly Met 23% Not Met AS 50% Meeting or Exceeding 28% Nearly Met 22% Not Met	+4% Meeting or Exceeding 0% Nearly Met -4% Not Met 2 or More Races +4% Meeting or Exceeding -3% Nearly Met -1% Not Met WH +2% Meeting or Exceeding -1% Nearly Met 0% Not Met AS +2% Meeting or Exceeding -1% Nearly Met -1% Not Met
1.7	iReady Mathematics % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 District Spring Assessment All 22% Meeting or Exceeding 40% Nearly Met 39% Not Met LI 22% Meeting or Exceeding	2024-2025 District Spring Assessment All 25% Meeting or Exceeding 39% Nearly Met 35% Not Met LI		District All 30% Meeting or Exceeding 43% Nearly Met 27% Not Met LI 30% Meeting or Exceeding 43% Nearly Met 27% Not Met	2024 growth from the baseline year District All +3% Meeting or Exceeding -1% Nearly Met -4% Not Met LI +3% Meeting or Exceeding

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		40% Nearly Met 39% Not Met	25% Meeting or Exceeding 39% Nearly Met 35% Not Met		EL 20% Meeting or Exceeding 43% Nearly Met 37% Not Met	-1% Nearly Met -4% Not Met
		EL 12% Meeting or Exceeding 36% Nearly Met 51% Not Met	EL 17% Meeting or Exceeding 40% Nearly Met 44% Not Met		SWD 4% Meeting or Exceeding 10% Nearly Met 86% Not Met	EL +5% Meeting or Exceeding +4% Nearly Met -7% Not Met
		SWD 1% Meeting or Exceeding 9% Nearly Met 90% Not Met	SWD 2% Meeting or Exceeding 10% Nearly Met 88% Not Met		HI 31% Meeting or Exceeding 43% Nearly Met 36% Not Met	SWD +1% Meeting or Exceeding +1% Nearly Met -2% Not Met
		HI 23% Meeting or Exceeding 40% Nearly Met 37% Not Met	Hi 26% Meeting or Exceeding 40% Nearly Met 34% Not Met		AA 24% Meeting or Exceeding 34% Nearly Met 40% Not Met	HI +3% Meeting or Exceeding 0% Nearly Met -3% Not Met
		AA 16% Meeting or Exceeding 39% Nearly Met 45% Not Met	AA 19% Meeting or Exceeding 38% Nearly Met 43% Not Met		2 or More Races 32% Meeting or Exceeding 44% Nearly Met 34% Not Met	AA +3% Meeting or Exceeding -1% Nearly Met -2% Not Met
		2 or More Races 24% Meeting or Exceeding 40% Nearly Met 36% Not Met	2 or More Races 29% Meeting or Exceeding 39% Nearly Met 33% Not Met		WH 36% Meeting or Exceeding 38% Nearly Met 26% Not Met	2 or More Races +5% Meeting or Exceeding -1% Nearly Met -3% Not Met
		WH 24% Meeting or Exceeding 42% Nearly Met	WH		AS	WH +4% Meeting or Exceeding -2% Nearly Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		35% Not Met AS 29% Meeting or Exceeding 39% Nearly Met 33% Not Met	28% Meeting or Exceeding 40% Nearly Met 32% Not Met AS 31% Meeting or Exceeding 41% Nearly Met 28% Not Met		37% Meeting or Exceeding 36% Nearly Met 27% Not Met	-3% Not Met AS +2% Meeting or Exceeding +2% Nearly Met -5% Not Met
1.8	Teacher Misassignment % of teachers with Clear Credential CA Dashboard	2023 100%	2024 100%		Maintain 100%	2024 100%
1.9	Access to Standard Aligned Instructional Material CA Dashboard	2023 100%	2024 100%		100%	2024 100%
1.10	Facilities in Good Repair # of Facilities that do not meet "Good Repair" CA Dashboard	2023 Dashboard 6 - schools received a "Fair" rating and 8 schools received a rating of "Good".	2024 Dashboard 5-schools received a "Fair" rating and 9 schools received a rating of "Good".		All AESD Schools will receive a rating of "Good" or "Exemplary"	2024 1 additional school received a "Good" rating for a total of 9 compared with 8 from baseline year.
1.11	Implementation of Academic Standards Average Score CA Dashboard	2023 Dashboard Professional Development: 4.6 Instructional Materials: 5	2024 Dashboard Professional Development: 4.8 Instructional Materials: 5		Maintain or Increase Professional Development 5 Instructional Materials 5	2024 Professional Development: +.2 Instructional Materials: Maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Policy & Program: 4.4 Implementation of Standards: 4 Engagement of School Leadership: 4.6	Policy & Program: 4.5 Implementation of Standards: 4.3 Engagement of School Leadership: 4.7		Policy & Program 5 Implementation of Standards 5 Engagement of School Leadership 5	Policy & Program: +.1 Implementation of Standards: +.3 Engagement of School Leadership: +.1
1.12	% of Students offered Broad Course of Study CA Dashboard	2023 100%	2024 100%		100%	Maintained 100%

Goal Analysis [2024-25]

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.

Analysis of Goal Implementation:

In the 2024–2025 school year, the Adelanto Elementary School District made deliberate efforts to implement the goal of ensuring that learning is relevant, engaging, and responsive to the diverse needs of all students. The implementation was rooted in data-informed practices, equity-driven instructional strategies, and expanded access to supports aimed at improving outcomes for historically underserved student groups.

Action 1.1 Class Size Reduction was implemented with fidelity and according to plan. A key success was maintaining low student-to-teacher ratios, which supported more individualized instruction and contributed to improved student achievement.

Action 1.2 Supplemental Technology was implemented during the year. A key challenge was that implementation did not reach the scale originally intended, due to limitations due to a delay in accessing the resources that made the implementation later than intended. However, a notable success was that students gained increased access to online learning platforms, supporting digital engagement and instructional access.

Action 1.3 Instructional Jumpstart, was implemented with fidelity and as planned. All TK teachers had material and resources needed to implement the program.

Action 1.4 Professional Learning, was implemented as planned. Training sessions focused on early literacy, math fluency routines, formative assessment use, and English learner instructional strategies. These sessions strengthened educator capacity to differentiate instruction and use data to drive decisions, resulting in improved classroom practices. Educator feedback indicated stronger instructional clarity and a deeper understanding of how to scaffold learning for diverse student populations.

Action 1.5 Instructional Leadership, was partially implemented, however, the total amount of sessions were not offered due to staffing availability and time. The additional staffing available did provide support to students at every campus.

Action 1.6 Library and Media Access, was implemented as planned. Each school had a full-time librarian which supported and contributed to schoolwide literacy scores.

Action 1.7 Innovation was partially implemented during the year. The primary challenge was the requirement to complete a formal bidding process for the scope of work needed to provide e-sports districtwide. This process experienced delays; however, the project is now out to bid and on track for implementation in the coming year. Some successes is that we were still able to provide elective options for middle school students such as robotics, journalism and students leadership all of which support our students being future ready.

Action 1.8 English Learner Student Achievement was partially implemented as originally planned. English learners were included in the response to intervention at each school site instead of hiring additional support personnel. Also, i-Ready was used to identify areas of need to group students. Instead, the funds were used to support classified personnel. A key success was the ability to progress monitor student performance.

Implementation Summary and Adjustments:

Planned actions included increasing access to standards-aligned instruction, using diagnostic tools such as iReady to guide instruction, supporting differentiated and small group learning, and monitoring progress across student groups through formative and summative assessments.

Key components implemented as planned:

This was the first full year of district-wide implementation of i-Ready in ELA and Math to identify learning gaps and tailor instruction to the needs of the students. A robust system and use of data chats and instructional coaching to promote data literacy and responsive teaching. This robust system included Districtwide Data Roundtables with all of the Academic Services Leadership Team and individual sites. The process also involved the data chat with the admin to teachers, teachers to students, and teachers/students to parents. Targeted professional learning on early literacy (LETRS), math routines (Building Thinking Classrooms), and integrated/designated ELD focus and progress monitoring. A significant emphasis was made on targeting professional learning opportunities to Early Literacy, math, engagement, and writing.

Adjustments made based on evolving needs:

The district expanded its Extended Learning Opportunities Program (ELOP) and other academic interventions, particularly at sites with the highest performance gaps. Steps were made to begin laying the foundation for a robust academic tutoring system available in person and at all sites. Increased access to small-group and tiered instruction was prioritized; however, the intensity and frequency varied by school,

prompting a need for more robust monitoring systems and clear language for the expectations of small-group instruction across all campuses.

In response to data trends, the district focused more intensely on student group performance and site-specific strategies, especially for Foster Youth and Students with Disabilities, where gains were more modest.

Relevant Challenges and Learning Attainment Needs:

While many actions were implemented as intended, reflection revealed that some student groups require intensified support beyond what was initially planned. More intentional use of interventions, tutoring, and enrichment tailored to specific performance trends and site needs are needed.

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 1.1 (Class Size Reduction and Retention) had a material difference because there were additional staff than planned to support class size reduction.

Action 1.2 (Supplemental Technology) had a material difference because not all needed resources were purchased in a timely manner due to staffing issues.

Action 1.3 (Instructional Jumpstart) had a material difference because we needed less materials because teachers had what they needed and the materials that were purchased cost less than originally planned.

Action 1.4 (Professional Development) had a material difference because although all planned PD occurred, less teachers than expected participated lowering the cost expended.

Action 1.5 (Instructional Leadership) had a material difference because costs came in lower than expected because personnel costs were less than anticipated.

Action 1.6 (Library and Media Access) had a material difference because staffing and materials costs came in lower than expected because the cost was overestimated.

Action 1.7 (School Innovation) had a material difference because we had to go to bid for e-sports so the costs associated with e-sports did not get expended.

Action 1.8 (English Learner Student Achievement) had a material difference because we did not hire the support personnel that were originally part of the action. We plan to hire in the upcoming year.

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

To evaluate the impact of actions taken toward achieving the district's goal—ensuring learning is relevant, engaging, and responsive to the diverse needs of all students—Adelanto Elementary School District used a 3-point effectiveness scale: 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective

Ratings were assigned based on an analysis of student outcome data, implementation metrics, and input from educational partners. The district observed a combination of successful initiatives and areas requiring deeper intervention and refinement.

Action 1.1 Classroom Reduction, was 3- Effective as measured by M1.1, M1.2, M1.3, M1.6, M1.7. CAST showed an 11.64% improvement to 12.43% for all students, ELA CAASPP went from -76.5 DFS to -75 DFS with a decline of +1.5 DFS; Math -115.3 DFS to -107.7 DFS with a decline of +7.6 DFS; In looking at i-Ready Reading all students went from For all students, the percentage Meeting or Exceeding standards improved from 32% to 35%, EL (17% to 21%) LI (32% to 35%), SWD (2% to 4%), HI (33% to 36%), AA (26% to 30%) Two or More Races (36% to 40%), WH (34% to 36%), and AS (39% to 41%); i-Ready Math all students improved (22% to 25%), LI (22% to 25%), EL (12% to 17%). SWD (1% to 2%), HI (23% to 26%), AA (16% to 19%), and Two or More Races (24% to 29%), WH (24% to 28%), and AS (29% to 31%). The focus on tailored interventions and instructional strategies appears to be yielding positive results. However, continued focus on Students with Disabilities and English Learners is essential for further progress.

Action 1.2 Supplemental Technology, was 3- Effective as measured by M1.2, M 1.3, M1.6, and M1.7. ELA CAASPP went from -76.5 DFS to -75 DFS with a decline of +1.5 DFS and in Math CAASPP -115.3 DFS to -107.7 DFS with a decline of +7.6 DFS. In looking at i-Ready Reading all students went from For all students, the percentage Meeting or Exceeding standards increased from 32% to 35%, EL (17% to 21%) LI (32% to 35%), SWD (2% to 4%), HI (33% to 36%), AA (26% to 30%) Two or More Races (36% to 40%), WH (34% to 36%), and AS (39% to 41%); i-Ready Math all students (22% to 25%), LI (22% to 25%), EL (12% to 17%). SWD (1% to 2%), HI (23% to 26%), AA (16% to 19%), and Two or More Races (24% to 29%), WH (24% to 28%), and AS (29% to 31%). Even though we had a delayed start, the data showed that the focus on tailored interventions and instructional strategies appears to be yielding positive results. However, continued focus on Students with Disabilities and English Learners is essential for further progress.

Action 1.3 Instructional Jumpstart, was 3- Effective as measured by M1.6, M1.7. In looking at i-Ready Reading all students went from (16% to 35%), EL (4% to 21%), LI (16% to 21%), SWD 1% to 4%), HI (17% to 36%), AA (13% to 30%), Two or More Races (21% to 40%), WH (17% to 36%), and AS (18% to 41%); i-Ready Math all students (7% to 25%), EL (2% to 17%), LI (7% to 25%), SWD (0% to 2%), HI (7% to 26%), AA (4% to 19%), Two or More Races (10% to 29%), WH (7% to 28%), and AS (8% to 31%). While all student groups demonstrated growth in i-Ready Reading, particularly English Learners (4% to 21%) and African American students (13% to 30%), the overall proficiency levels remain low, with most groups still below 50%. There is a need for targeted instructional support is needed to accelerate literacy development, especially for Students with Disabilities (SWD), who showed only marginal progress (1% to 4%). Though improvements were observed across all groups in i-Ready Math, the overall percentages remain significantly lower than in Reading, with SWD (0% to 2%) and EL (2% to 17%) showing limited gains. There is a need for focused interventions in foundational math skills and differentiated instruction are essential, particularly for underserved groups such as SWD and EL, to close achievement gaps and support continued growth. We will revisit the materials that are available and the effectiveness of those materials.

Action1.4 Professional Learning was rated 3 – Effective as measured by M1.2, M1.3, M1.4, M1.5, M1.6, and M1.7. Professional learning in evidence-based literacy and math strategies, integrated English Language Development supports, and data-driven instruction strengthened teacher capacity to differentiate instruction and target interventions for unduplicated students. For M1.2 (CAASPP ELA DFS), All Students improved from -76.5 to -75.0 (+1.5 DFS), EL from -104.3 to -95.3 (+9 DFS), LI from -79.8 to -79.1 (+0.7 DFS), and FY from -113.7 to -116.0 (-2.3 DFS). For M1.3 (CAASPP Math DFS), All Students improved from -115.3 to -107.7 (+7.6 DFS), EL from -133.7 to -121.6 (+12.1 DFS), LI from -118.8 to -111.7 (+7.1 DFS), and FY from -152.4 to -148.7 (+3.7 DFS). M1.4 (ELPI) results show district EL progress decreasing from 47.2% to 44.6% (-2.6%), though individual sites such as Bradach (+5.1%) and Westside Park (+16.4%) improved. M1.5

(Reclassification Rate) increased slightly for EL from 6.7% to 7.0% (+0.3%), with LTEL redesignation steady at 56%. M1.6 (i-Ready Reading) shows All Students rising from 32% to 35% (+3%), EL from 17% to 21% (+4%), LI from 32% to 35% (+3%), and FY from 14% to 17% (+3%). M1.7 (i-Ready Math) shows All Students increasing from 22% to 25% (+3%), EL from 12% to 17% (+5%), LI from 22% to 25% (+3%), and FY from 10% to 13% (+3%). Overall, the action effectively supported growth in ELA and Math for All Students, EL, and LI, with particularly strong gains for EL in math (+12.1 DFS; +5% i-Ready). Foster Youth showed positive movement in math and reading but a decline in ELA DFS and ELPI, indicating the need for sustained and targeted literacy and language development supports to continue.

Action 1.5 – Instructional Leadership was rated 3 – Effective as measured by M1.2, M1.3, M1.6, and M1.7. Leadership coaching, data-driven collaboration, and targeted instructional supports contributed to measurable gains across state and local assessments. For M1.2 (CAASPP ELA DFS), All Students improved from –76.5 to –75.0 (+1.5 DFS), EL from –104.3 to –95.3 (+9 DFS), LI from –79.8 to –79.1 (+0.7 DFS), and FY from –113.7 to –116.0 (–2.3 DFS). For M1.3 (CAASPP Math DFS), All Students improved from –115.3 to –107.7 (+7.6 DFS), EL from –133.7 to –121.6 (+12.1 DFS), LI from –118.8 to –111.7 (+7.1 DFS), and FY from –152.4 to –148.7 (+3.7 DFS). M1.6 (i-Ready Reading) results show All Students increasing from 32% to 35% (+3%), EL from 17% to 21% (+4%), LI from 32% to 35% (+3%), SWD from 2% to 4% (+2%), HI from 33% to 36% (+3%), AA from 26% to 30% (+4%), Two or More Races from 36% to 40% (+4%), WH from 34% to 36% (+2%), and AS from 39% to 41% (+2%). M1.7 (i-Ready Math) shows All Students improving from 22% to 25% (+3%), LI from 22% to 25% (+3%), EL from 12% to 17% (+5%), SWD from 1% to 2% (+1%), HI from 23% to 26% (+3%), AA from 16% to 19% (+3%), Two or More Races from 24% to 29% (+5%), WH from 24% to 28% (+4%), and AS from 29% to 31% (+2%). These gains suggest that strengthened instructional leadership is positively influencing student performance, particularly for EL in math (+12.1 DFS; +5% i-Ready) and AA in reading (+4%). Continued focus is warranted for Students with Disabilities, whose progress, while positive, remains well below standard, and for English Learners to accelerate growth in ELA.

Action 1.6 Library and Media Access, was 3 -Effective as measured by M1.6. All school had a full-time librarian which supported and contributed to schoolwide literacy scores. Based on the Baseline and current iReady Reading data, there has been overall growth across student groups. For all students, the percentage Meeting or Exceeding standards improved from 32% to 35%, EL (17% to 21%) LI (32% to 35%), SWD (2% to 4%), HI (33% to 36%), AA (26% to 30%) Two or More Races (36% to 40%), WH (34% to 36%), and AS (39% to 41%).

Action 1.7 Innovation, was 2 - Somewhat Effective as measured by M1.6, M1.7 the iReady Reading and Math data. Based on the Baseline and current iReady Reading data, there has been overall growth across student groups. For all students, the percentage Meeting or Exceeding standards improved from 32% to 35%, EL (17% to 21%) LI (32% to 35%), SWD (2% to 4%), HI (33% to 36%), AA (26% to 30%) Two or More Races (36% to 40%), WH (34% to 36%), and AS (39% to 41%). These improvements indicate that the actions taken have been effective in promoting growth. The focus on differentiated instruction and targeted support appears to be yielding positive results. Continued efforts are essential for further progress, particularly for Students with Disabilities and English Learners. Based on the Baseline and current Math data, there has been noticeable growth across many student groups. Overall, the percentage of students Meeting or Exceeding standards in Math improved from 22% to 25%, LI (22% to 25%), EL (12% to 17%). SWD (1% to 2%), HI (23% to 26%), AA (16% to 19%), and Two or More Races (24% to 29%), WH (24% to 28%), and AS (29% to 31%). These improvements indicate that the actions taken have been effective in promoting growth. The focus on tailored interventions and instructional strategies appears to be yielding positive results. However, continued focus on Students with Disabilities and English Learners is essential for further progress.

Action 1.8 – English Learner Student Achievement was not implemented as originally planned but was 2 - Somewhat Effective as measured by M1.4, M1.5, M1.6 and M1.7. English Learner Student Achievement was not implemented as originally planned. Originally the plan was to

hire certificated staff to hold individual meeting with each student. Instead, supports were provided by classified personnel. 2024 Dashboard shows varying English Learner (EL) progress across individual schools. While the overall district saw 44.6% of ELs making progress and 58.4% of Long-Term English Learners (LTELs) making progress, individual school performance varied: Westside Park led with 50.8% of ELs making progress, followed by Bradach Elementary at 40%, Ted Vick at 38%, and George Elementary at 37.5% for ELs, with George Elementary also reporting 45.5% of their LTELs making progress. In 2024, English Language Progress Indicator (ELPI) data from the Dashboard showed that 7% of English Learners demonstrated progress, while 56% (34 out of 60 students) of Long-Term English Learners (LTELs) were re-designated. Based on the baseline and current iReady Reading data, there has been overall growth across student groups. For all students, the percentage Meeting or Exceeding standards improved from EL (17% to 21%). The CAASPP results indicate a positive trend among English Learner (EL) students, with proficiency increasing from 17% to 21%. This 4-percentage-point gain reflects targeted instructional efforts and may suggest improved access to academic language development and support services. Continued focus on differentiated instruction and language acquisition strategies will be essential to sustain and accelerate this growth. These improvements indicate that the actions taken have been effective in promoting growth. The focus on differentiated instruction and targeted support appears to be yielding positive results. Continued efforts are essential for further progress, particularly for English Learners. Based on the Baseline and current Math data, there has been noticeable growth. Overall, the percentage of students Meeting or Exceeding standards in Math improved for English Learner (EL) students (12% to 17%). The CAASPP mathematics results show a notable improvement among English Learner (EL) students, with proficiency increasing from 12% to 17%. This 5-percentage-point growth suggests that recent instructional strategies and supports are having a positive impact. Continued emphasis on language-integrated math instruction and scaffolded learning opportunities will be key to building on this progress.

Below is additional Information regarding interventions that were offered:

Math Interventions and CAASPP Growth

Targeted math interventions effectively improved student performance, especially in the majority of the schools and across several student groups. For example, Bradach Elementary gained 19.2 points in math from the baseline year. Ted Vick, Westside Park, and El Mirage also showed double-digit gains across key student groups. These results reflect the successful use of targeted small group instruction, intervention blocks, and our adaptive learning platform, i-Ready, tailored to student needs.

LTEL Progress on ELPI

The +36% increase in Long-Term English Learners' progress toward English language proficiency marks a significant success. This growth reflects the effectiveness of individualized language supports, ELD-focused professional learning, and intensified progress monitoring for LTELs. Focusing on long-term language learners helped accelerate their growth toward reclassification and academic proficiency.

ELA CAASPP Growth

While districtwide ELA performance showed overall growth (+1.5 DFS) and some schools experienced notable improvement (e.g., Westside Park and Adelanto Virtual), the progress was inconsistent. Gains for English Learners (+9), Homeless students (+37), and African American students (+1.6) are encouraging, but Foster Youth declined, and several schools saw stagnant or regressive trends. These mixed results indicate that while some reading strategies were effective, others lacked consistency in implementation or intensity. The district must reinforce Tier 1 instruction and ensure fidelity to early literacy routines.

ELPI Overall Growth

Despite success with LTELs, the overall English Learner progress declined slightly by 2.6%, signaling a need to revisit broader EL instructional practices. Possible contributing factors include variation in designated ELD implementation, insufficient alignment between ELPAC prep and classroom instruction, and uneven support across sites. More cohesive monitoring and support structures are required to ensure consistency in EL academic growth across grade levels.

Successes to Sustain and Scale

Westside Park, Columbia, and Ted Vick Elementary demonstrated strong gains across multiple subgroups, serving as models for replicating effective practices districtwide. All schools maintained 100% access to standards-aligned materials, qualified teachers, and broad course offerings, ensuring equity in baseline instructional conditions. Gains in implementation of standards (+0.3) and engagement of school leadership (+0.1) suggest growing alignment between district initiatives and site-level practice.

Key Learnings and Next Steps

The progress made, particularly in math and for LTELs, confirms that targeted, data-informed supports can yield measurable results. However, the variability in ELA performance and broader ELPI trends underscores the need for: Stronger Tier 1 instruction in literacy, especially at the early grades.

Improved monitoring tools and instructional coaching to support fidelity. Increased focus on student groups still significantly below standard, including Foster Youth and SWD, through MTSS and aligned intervention pathways. Continued refinement of instructional strategies and enhanced progress monitoring will be essential to fully realize the district's goal of academic equity and excellence for all.

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

Based on a thorough reflection of implementation outcomes and community partner input during the 2024–2025 school year, Adelanto Elementary School District is making several strategic changes to improve the effectiveness and impact of its LCAP goal. These adjustments are designed to align practices with student needs better, ensure equitable outcomes, and strengthen instructional coherence across all school sites.

The broad goal was updated to reflect the newly developed strategic plan (framework for the future).

Metric 1.2, 1.3 and Two Races or More was added because it is a newly identified Differentiated Assistance (DA) group associated with these metrics.

The LTEL Metric 1.5: Data in the baseline and targeted outcome columns was corrected for the LTEL student group due to inaccuracies in the original data table.

Action 1.4 Professional Development title was changed to be specific to English Language learners.

Action 1.8 The word "supports" was added to the title and description as funds were used for classified salaries and employee benefits evidenced based EL programs.

Action 1.9 Professional learning to support grade-level standards in English Language Arts (ELA) and Math was added to support grade level achievement efforts.

The following metrics for Action 1.9 were added: M 1.2, M 1.3, M 1.6 M 1.7, M1.11

Metrics 1.6 and 1.7 the baseline and targeted outcome columns were updated with data now available.

These metrics have the year of the source data changed baseline column: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.12.

Action 1.4 - The first sentence Teacher experts and contractors will increase staff capacity and teacher clarity through ongoing professional learning opportunities, was edited and instead of using the word development, it was changed to professional learning opportunities to align strategic plan (framework for the future).

Together, these changes aim to refine implementation, expand impact, and deepen alignment between district strategies and the lived experiences, strengths, and needs of our students and community. By prioritizing equity, responsiveness, and continuous improvement, the district remains committed to preparing every student to thrive as a future-ready learner.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction and Retention	The Human Resources Department will focus on recruiting, hiring, and retaining highly qualified and experienced staff to enhance student achievement in English Language Arts (ELA), Math, and English Language Development (ELD), while also working to reduce the current student-to-teacher ratio. Although all students will benefit from a more experienced teaching staff, this action is specifically designed to support English Learners, Low-Income students, Foster Youth. The effectiveness of this initiative will be measured using metrics M1.1, M1.2, M1.3, M1.6, and M1.7.	\$13,047,666.00	Yes
1.2	Supplemental Technology	The district will provide additional technology resources and personnel to enhance access to online instructional platforms for all students, with a particular focus on supporting Low-Income students, Foster Youth, and English Learners. By improving access to these resources, the district aims	\$1,968,839.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to boost student academic achievement. The effectiveness of this action will be measured using metrics M1.6 and M1.7.		
1.3	Instructional Jumpstart	The district will provide supplemental instructional materials and educational supplies to support the expansion of Transitional Kindergarten as measured by M 1.6 and M 1.7. This action is principally directed toward students who are Low-income, English Learner, and Foster Youth students.	\$710,793.00	Yes
1.4	English Learner Professional Development	Teacher experts and contractors will increase staff capacity and teacher clarity through ongoing professional learning opportunities, including specific professional development surrounding the language acquisition of English Learners and LTELs training on best practices, mindset, identification and teaching of high-priority standards with standards-aligned materials, and instructional delivery, to improve the focus of academic outcomes of students and other specific needs for Long-term language learners as measured by M 1.2, M 1.3, M 1.6 M 1.7, M 1.4 and M 1.5.	\$153,723.00	Yes
1.5	Instructional Leadership	Assistant Administrators of Instructional Improvement and Academic Coaching will provide instructional leadership to teachers and other site staff to improve the instructional program for students and is principally directed toward English Learners, Foster Youth, and Socioeconomically Disadvantaged students to address the achievement gap as measured by M 1.2, M 1.3, M 1.6 and M 1.7.	\$627,380.00	Yes
1.6	Library and Media Access	The purpose of this action is to increase literacy as the district will provide a robust library at each school to provide students with access to media, additional technology, and opportunities for STEAM exploration with an emphasis on language arts. This is principally directed toward Foster Youth, English Learner, Socioeconomically Disadvantaged students to close the academic achievement gap as measured by M 1.6.	\$1,454,678.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	School Innovation	Sites will improve the instructional program for students through the implementation of supplemental programs, technology, and professional development, including guest speakers. This is principally directed toward English Learners, Foster Youth, Low-Income students to close the achievement gap as measured by M 1.6 and M 1.7.	\$1,520,120.00	Yes
1.8	English Learner Student Achievement supports	The district will implement supports and evidence-based ELA intervention programs, limited action to English Learners and specific needs for Long Term English Learners to close the ELA achievement gap and increase language acquisition as measured M1.4, M 1.5, M 1.6. and M 1.7.	\$115,088.00	Yes
1.9	Professional Learning to Support Grade-Level Standards in English Language Arts and Math	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of academic grade-level State Standards in English Language Arts and mathematics, the frameworks, and research-based practices to target the learner variability of students with a priority on Low-Income, Foster Youth. In elementary and middle schools, research-based practices for student learning encompass strategies like active learning, formative assessment, metacognition, instructional transparency, fostering a sense of belonging, research-based reading practices, direct instruction, scaffolding, cooperative learning, and integrating technology to enhance engagement and academic performance. Measured by M 1.2, M 1.3, M 1.6 M 1.7, M1.11	\$461,167.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide every student with behavioral, social-emotional, and health supports with a focus on - English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, and other student groups whose outcomes indicate the greatest need—so that all students can remain fully engaged in school and access core instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The Adelanto Elementary School District recognizes the imperative importance of addressing the many red priority outcomes in the 2023 California School Dashboards. The areas of red include Suspension Rates, English Learner Progress, English Language Arts, and Mathematics. While critically analyzing the Suspension Rates within this goal the imperative actions identified within this goal outline the continued need to emphasize a wrap-around service for students at the individual level and focus on student groups with the highest needs. Goal 2 aligns with the district’s current efforts to implement effective Multi-Tiered Systems of Support (MTSS) across all schools. The goal speaks to providing effective Tier 2 and Tier 3 supports that are specific to identified student needs.

In the broad Goal ,the word "specific" was changed to "tier "to emphasis the need for differentiation in order to support different student groups.

In 2024, the Adelanto Elementary School District acknowledges the significant progress reflected by moving to the orange tier in many areas on the California School Dashboards, indicating some growth, but also recognizes that more needs to be done. Key areas requiring continued focus include Suspension Rates, English Learner Progress, English Language Arts, and Mathematics. Analyzing Suspension Rates, it is clear that there is a critical need for enhanced wrap-around services tailored to students at the individual level, with special attention to student groups with the highest needs. Goal 2 is aligned with the district's ongoing commitment to implementing effective Multi-Tiered Systems of Support (MTSS) across all schools. This goal emphasizes providing every student with tiered academic, behavioral, social-emotional, and health supports, focusing on English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, and other student groups whose outcomes indicate the greatest need. By ensuring access to these supports, the district aims for all students to remain fully engaged in school and successfully access core instruction.

In addition, the metrics and actions within this goal will continue to allow AESD to succeed in providing every student with the academic, behavioral, social-emotional, and physical health supports to meet their individual needs so they can fully engage with instruction by providing wrap-around support for Foster Youth to improve their overall health, wellness, and access to the curriculum; providing support for music and art programs to encourage self-expression and creativity through participation in fine arts for Low-Income students; providing

additional counseling support to address the social-emotional wellness and mental health of students; supporting positive attendance and engagement strategies to reduce chronic absenteeism; providing health supports to improve physical wellness; focusing on social-emotional learning across the district; providing transportation services to ensure access to in-person instruction; providing access to additional mental health supports through licensed social workers.

Chronic Absenteeism

The 2023 California School Dashboard for Chronic Absenteeism Rate of School and Student Group in red: Adelanto Elementary: All 61.7%, EL 50%, LI 62.2%, SWD 61.4%, AA 72.4%, HI 53.8%; Eagle Ranch: AA 57.5%; Morgan Kincaid: FY 40.4%; Ted Vick: AA 46%; West Creek: All 51.7%, LI 54.6%, HI 49.3%, WH 61.3%; Westside Park: All 55.2%, AA 57.7%, WH 60%; Columbia Middle School: AA 63.1%; Melva Davis: SWD 37.9%, 2 or More 36.7%; and Mesa Linda Middle School: All 56.5%; EL 58.5%; FY 50.8%; LI 58.3%; SWD 60.7%; AA 61.2%; HI 54.9%; 2 or More 62.3%; and newly identified for the 2024 Dashboard Adelanto Virtual Academy AA: 62.8%.

The 2024 California School Dashboard for Chronic Absenteeism Rate of School and Student Groups are as follows: Adelanto School District: All is 35.5%; Adelanto Elementary School: All: 51.8%, EL 29.7%; LI 53.4%; SWD 55.3%; AA 66.1%, HI 39.3%; Eagle Ranch: AA 57.8%; Morgan Kincaid: FY 19.5%; Ted Vick: AA 58%; West Creek: All: 40.4%, LI: 43.2%. HI: 38.3%, WH: N/A; Westside Park All: 47.6%, AA: 54.6%, WH: 50%; Columbia Middle School: AA: 56.9%; Melva Davis SWD: 29.7%, 2 or More Races: 19.1%; Mesa Linda Middle School All: 55.8%; EL 48%, FY 34 %, LI: 58.4%, SWD 56.3%, AA 61.4%; HI 51.2%; 2 or More Races: 59.5%; and newly identified: Adelanto Virtual Academy AA: 63%.

The Adelanto Elementary School District developed this goal in direct response to persistently high chronic absenteeism rates, particularly among historically underserved student groups, as reflected in the California School Dashboard. Although the district made notable progress—reducing the overall chronic absenteeism rate from 61.7% in 2023 to 35.5% in 2024—the data continues to show alarming disparities among student subgroups and school sites. African American students remain disproportionately affected, with chronic absenteeism rates above 60% at multiple sites, including Adelanto Elementary (66.1%), Mesa Linda Middle (61.4%), and Adelanto Virtual Academy (63%). Students with disabilities also continue to face significant barriers to consistent attendance, with rates exceeding 55% at several schools. While some groups, such as English Learners and Foster Youth, showed improvement—EL at Adelanto Elementary dropped from 50% to 29.7%, and Foster Youth at Morgan Kincaid dropped from 40.4% to 19.5%—the continued prevalence of chronic absenteeism among key populations signals a systemic issue that demands urgent, sustained, and targeted action. This goal was therefore developed to address the underlying causes of absenteeism by creating safe, supportive, and engaging learning environments that promote daily attendance, remove barriers, and ensure every student—especially those furthest from opportunity—can access the instruction and support they need to thrive.

Suspension

The 2023 California School Dashboard for Suspension Rates in red: Adelanto Elementary: All 6.2%, LI 6.7%, SWD 16%, AA 8.8%, and HI 5.4%; Bradach: FY 7.7%; Eagle Ranch: All 3.8%, LI 4.4%, SWD 6.9%, AA 11%, and WH 6.5%; Gus Franklin: AA 7.8%; Morgan Kincaid: FY 8.9%; Ted Vick: FY 14.9%, SWD 8.5%, AA 13.5%, HI 4.3%; Victoria Magathan: AA 6.2%; West Creek: LI 6.2%, SWD 8.4%, and AA 13.3%; Westside Park: AA 3.8%; Columbia Middle School: All 22.4%; EL 14.6%; FY 23.7%; LI 22.2%; SWD 24.4%; AA 37.1%; HI 16.5%; WH

20.5%; and 2 or More 25.4%.; Mesa Linda: All 32.9%; EL 28.4%; FY 43.1%; LI 33.5%; SWD 38.2%; AA 49.8%; HI 24.7%; WH 28.9%; 2 or More 43.9%.

The 2024 California School Dashboard for Suspension Rates are as follows: Adelanto Elementary School District All: 8.3%; Adelanto Elementary: All: 6.2%, LI: 5.9%, SWD: 17.5%, AA: 6.7%, and HI 5.2%; Bradach FY: 7%; Eagle Ranch All: 5.4%, LI: 5.2%; SWD 9.2%, AA 14.4%, and WH: 2.3%; Gus Franklin AA: 6.3%; Morgan Kincaid FY: 3.6%; Ted Vick FY: 4.4%; SWD: 6.8%, AA : 5.1%; HI: 1%; Victoria Magathan AA: 7.1%; West Ceek LI: 3.3%, SWD: 6.1%, AA 6.1%; Westside Park: AA: 3.4%; Columbia Middle School: All: 21.3%, EL:11.1%, FY: 27.6%, LI: 22.2%, SWD: 25.5%, AA 40.7%, HI: 14.4%, WH: 20.5%, 2 or More Races: 24.2%; Mesa Linda All:29.3%, EL: 21%, FY: 29.8%, LI: 30.9%, SWD: 30.8%, AA 44.4%, HI: 19.3%, WH 31.1%, and 2 or More Races: 42.3%.

The Adelanto Elementary School District developed this goal in response to persistently high suspension rates, particularly among historically underserved student groups. Although slight progress has been made, with some site-level reductions, the district-wide suspension rate increased from 6.2% in 2023 to 8.3% in 2024, signaling a need for deeper systemic change. Alarming high suspension rates remain for African American students—44.4% at Mesa Linda, 40.7% at Columbia Middle, and double-digit rates at multiple elementary sites—as well as for Students with Disabilities, who reached 25.5% at Columbia and 30.8% at Mesa Linda. While some student groups experienced improvement, such as Foster Youth at Ted Vick (14.9% to 4.4%) and Morgan Kincaid (8.9% to 3.6%), the overall data shows that exclusionary practices continue to affect vulnerable populations disproportionately. These disparities highlight the urgent need for restorative, proactive, and inclusive practices that foster safe and supportive school climates. As a result, this goal was established to reduce suspension rates through culturally responsive behavior support systems, restorative justice practices, and tiered intervention strategies that promote positive relationships, emotional regulation, and equitable discipline responses for all students.

These patterns make it clear that access to core instruction alone is not enough students require robust behavioral, social-emotional, and health supports to fully engage, thrive, and succeed in school. This goal reflects a districtwide commitment to removing systemic barriers and implementing multi-tiered support systems tailored to the needs of our most impacted students. Through targeted interventions, inclusive practices, and ongoing progress monitoring, the district aims to create safe and engaging learning environments where every student can access rigorous instruction and achieve academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Average Daily Attendance Rate (ADA) School Attendance Percent Dataquest	2022-2023 Dataquest Overall: 91.4% K-5 schools: 92.2% K-8 schools: 98.5% Middle Schools: 90.7%	2023-2024 Dataquest Overall: 90.65% K-5 schools: 91.44%		Overall: 96.4% K-5 schools: 97.2% K-8 schools: 100%	Overall: -.75 K-5 schools: -76% K-8 schools: -7.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Groups: All 37.8% EL 35% LI 32.4% FY 34.4%	K-8 schools: 91.38% Middle Schools: 91.26% Student Groups: All 37.8% EL 35% LI 32.4% FY 34.4%		Middle School: 95.7% Student Groups: All 32.8% EL 30% LI 27.4% FY 29.4%	Middle Schools: +0.56% Student Groups: All 0.0% EL 0.0% LI 0.0% FY 0.0%
2.2	Chronic Absenteeism Rate % of students absent 10% or more CA Dashboard District Level Chronic Absenteeism Rate % of students absent 10% or more CA Dashboard School Level	2023 Dashboard K-5 schools: 46.6% K-8 schools: 40.27% Middle Schools: 48.6% Student Groups: All 45.1% LI 47.1% EL 38.3% FY 39.2% HY 69.3% Asian 35.7% FI 33.3% Elementary Adelanto Elementary All 61.7% EL 50% LI 62.2% SWD 61.4% AA 72.4% HI 53.8% Eagle Ranch AA 57.5%	2024 Dashboard K-5 schools: 37% K-8 schools: 28.13% Middle Schools: 40.47% Student Groups: All 38.5% LI 38% EL 29.5% FY 31.8% HY 60.4% Asian 16.7% FI 24.2% Elementary Adelanto Elementary All 51.8% EL 29.7% LI 53.4% SWD 55.3% AA 66.1% HI 39.3%		K-5 schools: 18.5% K-8 schools: 6% Middle Schools: 18.7% Student Groups: All 25.1% LI 27.1% EL 18.3% FY 23.2% HY 49% FI 23.3% Asian 15% Elementary Adelanto Elementary All 51.7% EL 25% LI 52.2% SWD 51.4% AA 62.4% HI 43.8% Eagle Ranch	K-5 schools: -9.6% K-8 schools: -12.14% Middle Schools: -8.13% Student Groups: All -6.6% LI -9.1% EL -8.8% FY -7.4% HY -8.9% Asian -19% FI -9.1% Elementary Adelanto Elementary All -9.9% EL -20.3% LI -8.8% SWD -6.1% AA -6.3% HI -14.5% Eagle Ranch

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Morgan Kincaid FY 40.4%	Eagle Ranch AA 57.8%		AA 47.5%	AA +0.3%
		Ted Vick AA 46%	Morgan Kincaid FY 19.5%		Morgan Kincaid FY 30.4%	Morgan Kincaid FY -20.9%
		West Creek All 51.7% LI 54.6% HI 49.3% WH 61.3%	Ted Vick AA 58%		Ted Vick AA 36%	Ted Vick AA +12%
		Westside Park All 55.2% AA 57.7% WH 60%	West Creek All 40.4% LI 43.2% HI 38.3% WH 37.5%		West Creek All 41.7% LI 44.6% HI 39.3% WH 51.3%	West Creek All -11.3% LI -11.4% HI -11% WH -23.8%
		Middle Columbia AA 63.1%	Westside Park All 47.6% AA 54.6% WH 50%		Westside Park All 45.2% AA 47.7% WH 50%	Westside Park All -7.6% AA -3.1% WH -10%
		Melva Davis SWD 37.9% 2 or More 36.7%	Middle Columbia AA 56.9%		Middle Columbia AA 53.1%	Middle Columbia AA -6.2%
		Mesa Linda All 56.5% EL 58.5% FY 50.8% LI 58.3% SWD 60.7% AA 61.2% HI 54.9% 2 or More 62.3%	Melva Davis SWD 29.7% 2 or More 19.1%		Melva Davis SWD 27.9% 2 or More 26.7%	Melva Davis SWD -8.2% 2 or More -17.6%
			Mesa Linda All 55.8% EL 48% FY 34% LI 58.4% SWD 56.3% AA 61.4% HI 51.2% 2 or More 59.5%		Mesa Linda All 46.5% EL 48.5% FY 40.8% LI 48.3% SWD 50.7% AA 51.2% HI 44.9% 2 or More 52.3%	Mesa Linda All -0.7% EL -10.5% FY -16.8% LI +0.1% SWD -4.4% AA +0.2% HI -3.7% 2 or More -2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Suspension Rate % of students suspended at least 1 day. CA Dashboard District Level Suspension Rate % of students suspended at least 1 day CA Dashboard School Level	2023 Dashboard All 9% LI 9.3% EL 6.1% FY 16.9% HY 12.3% SWD 12.4% AA 17.9% HI 6.4% WH 8.2% 2 or More 10.6% 2023 Elementary Adelanto Elementary All 6.2% LI 6.7% SWD 16% AA 8.8% HI 5.4% Bradach FY 7.7% Eagle Ranch All 3.8% LI 4.4% SWD 6.9% AA 11% WH 6.5% Gus Franklin AA 7.8% Morgan Kincaid FY 8.9% Ted Vick	2024 Dashboard All 8.3% LI 2.9% EL 5% FY 15.3% HY 9% SWD 11.5% AA 16.9% HI 5.3% WH 7.7% 2 or More 13.9% 2024 Elementary Adelanto Elementary All 6.2% LI 5.9% SWD 17.5% AA 6.7% HI 5.2% Bradach FY 7% Eagle Ranch All 5.4% LI 5.2% SWD 9.2% AA 14.4% WH 2.3% Gus Franklin AA 6.3% Morgan Kincaid FY 3.6%		All 4% LI 4.3% EL 1.1% FY 4.9% HY 4.3% SWD 4.4% AA 4.9% HI 1.4% WH 3.2% 2 or More 5.6% Elementary Adelanto Elementary All 1.2% LI 1.7% SWD 11% AA 3.8% HI .4% Bradach FY 2.7% Eagle Ranch All 0% LI 0% SWD 1.9% AA 6% WH 1.5% Gus Franklin AA 2.8% Morgan Kincaid FY 3.9% Ted Vick FY 9.9%	All -0.7% LI -6.4% EL -1.1% FY -1.6% HY -3.3% SWD -0.9% AA -1% HI -1.1% WH -0.5% 2 or More +3.3% Adelanto Elementary All 0% LI -0.8% SWD +1.5% AA -2.7% HI -0.2% Bradach FY -0.7% Eagle Ranch All +1.6% LI +0.8% SWD +2.3% AA +3.4% WH -4.2% Gus Franklin AA -1.5% Morgan Kincaid FY -5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY 14.9% SWD 8.5% AA 13.5% HI 4.3% Victoria Magathan AA 6.2% West Creek LI 6.2% SWD 8.4% AA 13.3% Westside Park AA 3.8% 2023 Middle Columbia All 22.4% EL 14.6% FY 23.7% LI 22.2% SWD 24.4% AA 37.1% HI 16.5% WH 20.5% 2 or More 25.4% Mesa Linda All 32.9% EL 28.4% FY 43.1% LI 33.5% SWD 38.2% AA 49.8% HI 24.7% WH 28.9%	Ted Vick FY 4.4% SWD 6.8% AA 5.1% HI 1% Victoria Magathan AA 7.1% West Creek LI 3.3% SWD 6.1% AA 6.1% Westside Park AA 3.4% 2024 Middle Schools Columbia All 21.3% EL 11.1% FY 27.6% LI 22.2% SWD 25.5% AA 40.7% HI 14.4% WH 20.5% 2 or More 24.3% Mesa Linda All 29.3% EL 21% FY 29.8% LI 30.9% SWD 30.8% AA 44.4%		SWD 3.5% AA 8.5% HI 0% Victoria Magathan AA 1.2% West Creek LI 1.2% SWD 3.4% AA 8.2% Westside Park AA 0% Middle Columbia All 18.4% EL 9.6% FY 18.7% LI 17.2% SWD 19.4% AA 32.1% HI 11.5% WH 15.5% 2 or More 20.4% Mesa Linda All 28.9% EL 23.4% FY 38.1% LI 28.5% SWD 33.2% AA 44.8% HI 19.7% WH 23.9% 2 or More 38.9%	Ted Vick FY -10.5% SWD -1.7% AA -8.4% HI -3.3% Victoria Magathan AA +0.9% West Creek LI -2.9% SWD -2.3% AA -7.2% Westside Park AA -0.4% Columbia All -1.1% EL -3.5% FY +3.9% LI 0% SWD +1.1% AA +3.6% HI -2.1% WH 0% 2 or More -1.1% Mesa Linda All -3.6% EL -7.4% FY -13.3% LI -2.6% SWD -7.4% AA -5.4% HI -5.4% WH +2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 or More 43.9%	HI 19.3% WH 31.1% 2 or More 42.3%			2 or More -1.6%
2.4	Expulsion Rate % of students expelled from school California Dataquest	2023 All 0% English Learners (EL) 0% Low Income 0% Foster Youth (FY) 0%	2024 All 0.06% English Learners (EL) 0% Low Income 0% Foster Youth (FY) 0%		All 0% English Learners (EL) 0% Low Income 0% Foster Youth (FY) 0%	All +0.06% English Learners (EL) 0% Low Income 0% Foster Youth (FY) 0%
2.5	CALPADS % of MS students who have dropped out. Middle School Dropout Rate	2023 All - 0.2% English Learners (EL) 0.03% Low Income 0.17% Foster Youth (FY) 0%	2024 All 0.14% English Learners (EL) 0% Low Income 0.1% Foster Youth (FY) 0%		All 0% English Learners (EL) 0% Low Income 0% Foster Youth (FY) 0%	All - 0.06% English Learners (EL) - -0.03% Low Income - 0.07% Foster Youth (FY) 0%
2.6	Healthy Kids Survey % of parents, students, and staff who strongly agreed/agree their student felt safe and % of students who feel connected to their middle/elementary school	2023 Students Feel Safe Parents 74% Students 70% Staff 79% Student Connectedness Middle 41.8% Elementary 66.8%	2024 Students Feel Safe Parents 87% Students 71% Staff 89% Student Connectedness Middle 36% Elementary 62%		Feel Safe Parents 89% Students 85% Staff 94% Student Connectedness Middle 56% Elementary 81.8%	Students Feel Safe Parents +13% Students +1% Staff +10% Student Connectedness Middle -5.8% Elementary -4.8%

Goal Analysis [2024-25]

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.

Analysis of Goal Implementation:

In the 2024–2025 school year, the Adelanto Elementary School District made deliberate efforts to implement the goal of ensuring that learning is relevant, engaging, and responsive to the diverse needs of all students. The implementation was rooted in data-informed practices, equity-driven instructional strategies, and expanded access to supports aimed at improving outcomes for historically underserved student groups.

Action 2.1 Foster Youth Services was implemented as intended. Foster youth counselors were able to check in with every foster student in the district.

Action 2.2 Music and Art was successfully implemented. Key successes included the provision of musical instruments for itinerant music classes and the purchase of arts-in-education instructional materials to support teachers in enhancing student learning and creativity.

Action 2.3 Mental Health and Social-Emotional Counseling was not implemented as intended meaning we were not able to hire counselors, however, other staff provided services. Human Resources is actively developing and finalizing an elementary counseling job description to facilitate the hiring of a qualified elementary counselor personnel. Implementation of this action is scheduled for the upcoming year.

Action 2.4 Attendance and Engagement students service director and officer was implemented as intended and this action was extended to include Saturday school staffing to provide attendance recovery. A challenge was adding the attendance and recovery system but it is running well.

Action 2.5 Social Emotional Wellness was fully implemented as planned. Health clerks were hired for all schools.

Action 2.6 Social Emotional Learning was not fully implemented as planned. However, staff who did attend the PD were able to apply strategies learned through professional development to support English Learners, Foster Youth, Homeless, and low-income students. Not all staff attended because due to substitute staffing issues.

Action 2.7 Transportation Services was implemented as planned.

Action 2.8 Counseling. This action was implemented as the district hired a social worker. The social worker provided to students at 14 school sites. A challenge was only having one social worker, there is a plan to hire an additional social worker in the upcoming year.

Action 2.9 Engaging Electives was partially implemented meaning each site had a classroom however not all the materials were available at each school site. The result was this action was implemented at different timelines throughout the year. AVID was offered at seven sites, e-Sports was added as an elective at all middle schools, CADET core was offered at two middle schools. The electives motivated student attendance.

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

The following actions below had material differences:

Action 2.1 (Foster Youth Services) had a material difference because staffing costs associated with LCFF funding came in lower due to using funds outside of the LCAP.

Action 2.2 – Music and Art experienced a material difference due to an over-allocation of funds beyond the amount actually needed due to staffing cost being less than what was budgeted and material costs coming in less than anticipated.

Action 2.3 – Mental Health and Social-Emotional Counseling experienced a material difference as additional elementary counselors were not hired as planned. Human Resources is currently in the process of establishing a new elementary counselor position.

Action 2.4 (Attendance and Engagement) had a material difference because staffing costs for Saturday School came in higher due to extending the service of attendance recovery to Saturdays, therefore, there was a higher cost than anticipated.

Action 2.5 (Social Emotional Wellness) had a material difference because funding outside of the LCAP was expended toward the action first. Funding is now included in the LCAP for the upcoming year.

Action 2.6 (Social Emotional Learning) had a material difference because other funding was use outside of the LCAP (e.g., Educator Effectiveness) and substitute costs came in less due to not offering all the PD and this also impacted the lower costs for vendors and materials.

Action 2.8 (Counseling) had a material difference because the staffing costs was transferred to another funding source outside of the LCAP. Funding is now included in the LCAP for the upcoming year.

Action 2.9 (Engaging Elective) Although the action was implemented there was a material difference due to delays caused by the process of procurement. Not all materials were able to be purchased during the school year.

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

Adelanto Elementary School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective; 3-Effective.

Actions 2.1 (Foster Youth Services), 2.2 (Music and Art), 2.4 (Attendance and Engagement), 2.7 (Transportation Services), and 2.9 (Engaging Electives) have shown effectiveness in making progress toward the expected outcomes as measured by daily attendance (Metric 2.1) and chronic absenteeism (Metric 2.2). While the overall daily attendance rate declined slightly by 0.75%, middle schools improved by 0.56%, suggesting localized progress. More notably, chronic absenteeism declined across all grade spans, with a 9.6% reduction in K–5 schools (from 46.6% to 37%), a 12.14% reduction in K–8 schools (from 40.27% to 28.13%), and an 8.13% reduction in middle schools (from 48.6% to 40.47%). These gains indicate that supports tied to student engagement, access, and program variety—such as attendance recovery systems, expanded electives, transportation access, and targeted foster youth outreach—are beginning to impact student participation positively.

Actions 2.5 (Social Emotional Wellness) and 2.6 (Social Emotional Learning) demonstrated partial effectiveness in improving student attendance, reducing chronic absenteeism, and decreasing suspensions, as measured by Metrics 2.1, 2.2, and 2.3. Both actions were implemented to support Tier 1 social-emotional development and wellness access across school sites. Chronic absenteeism declined significantly across all grade spans, including a 9.6% reduction in K–5 schools, 12.14% in K–8 schools, and 8.13% in middle schools, suggesting that efforts to foster inclusive, supportive environments contributed to stronger student engagement and participation. The districtwide suspension rate decreased by 0.7%, from 9% in 2023 to 8.3% in 2024, with every student group showing improvement except for students identifying as Two or More Races (which increased from 10.6% to 13.9%). Improvements were particularly notable among

Homeless youth (12.3% to 9%), Foster Youth (16.9% to 15.3%), and African American students (17.9% to 16.9%), suggesting targeted social-emotional strategies had a positive, if still uneven, impact on behavioral outcomes.

In contrast, daily attendance (Metric 2.1) declined slightly overall (down 0.75%), although middle schools improved by 0.56%, indicating the need to more tightly connect wellness initiatives with attendance supports. Site-level feedback noted that while SEL lessons were implemented and health clerks supported student wellness needs, the fidelity of implementation varied across classrooms and schools, with some sites embedding SEL more deeply into instruction than others. To improve results, the district will expand embedded coaching on SEL strategies, enhance collaboration between academic and wellness teams, and focus on more consistent Tier 1 delivery of SEL and wellness supports aligned with MTSS frameworks.

Action 2.8 (District Social Worker Counseling Support) was effective in contributing to improved student outcomes and climate, as measured by Metrics 2.1 (daily attendance), 2.2 (chronic absenteeism), and 2.3 (suspension). Most student groups experienced a decline in suspension rates from 2023 to 2024, with a decline for English Learners (-1.6%), Foster Youth (-1.6%), Low Income (-6.4%). The overall chronic absenteeism rate for all students decreased by 6.6 percentage points, from 45.1% in 2023 to 38.5% in 2024. This positive trend is reflected in all school types. K-8 schools showed the most significant improvement, with a decrease of 12.14 percentage points (from 40.27% to 28.13%). K-5 schools saw a decrease of 9.6 percentage points (from 46.6% to 37%). Middle schools also saw a strong reduction of 8.13 percentage points (from 48.6% to 40.47%). The data for English Learner (EL) and Foster Youth (FY) groups also reflects positive change, with decreases of 8.8 and 7.4 percentage points, respectively. Low-income (LI) students also showed a strong decrease of 9.1 percentage points. For Average Daily Attendance (ADA) comparing the two years, there was a slight decline in the overall ADA rate from 91.4% in 2022-2023 to 90.65% in 2023-2024. There was no change for English Learner, Foster Youth, or Low Income students. While a single district social worker was hired, this staff member coordinated case management and wraparound services across sites. These supports likely contributed to declines in both absenteeism and suspension rates. Schools reported that students receiving targeted support demonstrated increased engagement and improved behavior. However, the social worker's limited reach constrained the depth of support available, and site leaders noted that staffing was insufficient to fully meet demand. The district plans to expand this action by hiring additional social workers to increase direct support and enhance Tier 2 and Tier 3 intervention systems.

Action 2.3 (Mental Health and Social-Emotional Counseling) was not fully implemented, as the elementary counselor position remained unfilled in 2024–25. However, outcomes from Metrics 2.3 (suspension), 2.4 (expulsion), 2.5 (middle school dropout), and 2.6 (school connectedness) inform the need for continued investment. Suspension rates improved overall, with only one subgroup (Two or More Races) increasing. The expulsion rate rose slightly by 0.06% (from 0% to 0.06%), but remains low overall. Middle school dropout counts decreased from 19 to 11 students, suggesting progress in student engagement and monitoring systems. Importantly, parent perception of school connectedness grew substantially, from 74% to 87%. These gains, despite the absence of a full-time counselor, reflect the impact of interim supports provided by other staff and the growing demand for expanded social-emotional services. Moving forward, the district will prioritize hiring qualified counseling staff to provide consistent, preventive mental health services and ensure that every student has access to trusted adults and intervention pathways.

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.

LREBG Actions:
Actions 2.1, 2.3, and 2.8 supports student attendance, which are allowable under the LREBG guidelines in order to close learning gaps among underserved student groups.
-Action 2.1 – Foster Youth Services. There was a change in the description from 2 district level foster youth counselors to 4 counselors because we needed additional supports due to higher population of foster youth. The majority of counselor costs were covered by the Learning Recovery and Emergency Block Grant (LREBG) at \$393,850.
-Action 2.3 Mental Health and Social Emotional Counseling. The majority of counselors and health supports were covered by the Learning Recovery and Emergency Block Grant (LREBG) at \$2,064,853.

Goal 2 Description: There were no actions included in the goal to support "tiered academics" therefore, this wording was removed from the description from the Goal 2 description.

Metric 2.1: Title changed to clarify unit of measure and source

Metrics 2.4 and 2.5: The date of the data was changed to add clarity and reflect the source reporting dates.

-Action 2.4 Attendance and engagement: Added attendance recovery staff to the description to provide in flexibility in implementing the goal.
-Action 2.9 Engaging Electives: Added cadet core as an example of an engaging elective so that we may consider it.

-Metrics 2.5 The CALPADS data was inaccurate and it was corrected.
-Metric 2.6 the Healthy Kids Survey, has been significantly updated for clarity. We've revised the metric's name and added a full description. This update also includes data from both students and staff on feeling safe and connected at school, with specific percentages for middle and elementary levels, along with comprehensive baseline and outcome data.
-In the metrics section for M2.2-M2.6, we changed the format of the the year. For example, 2022-2023 is now only 2023.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Foster Youth Services	Four district level Foster Youth Counselors will provide access to academic services, physical health services, and mental health services for Foster Youth to improve their overall health, wellness, and access to the	\$428,763.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum as measured by services provided resulting in increased attendance M 2.1 and M 2.2. LREGB partial funded \$393,850		
2.2	Music and Art	Four Itinerant Music and Art teachers with supplemental materials will provide opportunities for students to participate in fine arts in order to encourage self-expression and creativity. This action is principally directed toward Low-Income, Foster Youth, English Learner students as measured by M 2.2.	\$745,406.00	Yes
2.3	Mental Health and Social-Emotional Counseling	Additional counselors will provide support to improve the mental health and social-emotional wellness of students. This is principally directed toward English Learners, Foster Youth, and Low Income, students as measured by M 2.3, M 2.4, M 2.5, and M 2.6. LREGB funded action used \$2,064,853.	\$2,213,155.00	Yes
2.4	Attendance and Engagement	The Student Services Director, Student Attendance Officer (SAO), and Attendance Recovery staff will create learning, accountability, and monitoring systems to address student attendance to reduce the chronic absenteeism rate for district students as measured by M 2.1 and M 2.2.	\$332,045.00	No
2.5	Social Emotional Wellness	The district will provide social emotional intervention support to improve students attendance and improve behavior. This is principally directed toward Low-income, English Learners, and Foster Youth students as measured by M 2.1, M 2.2, and M 2.3.	\$396,537.00	Yes
2.6	Social Emotional Learning	The district will provide professional development to increase the capacity of staff to understand the social- emotional and behavioral barriers that may result in low attendance and suspension. This is principally directed toward English Learners, Foster Youth, and Low-income students as measured by M 2.1, M 2.2, and M 2.3.	\$226,176.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Transportation Services	The district will provide transportation services and personnel to ensure that students have access to in-person instruction, with the goal of increasing student attendance and reducing chronic absenteeism. This action is primarily focused on supporting Low-Income students, Foster Youth, and English Learners. The effectiveness of this initiative will be measured using metrics M2.1 and M2.2.	\$6,606,025.00	Yes
2.8	Counseling	Three Social Workers will provide social-emotional prevention, intervention, counseling, agency linkage to resources, and case management with learning spaces in order to improve behavior, attendance and chronic absenteeism. This is principally directed toward Foster Youth, English Learner, and Low-income students as measured by M 2.1, M 2.2, and M 2.3. Partially funded by LREBG \$178,880	\$640,048.00	Yes
2.9	Engaging Electives	The district will provide access to additional elective courses, including eSports, CADET Core, and AVID to improve academic engagement and is principally directed toward Low-income students to close the achievement gap as measured by M 2.1 and M 2.2.	\$1,340,258.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Adelanto Elementary School District will cultivate partnerships with parents, families, and community educational partners through inclusive, transparent and innovative practices to support student learning and improve student outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Adelanto Elementary School District developed this goal to directly extend its commitment to the THRIVE 2030 vision—to create safe, inclusive, and engaging learning environments where every student is capable and every future is possible. Grounded in the district’s mission to foster meaningful connections and enriched learning experiences, this goal recognizes that students learn best when families and communities are active, empowered partners in their education.

Feedback from educational partners across the district affirmed a need for more authentic two-way communication, capacity-building opportunities for families, and transparent systems for community input and collaboration. Families expressed the desire to not only be informed but to be engaged as co-educators and decision-makers. In alignment with this feedback, the goal is designed to cultivate family and community partnerships that are inclusive, responsive, and innovative—intentionally building trust, creating space for shared voice, and equipping families with the tools to support learning at home and beyond.

This goal also directly supports Outcome #3: Cultivate Strong Community Partnerships in the district’s strategic plan. The focus is on expanding opportunities for real-world learning through partnerships with local businesses, organizations, and industries, while simultaneously deepening family engagement through home visits, community events, and ongoing advisory input. These partnerships also help bring the Student-Centered Learning Model to life by providing authentic, culturally relevant learning opportunities and connecting classroom instruction with community-based experiences. Furthermore, this goal is essential to actualizing the AESD Learner Profile, particularly in fostering students as:

Communicators and Collaborators who respect diverse perspectives

Changemakers who engage civically and value inclusion

Empowered Learners who take ownership of their growth through community-supported environments.

By embracing shared success, trust-building, and equitable engagement, the district is responding to current needs and laying the foundation for lasting partnerships that ensure all students thrive academically, socially, and emotionally. Ultimately, cultivating strong, transparent partnerships with families and community members is a central strategy for preparing students to be future-ready, confident, and connected learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent workshop participation Number Count at All Workshops Number Count at Special Ed. Parent Advisory Mtg. Local tracking form	2024 All workshops 652 participants Special Ed. Parent advisory mtg. 0 participants	2025 All workshops 1705 participants Special Ed. Parent advisory mtg. 43 participants		All workshops 2,000 participants Special Ed. Parent advisory mtg. 75 participants	2025 All workshops increase +1,053 participants Special Ed. Parent advisory mtg. increased +43
3.2	Local Parent Survey to receive educational feedback Number of parents that provided input on survey - source local LCAP parent survey	2023-2024 143 parents provided input on the LCAP Survey 200 parents provided input on the Healthy Kids Survey	2024-2025 186 parents provided input on the LCAP Survey 72 parents provided input on the Healthy Kids Survey		250 Parents provide input on LCAP Surveys 260 Parents provide input on Healthy Kids Survey	Increase +43 parents input for LCAP Survey -128 decrease in parent input on Healthy Kids Survey
3.3	Parent Square Communication Percentage of parents interacting, Number of notices and direct messages, number of posts provided. Source: Parent Square	2023-2024 28.8% Parents Interacted 342,298 Notices and Direct Messages 6,340 Posts	2024-2025 43.8% Parents Interacted 325,541 Notices and Direct Messages 8,033 Posts		60% Parents Interacting 371,000 Auto Notices and Direct Messages 9,000 Posts	+15% Parent Interaction -16,757 Notices and Direct Messages +1,693 Posts

Goal Analysis [2024-25]

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.

During the 2024-2025 school year, the District successfully implemented the following:

Action 3.1 Family Engagement was partial implemented because not that were planned were offered. However, for the ones that were offered there was a total of 1,705 participants, reflecting a growth of 1,053 from the previous year. Implementation process included, the district provided outreach efforts and diversified engagement opportunities for families. Parent classes that were offered included English language classes, Parent Institute for Quality Education (PIQE), and social emotional learning strategies. The district partnered with PIQE (Parent Institute for Quality Education). As mentioned, Social Emotional Learning (SEL) in-person workshops were offered to support families in fostering student well-being at home. A continuing challenge is increasing overall parent participation, as consistent attendance remains an area for improvement. This year we utilized the engagement for parents of flexible scheduling and language accessibility to increase engagement.

Action 3.2 Communication was fully implemented by the midyear. A key success was the district implemented Parent Square messages and this enhanced direct communication with parents and educational partners. The district was able to send out timely notices and updates to families, resulting in improved parent engagement and strengthened home-school connections. Implementation efforts included the consistent use of multiple communication platforms such as email, phone calls, text messages, district and school websites, and parent messaging such as Parent Square. A public information officer was hired midyear.

Action 3.3 Bilingual Education was fully implemented. Translation services were made available for IEP meetings, DELAC meetings, and parent conferences, ensuring that families had equitable access to important information and could fully participate in their children's education.

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

There was a material difference for the actions below.

Action 3.1 had a material difference (Family Engagement) because the cost associated with personnel came in as less than anticipated because not all classes were offered and other funds outside of the LCAP were used.

Action 3.2 had a material difference. One reasons is the Parent Square platform costs came in lower than anticipated. Another reason is that the PIO was a midyear hire and this resulted in a lower salary amount for this fiscal year.

Action 3.3 had a material difference (Bilingual Education) as fewer contracted translation services were needed due to two district translator services covering the needs at school sites.

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

Adelanto Elementary School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective; 3-Effective.

Action 3.1 Family Engagement, was 3 - Effective evaluation as measured by M3.1. There were 1,705 participants showing a growth of 1,053. This action supported students from low-income, foster youth and English Learner families.

Parents reported that the English language classes were effective, and feedback indicated that the PIQE (Parent Institute for Quality Education) sessions were helpful, particularly in providing social-emotional learning (SEL) strategies to use at home.

Action 3.2 Communication, was 3- Effective as measured by M3.2. There were 130,718 notices and 192,192 direct messages. This action has improved communication as it has been easier to notify parents of absences and Parents are able to text when students are absent. This action supported students from low-income, foster youth and English Learner families.

Action 3.3 Bilingual Education, was 3 Effective as measured by 3.1 and 3.2. There were 1,705 participants showing a growth of 1,053. In regard to Parent Square, there were 130,718 notices and 192,192 direct messages. This action supported students from low-income, foster youth and English Learner families.

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

Goal description: The broad goal was aligned to the new strategic plan (framework for future ready students).

Metric Changes:

Metric 3.1 title was changed to "Parent workshop participation" to simplify it and provide clarity, the SWD participation for parent advisory data was added.

Metric 3.1 Data desegregated to separately represent SWD Parent advisory meeting participation

Metrics 3.2 and 3.3: The baseline and targeted outcomes were updated to have accurate figures.

All metrics: The title, measure, and source were changed to add clarity.

Metric 3.3 has been revised from "Local attendance SIS system rates bilingual parent participation promoting parental participation" to focus on ParentSquare

Action Changes:

Actions 3.2 and 3.3 will include metric 3.3 as a method to measure effectiveness.

Action 3.3 title changed from "Bilingual Education" to "Home Language Access for Family Engagement & Services" to more accurately reflect purpose and scope of services provided

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement	The district will host meetings, trainings, and events to families and caretakers of students to provide opportunities for family engagement in the Adelanto Elementary School District community. This action is principally directed toward increasing parent engagement that will increase the academic success of English Learners, Foster Youth, and Low-income students as measured by M 3.1.	\$1,619,790.00	Yes
3.2	Communication	The district will provide written and oral communication to inform parents and community on district programs, meetings, and initiatives that benefit students and families, in order to increase parent engagement of our Foster Youth, Low-income, English Learners as measured by M 3.2 and M 3.3.	\$187,535.00	Yes
3.3	Home Language Access for Family Engagement & Services	The district will provide supplemental interpretation services and bilingual support to families in their home languages, to increase two-way communication between families of English Learners and the district to increase parent engagement, English Learner connectedness and achievement as measured by M 3.1, M 3.2, and M 3.3.	\$440,523.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier - Adelanto Elementary School By the end of the 2026–27 school year, Adelanto Elementary will improve academic achievement in ELA and Math for all students, including Low-Income and Hispanic students; increase English Language Proficiency for English Learners as measured by the ELPI; reduce chronic absenteeism for all students, including EL, LI, SWD, African American, and Hispanic students; and decrease suspension rates for all students, including LI, SWD, African American, and Hispanic students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Adelanto Elementary School District has established an equity multiplier goal aimed at significantly improving student academic performance and overall well-being. This goal is designed to ensure that all students, particularly those from underserved groups, are equipped to thrive both academically and socially, preparing them for future success. Feedback from parents and teachers has highlighted the need for additional student support. Parents expressed that students require more academic support through assistance with their schoolwork and homework, often suggesting after-school tutoring sessions. Teachers indicated a need for more literacy resources to support literacy programs for struggling students and requested attendance strategies to motivate regular school attendance.

2022-2023

To address these concerns, we are committed to providing equitable intervention materials and support systems at our school site. Our analysis of key data points underscores the necessity of these interventions. English Language Arts (ELA) performance shows all students scoring (-140.4 DFS), with low-income students at (-139.2 DFS) and Hispanic students at (-129 DFS). In Math, all students score (-135.9 DFS), low-income students (-134.7 DFS), and Hispanic students (-117.6 DFS). Suspension rates are 6.2% for all students, 6.7% for low-income students, 16% for students with disabilities (SWD), 8.8% for African American students, 1.6% for ELs and 5.4% for Hispanic students. Chronic absenteeism rates for all is 61.7%, EL is 50%, with Low-income is 62.2%, Students with disabilities is 61.4%, African American is 72.4% and Hispanic students is 53%. The ELPI rate is 43.3%.

2023-2024

To continue to address these concerns, we are committed to providing equitable intervention materials and support systems at Adelanto Elementary School site. The analysis of key data points underscores the necessity of these interventions. English Language Arts (ELA)

performance shows all students scoring (-121.8 DFS), with low-income students at (-127.3 DFS) and Hispanic students at (-111.1 DFS). In Math, all students score (-136.3 DFS), low-income students (-138.6 DFS), and Hispanic students (-127.7 DFS). Suspension rates are 6.2% for all students, Students with disabilities is 17.5%, low-income is 5.9%, African American students is 6.7%, ELs is 3%, and Hispanic students is 5.2%. Chronic absenteeism rates are for all students 51.8%, EL is 29.7%, African American is 66.1%, LI is 62.2%, Hispanic students is 39.3% and Students with disabilities is 55.3%. ELPI is 33.3%.

An analysis shows that in English Language Arts (ELA) there was improvement as all students improved from (-140.4 DFS) to (-121.8 DFS), showing a positive trend. Although Low-Income students: Improved from (-139.2 to -127.3 DFS), indicating progress this score remains well below the standard and therefore, it is not enough to close the achievement gap for this group of students. Hispanic students, however, showed significant gains, improving from -129.0 DFS to (-111.1 DFS).

In Mathematics All students slightly declined from -135.9 to -136.3 DFS, indicating stagnation. Low-Income students declined from -134.7 to -138.6 DFS, suggesting a need for additional support and Hispanic students regressed from -117.6 to -127.7 DFS, a notable setback. The overall Math performance declined across all subgroups, especially Hispanic students, requiring a need for targeted instructional interventions.

This school year, English Learners was included as a new "red" performance group, and will be incorporated as a key focus group in our English Language Arts and English Language Development goals. The English Learner Progress Indicator (ELPI) will be the metric used to measure progress. The 2024 English Learner Progress Indicator (ELPI) is at 33.3% the decreased from 43.3% in 2023.

The 2024 CA Dashboard data reflects both areas of progress and challenges to the 2023 baseline. Chronic Absenteeism rates for All students Improved from 61.7% to 51.8%, a substantial reduction. English Learners also improved dramatically from 50% to 29.7%. However, students from low-income families maintained at 62.2%, indicating no progress. Students with disabilities (SWD) improved from 61.4% to 55.3%, but rates remain high. African American students slightly improved from 72.4% to 66.1%, still the highest among all groups. Hispanic students significantly improved from 53% to 39.3%. Improvements in absenteeism are evident, especially for EL and Hispanic students. However, rates remain critically high for Low-Income, SWD, and African American students.

Suspension rates for all students remained steady at 6.2%. Low-Income students slightly decreased from 6.7% to 5.9%, while SWD Increased from 16% to 17.5%, signaling growing concern for SWD. African American students decreased from 8.8% to 6.7%, showing a positive trend and Hispanic students also showed a slight reduction from 5.4% to 5.2%.

English Learner Progress Indicator (ELPI) declined from 43.3% to 33.3%, indicating a negative trend in English learner language acquisition. The ELPI drop suggests a need for enhanced language development support and a reevaluation of English Learner support strategies.

Overall ELA performance showed some improvements across all target groups, in particular Hispanic students. However, there is a need to continue to Improve academic achievement in ELA and Math schoolwide, with a focus on Low-Income and Hispanic students. In addition, there is a need to Improve chronic absenteeism and reduce suspensions across key student groups. Targeted support in Math is urgently needed for all groups, especially Hispanic and Low-Income students. Chronic absenteeism, though improved overall, still affects SWD, Low-Income, and African American students at high rates. Suspensions for SWD increased and remain high at 17.5%.

These data points reveal significant academic and behavioral challenges that necessitate targeted interventions. We will implement after-school tutoring sessions to provide additional help with schoolwork and homework, as suggested by parents. To support literacy, we will enhance programs specifically targeting struggling students. High rates of chronic absenteeism, particularly among African American, low-income, and SWD students, highlight the need for strategies to increase student engagement and regular attendance.

We will develop resources and strategies to motivate students, in alignment with teachers' feedback. Additionally, we will address behavioral issues, particularly for SWD and African American students, by creating a supportive environment with resources aimed at reducing suspension rates through positive behavioral interventions. By addressing these goals, we aim to create a more equitable educational environment at Adelanto Elementary, ensuring all students have access to the support they need to succeed.

Overall, the educational partners identified the following needs to include tutoring outside of school hours (Goal 4, Action 1), supplemental subscriptions (Goal 4, Action 2), professional development, intervention, specialized consultants for ELA and Math (Goal 4, Action 3), additional teachers, (Goal 4, Action 4), and intervention materials (Goal 4, Action 5).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CASSPP ELA Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -140.4 DFS LI -139.2 DFS HI -129 DFS	2024 Dashboard All -121.8 DFS LI -127.3 DFS HI -111.1 DFS		All -100.4 DFS LI - 99.2 DFS HI -89 DFS	All +18.6 DFS LI +11.9 DFS HI +17.9 DFS
4.2	CASSPP Math Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -135.9 DFS LI -134.7 DFS HI -117.6 DFS	2024 Dashboard All -136.3 DFS LI -138.6 DFS HI -127.7 DFS		All -95.9 DFS LI -94.7 DFS HI -77.6 DFS	All -0.4 DFS LI -3.9 DFS HI -10.1 DFS
4.3	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 28% Meets or Exceeds 33% Nearly Met 40% Not Met	2024-2025 Spring Assessment All 32% Meets or Exceeds		2027 All 40% Meets or Exceeds 32% Nearly Met 28% Not Met	All +4% Meets or Exceeds +1% Nearly Met -7% Not Met EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 19% Meets or Exceeds 31% Nearly Met 50% Not Met LI 28% Meets or Exceeds 33% Nearly Met 40% Not Met HI 28% Meets or Exceeds 33% Nearly Met 39% Not Met	34% Nearly Met 33% Not Met EL 27% Meets or Exceeds 39% Nearly Met 34% Not Met LI 32% Meets or Exceeds 34% Nearly Met 33% Not Met HI 37% Meets or Exceeds 31% Nearly Met 32% Not		EL 31% Meets or Exceeds 31% Nearly Met 38% Not Met LI 40% Meets or Exceeds 32% Nearly Met 28% Not Met HI 40% Meets or Exceeds 32% Nearly Met 28% Not Met	+8% Meets or Exceeds +8% Nearly Met -16% Not Met LI +4% Meets or Exceeds +1% Nearly Met -7% Not Met HI +9% Meets or Exceeds -2% Nearly Met -7% Not Met
4.4	iReady Mathematics % meeting or exceeding, nearly met, and not met standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 14% Meets or Exceeds 49% Nearly Met 37% Not Met EL 9% Meets or Exceeds 54% Nearly Met 37% Not Met LI 14% Meets or Exceeds 49% Nearly Met	2024-2025 Spring Assessment All 19% Meets or Exceeds 45% Nearly Met 36% Not Met EL 17% Meets or Exceeds 44% Nearly Met 39% Not Met		2027 All 28% Meets or Exceeds 47% Nearly Met 25% Not Met EL 21% Meets or Exceeds 54% Nearly Met 25% Not Met LI 28% Meets or Exceeds	All +5% Meets or Exceeds -4% Nearly Met -1% Not Met EL +8% Meets or Exceeds -10% Nearly Met +2% No Met LI +5% Meets or Exceeds -4% Nearly Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		37% Not Met HI 14% Meets or Exceeds 51% Nearly Met 35% Not Met	LI 19% Meets or Exceeds 45% Nearly Met 36% Not Met HI 21% Meets or Exceeds 47% Nearly Met 32% Not Met		47% Nearly Met 25% Not Met HI 26% Meets or Exceeds 51% Nearly Met 23% Not Met	-1% Not Met HI +7% Meets or Exceeds -4% Nearly Met -3% No Met
4.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard All 6.2%, LI 6.7%, SWD 16%, AA 8.8% HI 5.4%	2024 Dashboard All 6.2%, LI 5.9%, SWD 17.5%, AA 6.7% HI 5.2%		2027 AA 4.5% LI 4.5% SWD 13.5% AA 4.5% HI 3.5 %	All 0%, LI -0.8%, SWD +1.5%, AA -2.1% HI -0.2%
4.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 Dashboard All 61.7%, EL 50%, LI 62.2%, SWD 61.4%, AA 72.4%, HI 53.8%	2024 Dashboard All 51.8%, EL 29.7%, LI 53.4%, SWD 55.3%, AA 66.1%, HI 39.3%		2027 All 32.2%, EL 25%, LI 45%, SWD 35%, AA 45%, HI 25%	All -9.9%, EL -20.3%, LI -8.8%, SWD -6.1%, AA -6.3%, HI -14.5%
4.7	ELPI % progress towards proficiency CA Dashboard	2023 Dashboard EL 43.3%	2024 Dashboard EL 33.3%		2027 EL 43.3%	EL -10%

Goal Analysis [2024-25]

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.

During the 2024-2025 school year, Adelanto Elementary implemented Action 4.1 (Tiered Support Program Personnel), 4.2 (Additional Standards-Based Practice- Supplemental Materials) and 4.3 (ELA/Literacy and Math Professional Development), 4.4 (Academic Intervention Support), 4.5 (Socio-Emotional and Behavior Intervention) as planned. These actions saw success in improving outcomes across all metrics by showing growth and or maintaining proficiency.

Action 4.1 Tiered Support Program Personnel was successfully fully implemented by hiring long-term substitute teachers who provided classroom support, enabling teachers to attend professional development in ELA and Math. A key success was that support personnel received training in early literacy and Response to Intervention (RTI) strategies. These staff members were able to rotate across Kindergarten through 5th grade, delivering small-group reading and math interventions to students identified as at-risk.

Action 4.2 Additional Standards-Based Practice Supplemental Materials was implemented as planned. Teachers received standards-aligned supplemental materials to support instruction in ELA and Math for all students, with the goal of improving academic achievement. A key success was that the allocated funds allowed for schoolwide distribution, ensuring that every grade level had adequate materials for all students. No significant challenges were reported during implementation.

Action 4.3 ELA/Literacy and Math Professional Development was successfully implemented planned as teachers were provided with additional professional development and release time for targeted workshops, individualized coaching, and dedicated planning. This ongoing support helped equip educators with effective instructional strategies and culturally responsive practices. All TK–5th grade teachers participated in professional learning, with a focus on early literacy, UDL (Universal Design for Learning), and ELA instruction. Lower grades emphasized literacy development, while upper grades focused on ELA and math, including the integration of FIABs (Formative Interim Assessment Blocks).

There were no significant challenges during implementation

Action 4.4 Academic Intervention Support was successfully implemented as planned as teachers were provided additional release time for intervention data analysis, planning, and targeted intervention support for students in ELA/Literacy and Mathematics. By providing this targeted support to students this action aims to close achievement gaps and promote equity to improve student performance in ELA and Math. Scheduling was a challenge and the benchmark timeline. Traditionally, PLCs were held every 5–6 weeks; however, with i-Ready, the benchmark assessments are more spread out, which impacts the timing and frequency of PLC meetings. Additionally, formative assessments have not been standardized.

Action 4.5 – Socio-Emotional and Behavior Intervention was successfully implemented, though with some adjustments. While the original plan included providing teacher release time for data analysis, planning, and delivering targeted socio-emotional and behavioral support, this was instead carried out during staff meetings. The action will continue in the upcoming year as this intervention aims to address student outcome gaps and promote equity in suspension rates and chronic absenteeism. A key challenge was the need for additional professional development in Social-Emotional Learning (SEL) to enhance teachers' ability to support students and integrate SEL into daily instruction.

Action 4.6 Indirect Costs were implemented as planned. Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. Indirect costs were applied appropriately based on the California Department of Education approved LEA rate.

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 4.1 (Tiered Support Program Personnel) had a material difference because staffing costs came in higher than expected. Additional personnel was hired to meet the unexpected need for additional intervention.

Action 4.5 (Socio-Emotional and Behavior Intervention Support) had a material difference because instead of having additional paid time it was provided during the school day, therefore, no material costs. We anticipate to provide the additional time during the 25-26 school year as planned.

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

Adelanto Elementary School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective; 3-Effective as evidenced by metric

The provided actions were largely somewhat effective based on the data outcomes, demonstrating some improvements across multiple measures.

Action 4.1 Tiered Support Program Personnel was rated 3 - Effective as measured by 4.3 and 4.4. Looking at, 2024-2025 iReady Reading data indicates continued growth in the percentage of students meeting or exceeding standards across all groups: All Students (28% to 32%), Low-Income (2% to 32%), and Hispanic (28% to 37%). Similarly, 2024-2025 iReady Math data shows an increase in the percentage of students meeting or exceeding standards for All Students (3% to 19%), Low-Income (3% to 19%), and Hispanic (4% to 21%). A key success was the hiring of long-term substitute teachers to support intervention efforts by providing targeted instructional support English Learners, Low-income, and Hispanic students.

Actions 4.2 (Supplemental Materials), 4.3 (ELA/Literacy and Math Professional Development), and 4.4 (Academic Intervention Support) were each rated 3 – Effective, based on metrics 4.1 through 4.4. Collectively, these actions contributed to measurable academic growth at Adelanto Elementary. In ELA, the Distance from Standard (DFS) improved by +18.6 points, from -140.4 to -121.8. In Math, DFS performance was maintained at -0.4, reflecting stable achievement. iReady 2024–25 data further supports the effectiveness of these actions: Reading performance increased for All Students (28% to 32%), English Learners (19% to 27%), Low-Income students (28% to 32%), and Hispanic students (28% to 37%). Math results also showed gains for All Students (14% to 19%), Low-Income (14% to 19%), and Hispanic students (14% to 21%), though English Learners saw a slight decline (9% to 7%), indicating a need for additional math support for that group. These actions have been particularly impactful for English Learners, Students with Disabilities, and Hispanic students. Continued focus on differentiated instruction and reducing the percentage of students below standard remains a priority.

Action 4.3 ELA/Literacy and Math Professional Development was rated as Effective (3) based on Measures 4.1, 4.2, 4.3, and 4.4. At Adelanto Elementary School, students demonstrated growth in ELA, improving from -140.4 DFS to -121.8 DFS, a gain of +18.6 DFS. In Math, scores were maintained at -0.4 DFS, indicating consistent performance. Looking at, 2024-2025 iReady Reading data indicates continued growth in the percentage of students meeting or exceeding standards across all groups: All Students (28% to 32%), English Learners (19% to 27%), Low-Income (28% to 32%), and Hispanic (28% to 37%). Overall, the actions have been effective in promoting growth across all groups, particularly for EL, SWD, and HI students. Continued focus on tailored support can further enhance these outcomes. Similarly, 2024-2025 iReady Math data shows an increase in the percentage of students meeting or exceeding standards for All Students (14% to 19%), Low-Income (14% to 19%), English Learners (9% to 7%), and Hispanic (14% to 21%). Overall, the actions have been effective in promoting growth across all groups, particularly for EL and HI students. Continued focus on reducing the percentage of students not meeting expectations can further enhance these outcomes. A key success was RTI teachers received leveled readers for guided reading and Heggerty early literacy materials were purchased.

Action 4.4 Academic Intervention Support, was rated 3- Effective as measured by 4.1, 4.2, 4.3, 4.4. Adelanto Elementary school saw an improvement as all students showed an +18.6 DFS gain in ELA and maintained in Math at -.4 DFS. Looking at, 2024-2025 iReady Reading data indicates continued growth in the percentage of students meeting or exceeding standards across all groups: All Students (28% to 32%), English Learners (19% to 27%), Low-Income (28% to 32%), and Hispanic (28% to 37%). Overall, the actions have been effective in promoting growth across all groups, particularly for EL, SWD, and HI students. Continued focus on tailored support can further enhance these outcomes. Similarly, 2024-2025 iReady Math data shows an increase in the percentage of students meeting or exceeding standards for All Students (14% to 19%), Low-Income (14% to 19%), English Learners (9% to 7%), and Hispanic (14% to 21%). Overall, the actions have been effective in promoting growth across all groups, particularly for EL and HI students. Continued focus on reducing the percentage of students not meeting expectations can further enhance these outcomes.

Action 4.5 – Socio-Emotional and Behavior Intervention was rated 2 – Somewhat Effective, based on metrics 4.5 and 4.6. While overall chronic absenteeism increased by 10% for all students, notable reductions were observed among several student groups: English Learners decreased from 50% to 29.7%, Low-Income students from 62.2% to 53.4%, Students with Disabilities from 61.4% to 55.3%, African American students from 72.4% to 66.1%, and Hispanic students from 53.8% to 39.3%. These reductions suggest that the action had a positive impact for targeted student groups, despite the increase in the all student rate. Suspension rates remained flat overall at 6.2%. However, subgroup trends were mixed. Students with Disabilities experienced an increase in suspension from 16% to 17.5%, indicating a need for strengthened supports. In contrast, several groups showed improvement: Low-Income students decreased from 6.7% to 5.9%, African American students from 8.8% to 6.7%, and Hispanic students from 5.4% to 5.2%. These outcomes suggest that while the action supported progress for specific student groups, especially in reducing chronic absenteeism, additional focus is needed to improve outcomes for all students and address rising suspension rates among Students with Disabilities.

Action 4.6 Indirect Costs. Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. Indirect costs were implemented appropriately for each school site based on the California Department of Education approved LEA rate.

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

The Dashboard identified that English Learner were performing in the red in the ELPI indicator. As such, the goal and why statement have been revised to reflect the revised goal.

The ELPI - English Learner group was added to the Goal section, Action 4.3, and the metric 4.7 was added. A targeted focus on supporting Long-term English learners will be implemented in the coming year.

Action 4.1 and 4.3 changed to include metric 4.7.

Metrics 4.1, 4.2, 4.3, 4.4: Title changed to provide more clarity of metric.

Metrics 4.1, 4.2, 4.5, and 4.6, the date of the baseline data changed.

Metric 4.3 and 4.4, 4.5, and 4.6 the baseline data and targeted outcome data was updated.

Metric 4.3 and 4.4 was updated to include % of students who nearly met and not met standard.

The school site will adjust internal systems and strategies to further improve student outcomes. A specific focus will be on enhancing math intervention and social emotional well-being of students to reduce chronic absenteeism and suspension rates for African American students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Tiered Support Program Personnel	Personnel will provide supplemental Tier II and III support in ELA and Math school wide to improve academic in ELA and Math as measured by M 4.3 and M 4.4. This includes English learners as measured by 4.7	\$38,694.00	No
4.2	Additional Standards-Based Practice-Supplemental Materials	Teachers will be provided additional standards-based practice using supplemental materials schoolwide to improve student achievement in ELA and Math as measured by M 4.3, and M 4.4.	\$65,000.00	No
4.3	ELA/Literacy and Math Professional Development	Teachers will be provided additional professional development and release time for targeted workshops, coaching, and dedicated planning time. By offering ongoing professional development and individualized coaching,	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers will be equipped with effective instructional strategies and culturally responsive practices. The action aims to close achievement gaps and promote equity to improve student performance in ELA and Math. This action includes a focus on English Learners. This action will be measured by M4.1, M4.2, M4.3, M4.4. M4.7		
4.4	Academic Intervention Support	Teachers will be provided additional release time for intervention data analysis, planning, and targeted intervention support for students in ELA/Literacy and Mathematics. By providing this targeted support to students this action aims to close achievement gaps and promote equity to improve student performance in ELA and Math. This action will be measured by M4.1, M4.2, M4.3, M4.4.	\$70,000.00	No
4.5	Socio-Emotional and Behavior Intervention Support	Teachers will receive additional release time for intervention data analysis, planning, and providing students targeted support for students in socio-emotional and behavioral interventions. This targeted support aims to close student outcome gaps and promote equity in suspension rates and chronic absenteeism. This action will be measured by M4.5 and M4.6.	\$75,897.00	No
4.6	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	\$25,675.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Equity Multiplier - Donald F. Bradach Elementary By the end of the 2027 school year students at Bradach Elementary will improve academic achievement in ELA schoolwide (including English Learners), Math (including English Learner students, Low-Income students, and Hispanic students), and ELPI (EL) by increasing the percentage of students on track as shown in the metric section for this goal. Bradach Elementary will reduce suspension rates for Foster Youth students and Two or More Races and decrease chronic absenteeism for English Learners and African American students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Bradach Elementary School is eligible because it has a high percentage of low income students high student mobility. As a condition of funding they are required to focus on areas of need, which includes persistent disparities in academic achievement and student outcomes, as identified on the California School Dashboard. Specifically, the student group Two or More Races was identified with a high suspension rate (9.1%), while English Learners (ELs) and African American students were flagged with red performance indicators for Chronic Absenteeism (40.2% for ELs and 46% for African American students).

In 2024, Bradach enters the second year of its Equity Multiplier initiative, expanding upon foundational efforts shaped by strong educational partner feedback. Input from teachers, administrators, and families highlighted a critical need for increased student and family wellness support. As a result, educational partners advocated for the establishment of a centralized Wellness Center on campus to serve students, families, and community members.

In alignment with this feedback and educator-identified priorities, Bradach will continue to focus on: Expanding diverse learning opportunities in English Language Development, Math, and Restorative Practices; Strengthening behavioral support systems; Increasing engagement for historically underserved student groups.

2023 Dashboard Data (Baseline) key analysis underscores the necessity of the above interventions:
ELA (DFS for ELs): -97 DFS
Math (DFS): All: -107.4 DFS, ELs: -116.2 DFS, Socioeconomically Disadvantaged (SED): -111.4 DFS, Hispanic (HI): -102.7 DFS

Suspension Rates: Foster Youth: 7.7% and Two or More Races: 2.7%

2024 Dashboard Data (Current) key analysis indicates the importance of continued support in these areas: English Language Arts, English Language Development, math, behavior management, and attendance:

ELA (DFS for ELs): Although Improved to -57.7 remains at -97 DFS.

Math (DFS): All: -88.2 DFS, ELs: -83.6 DFS, Low Income (LI): -94.7 DFS, Hispanic (HI): -86.3 DFS,

The analysis highlights disparities between the baseline and current data, underscoring the ongoing need to continue to focus on English Language Arts (ELA) and Math in order to close the achievement gap.

The data also highlights both progress and areas of concern. While some student groups made gains in ELA and Math, the surge in suspension rates, particularly among students identified as Two or More Races and high absenteeism rates among ELs and African American students point to ongoing equity gaps.

Additionally, efforts must continue to reduce suspension rates for Foster Youth and students identified as Two or More Races. Foster Youth In ELA, the Distance from Standard (DFS) for English Learners (EL) improved significantly, from (-97 to -57.7 DFS), indicating measurable progress. Math also showed improvement across various student groups, with All Students improving from (-107.4 to -88.2 DFS), and EL students improving from (-116.2 to -83.6 DFS).

The 2024 Dashboard identified that students with Two or More Races were newly identified as performing in the "red" for the Suspension indicator and will be incorporated as a key focus group in our Suspension goal. In addition, English Learner students (40.2%) and African American (46%) were identified as performing in "red" for Chronic Absenteeism.

Regarding suspension rates, although Foster Youth showed a slight decrease from 7.7% to 7%, showing some progress but not enough to close the achievement gap. The suspension rate for students of Two or More Races increased markedly from 2.7% to 9.1%, highlighting an area of concern and need for targeted intervention.

In 2024, the English Learner Progress Indicator (ELPI) for EL students increased from 34.9% to 40.0%, suggesting a positive trend in language acquisition outcomes.

Considering the analysis, a critical need continues to focus on academic achievement gaps in ELA and Math despite some progress, DFS scores remain well below standard for ELs, LI, and HI students.

In addition, based on the data and analysis the greatest need at Bradach Elementary School is addressing Chronic Absenteeism and behavioral challenges among high-need student groups

Chronic Absenteeism red levels for African American students: 46%, and English Learners: 40.2% signal a need for intervention. Suspension rates for Two or More Races Increased from 2.7% to 9.1% therefore, newly in the "red" indicator signal a need for behavior supports. Foster Youth continue to need support despite the slight improvement (from 7.7% to 7%) as this is still high percentage.

These data points reveal significant academic and behavioral challenges that require targeted, comprehensive interventions. In response, Bradach Elementary will implement calming spaces to support student wellness and emotional regulation, providing a safe environment for

students to manage stress and practice self-regulation skills. Building on teacher recommendations, the school will offer small group intervention sessions focused on all levels of wellness—social-emotional, behavioral, and academic. To address persistent literacy and math gaps, we will enhance instructional supports for struggling students by: Providing teachers with professional development and release time for focused collaboration; Engaging a specialized consultant to support language and mathematical literacy across content areas; offering supplemental intervention materials aligned to standards to support skill development and practice.

The analysis highlights a critical need for intensive supports in attendance, engagement, and behavior, particularly for: English Learners, African American students, students identified as Two or More Races and Foster Youth. Reducing chronic absenteeism and suspension rates among these student groups is essential to creating the conditions necessary for academic success. This will require a coordinated system of supports, including: Wellness interventions such as wellness spaces, restorative practices, and culturally responsive engagement strategies. These integrated efforts are designed to promote consistent attendance, reduce exclusionary discipline, and close equity gaps.

Ultimately, by addressing these needs, Bradach Elementary is committed to creating a more equitable educational environment where every student has access to the support necessary to thrive and succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA Distance from Standards (DFS) CA School Dashboard	2023 Dashboard EL -97 DFS	2024 Dashboard EL -57.7 DFS		EL -57 DFS	EL +39% change
5.2	CAASPP Math Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -107.4 DFS EL -116.2 DFS LI -111.4 DFS HI -102.7 DFS	2024 Dashboard All -88.2DFS EL -83.6 DFS LI -94.7 DFS HI -86.3DFS		All +67.4 DFS EL +76.2 DFS LI +71.4 DFS HI -62.7 DFS	ALL +19.20 DFS EL +32.6 DFS LI -16.7 DFS HI +16.4 DFS
5.3	ELPI California School Dashboard % of students showing language proficiency	2023 Dashboard EL 34.9%	2024 Dashboard EL 40.0%		EL 50%	EL +5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	iReady Reading % meeting or exceeding, nearly met, and not met standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 32% Meets or Exceeds 40% Nearly Met 28% Not Met EL 28% Meets or Exceeds 39% Nearly Met 34% Not Met	2024-2025 Spring Assessment All 35% Meets or Exceeds 39% Nearly Met 26% Not Met EL 24% Meets or Exceeds 43% Nearly Met 33% Not Met		All 45% Meets or Exceeds 35% Nearly Met 20% Not Met EL 35% Meets or Exceeds 41% Nearly Met 24% Not Met	All +3% Meets or Exceeds -1% Nearly Met -2% Not Met EL +4% Meets or Exceeds +4% Nearly Met -1% Not Met
5.5	iReady Mathematics % meeting or exceeding, nearly met, or not met standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 22% Meets or Exceeds 48% Nearly Met 30% Not Met EL 19% Meets or Exceeds 46% Nearly Met 35% Not Met LI 22% Meets or Exceeds 48% Nearly Met 30% Not Met HI 22% Meets or Exceeds 48% Nearly Met	2024-2025 Spring Assessment All 20% Meets or Exceeds 48% Nearly Met 32% Not Met EL 14% Meets or Exceeds 49% Nearly Met 37% Not Met LI 20% Meets or Exceeds 48% Nearly Met 32% Not Met		All 30% Meets or Exceeds 48% Nearly Met 22% Not Met EL 24% Meets or Exceeds 48% Nearly Met 28% Not Met LI 30% Meets or Exceeds 48% Nearly Met 22% Not Met HI 31% Meets or Exceeds	All -2% Meets or Exceeds 0% Nearly Met +2% Not Met EL -5% Meets or Exceeds +3% Nearly Met +2 Not Met LI -2% Meets or Exceeds 0% Nearly Met +2% Not Met HI -1% Meets or Exceeds

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		29% Not Met	HI 21% Meets or Exceeds 48% Nearly Met 31% Not Met		48% Nearly Met 21% Not Met	0% Nearly Met +2% Not Met
5.6	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard FY 7.7% Two or More Races 2.7%	2024 Dashboard FY 7 % Two or More Races 9.1%		FY 6.15% Two or More Races 12%	FY -0.7% Two or More Races +6.4
5.7	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 Dashboard EL 40.2% AA 44.4%	2024 Dashboard EL 40.2% AA 46%		EL 34.17% AA 37.74%	2023-2024 EL 0% AA +1.6%

Goal Analysis [2024-25]

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.

During the 2024-2025 school year, Bradach implemented six of the eight actions yielding success. Actions 5.1 and 5.2 were not implemented as planned as there were challenges (see below explanation).

Action 5.1 Wellness Center was not implemented as originally planned. The initial plan called for the creation of a dedicated physical wellness center to provide services to students and families. Due to facility constraints, a smaller alternative space was designated for wellness support. Despite this modification, the space allowed assigned personnel to meet with students individually, which contributed to an increase in overall student attendance. A primary challenge in implementation was the difficulty in the development process for the physical space. Hiring qualified personnel for the position, also delayed full execution of the original vision.

Action 5.2 Wellness Room Support Personnel was not implemented as planned. Originally a full-time staff personnel was going to be hired however, the primary challenge was the delay in hiring a full-time staff member due to procedural requirements and the necessary steps involved in establishing a newly created position. The district has actively worked through these processes to ensure alignment with all regulations and protocols. In the interim, student needs continued were addressed daily through support provided by the Behavior Interventionist. The job description for the Wellness Room position has been developed and is expected to be finalized and posted for the upcoming year.

Action 5.3 Professional Development was implemented but the Intervention personnel was not hired due to the need to update the job description. Despite this, teachers were provided release time to collaborate and discuss student data and to attend professional development on how to provide intervention schoolwide to improve student achievement in ELA and Math. Staffing for the Intervention personnel was a challenge as the Intervention job description was in the process and not available. This position will be made available in the coming year. In the meantime, supportive staff were hired to provide release time.

Action 5.4 Intervention Materials. This action was implemented as planned as Standard-based practice materials were purchased. A success was that the material was used for grade level data chats and to inform better practices and lesson planning which led to increases in assessment data. This action supported the implementation of better teaching strategies, leading to notable academic growth among students with special needs, specifically, RSP and SDC students demonstrated measurable progress on formative assessments as a result of the supplemental materials and enhanced practices.

Action 5.5 Professional Development for ELA, Math, and Restorative Practices was implemented as planned. A key success was provided to teachers A key success was the consistent and positive impact of the professional development on staff working with student groups such as English Learners, students with disabilities, and low-income students. The training enhanced instructional practices and equipped educators with strategies to better support these student populations. Certificated staff received training across ELA, Math, and Restorative Practices, while classified staff participated in PBIS and Restorative Practices. The professional learning supported those working with English Learners, students with disabilities, and low-income students, helping to address opportunity gaps and improve instructional effectiveness.

Action 5.6 Professional Development Consultants for ELA and Math was rate successfully implemented. A key success of this action was that teachers were able to collaboratively plan standards-based lessons for the entire year, incorporating clear learning objectives and success criteria to enhance instructional effectiveness.

Action 5.7 Intervention Instructional Assistants was successfully implemented as tutors were hired to provide targeted small-group intervention throughout the school day. This support was made available to all students, including English Learners, Foster Youth, and low-income students, ensuring equitable access to academic assistance.

Action 5.8 Indirect Costs were implemented as planned. Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. Indirect costs were implemented appropriately for each school site based on the California Department of Education approved LEA rate.

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

There were material difference for the following actions within this goal:

Action 5.1 had a material difference, a new physical space was not created - alternative spaces that required no funding were created.

Actions 5.2 and 5.7 had a material difference because personnel associated with these action were not hired

Action 5.3 had a material difference due to overspending on staff, substitutes, and classified personnel, which resulted from underestimating the costs associated with release time.

Action 5.4 experienced a material difference due to budget overage by underestimating the costs of intervention materials.

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

Adelanto Elementary School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective; 3-Effective.

Action 5.1 Wellness Center, was rated 2-Somewhat Effective as measured by M5.6. Because the wellness center was not implemented, a direct correlation to student outcome data cannot be made at this time. Suspensions rates maintained with a slight decrease for FY -0.7%. The action intends to provide support for students and the community at large in order to increase social emotional and wellness opportunities which leads to increased attendance and decreased behavior incidents. While this action focused on low-income students, all students were considered including students with special needs, English Learners and African American students who have a higher rate of discipline incidents. This action also helps to decrease suspension rates for all subgroups students including: African American students and students with two or more races, and English Learners as providing social emotional supports. Important to note is that educational partners want the action to continue as it is intended to provide support for students and the community at large in order to increase social emotional and wellness opportunities, as this leads to increased attendance and decreased behavior incidents.

Action 5.2 Wellness Room Support Personnel was rated 2 - Somewhat Effective as measured by M 5.6, M5.7. African American students were 44.45% Chronically absent in 2023 and in 2024 they were 46% Chronically Absent a positive decrease of 1.6%. English learners maintained at 40.2%. The primary challenge was the delay in hiring a full-time staff member for the wellness room due to procedural requirements and the steps necessary to establish and finalize a newly created position. The district is actively working through these processes to ensure full compliance with all regulations and protocols. In the interim, student needs were supported daily by the behavior interventionist. This action is planned for full implementation in the upcoming year, with the Human Resources department scheduled to post the position.

Action 5.3 Professional Development and Intervention Personnel, was rated 3- Effective as measured by M5.1, M5.2, M5.6. The implementation of professional development helped to increase formative and summative assessment results overall in both Math and ELA. English Learners made significant growth helping to close the achievement gap. The District saw an improvement of 39.9% for English Learners as they went from -97 DFS (Red) to DFS to 57.7% (Yellow) on the 2024 ELA Dashboard. The District saw an improvement for English Learners as they went form -107.4 DFS (Red) on 2024 Dashboard to -88.2 DFS (Yellow) on the 2024 Dashboard for Math. The

Suspension data for All students was LI was SWD, AA, English Learners was 1.5% (Green on the Dashboard), however, Two or More Races was newly identified as Red on the 2024 Dashboard for Suspension and Foster youth as (orange) 7%.

Action 5.4 Intervention Materials was rated 3- Effective as measured by M5.3 and M5.5. ELPI scores showed a positive trend as students went from 34.9% to 40%. Looking at, 2024-2025 iReady Reading data indicates continued growth in the percentage of students meeting or exceeding standards across all groups: All Students improved (32% to 35%) and EL declined (28% to 24%). Standards-based practice materials were utilized during grade-level data chats to inform instructional practices and lesson planning, and contributing to improvements. The actions seem more effective for the overall student group but less so for the EL group. Math outcomes showed EL and LI student groups 1% Met or exceed standards while HI, 4% met or exceed standards.

Action 5.5 Professional Development for ELA, Math, and Restorative Practices was rated 3- Effective, as measured by Metrics M5.1, M5.2, M5.3, M5.4, and M5.5. A notable improvement was seen in ELA performance among English Learners, who improved from -97 DFS to -57.7 DFS, moving from the red to orange performance level. In Math, all students increased as they went from -107.4 DFS to -88.2 DFS; EL students went from -116.2 DFS to -83.6 DFS. Suspension rate was 7.7 in 2023 and maintained at .7% difference in 2024. Looking at, 2024-2025 iReady Reading data indicates continued growth in the percentage of students meeting or exceeding standards across all groups: All Students improved (32% to 35%) and EL declined (28% to 24%). And iReady Math data indicates continued growth in the percentage of students meeting or exceeding standards across all groups: All Students declined (22% to 20%), EL declined (19% to 14%), LI declined (22% to 20%), HI declined (22% to 21%). Overall, the data shows a decline in performance across all groups, suggesting the actions taken have been ineffective in fostering growth in iReady Math.

Action(5.6) Professional Development Consultants for ELA and Math was rated 3- Effective as measured by M5.1, M5.2.

Action 5.7 Intervention Instructional Assistants for Small Group Academic Support was rated 3- Effective, as measured by M5.3 ELA local assessment data and Metric 5.4 (Math local assessment data). Local i-Ready assessment data reflects strong

All students, including English Learners who went from EL 34.9% to 40% and they were given equitable access to targeted tutoring support aimed at improving academic outcomes. Looking at, 2024-2025 iReady Reading data indicates improvement in the percentage of students meeting or exceeding standards for all students (32% to 35%), however EL shows a decline (28% to 24%). The actions seem more effective for the overall student group but less so for the EL group. The actions seem more effective for the overall student group but less so for the EL group.

Action(5.8) Indirect Costs. Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. Indirect costs were implemented appropriately for each school site based on the California Department of Education approved LEA rate.

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.

While the 2024 Dashboard data showed growth in ELA or Low-income, English Learner, African American and All student groups, the 2024 Dashboard identified two-or-more races in Suspension rate and English Learners and African American student groups as performing in the red in Chronic Absenteeism. As such, the goal and why statement have been revised to reflect the revised goal. Metric 5.6 for Suspension will include Two or More Races as this group has been identified as a new "red" group on the CA Dashboard and Metric 5.7 decrease chronic absenteeism for English Learners and African American students.

The funding for all actions has been revised to reflect the increase in the 2024-25 Equity Multiplier funding apportionment. SWD was removed from the measuring and results section since they are not in the red nor were they in the red last year. In addition, enrollment was low so it is not required to list SWD.

Metrics 5.1, 5.2, 5.3, and 5.6, the date of the baseline data changed and the word Dashboard was added
Metric 5.3 and 5.4 baseline data and targeted outcome data was updated.
Metric 5.3 and 5.4 was updated to include % of students who nearly met and not met standard and the description of the metric was updated to include that language
Metric 5.5 (now 5.6) added 2+ Races student group.
Metric numbers were changed: Metric 5.6 (ELPI) is changed to be Metric 5.3 (ELPI)
Metrics 5.3 (iReady Reading), 5.4 (iReady Math), 5.5 (Suspension Rates) are now 5.4 (iReady Reading), 5.5 (iReady Math), 5.6 (Suspension Rates)

All actions: metrics were changed to align with new numbering.
Actions 5.1, 5.2: Description changes
Actions 5.1, 5.2: Metrics associated with the action changed
Actions 5.2: Added metric 5.7 to measure action by
Action 5.1, 5.2, 5.3, 5.4, and 5.6, Action titles were updated to focus on support and or services

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Wellness supports	Bradach Elementary will provide additional dedicated space(s) for wellness/calming areas (equipped with comfortable seating, calming visuals, sensory tools, supplies & resources in order to support with	\$135,000.00	No

Action #	Title	Description	Total Funds	Contributing
		emotional regulation, decreasing suspension rates and increasing attendance rates by M 5.6		
5.2	Social emotional supports	Personnel will be hired to provide schoolwide support with case management to reduce Chronic Absenteeism rate and provide social emotional support for students to support the decrease of suspensions as measured by M5.6, M5.7.	\$129,132.00	No
5.3	Professional Development and Intervention supports	Teachers will be provided release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide to improve student achievement in ELA and Math as measured by M 5.1, M 5.2., M 5.6.	\$70,000.00	No
5.4	Intervention supports	Teachers will be provided supplemental intervention materials to provide additional standards-based practice using supplemental materials schoolwide to improve student achievement in ELA and Math as measured by M 5.3 and M 5.4.	\$51,596.00	No
5.5	Professional Development for ELA, Math & Restorative Practices	Personnel will provided additional professional development conferences and workshops for teachers to improve instruction in ELA, Math, Engagement, Restorative Practices, which will lead to improved student achievement in ELA, Math, Suspension rates as measured by M5.1, M 5.2, M 5.3., M 5.4, and M 5.5.	\$25,000.00	No
5.6	Coaching supports	Vetted consultants to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math as measured by M 5. 1 and M 5.2.	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.7	Intervention services	Instructional Assistant will work an Extended Work Year or in a Limited Term position to work directly with students in small groups schoolwide to improve academic achievement in English Language Arts and Math as measured by M 5.3 and M 5.4.	\$30,000.00	No
5.8	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	\$37,604.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier - Theodore Vick Elementary By the end of the 2027 school year all students at Theodore Vick Elementary will improve academic achievement in ELA schoolwide (including All students, English Learner, Low-income, Students with disabilities, African American, Hispanic students), English Language Progress (EL students), Math school wide (Students with Disabilities, English Learner, Low-income, African American, and Hispanic students) and reduce Suspension school wide (Foster Youth, Students With Disabilities, African American, Hispanic students and Two or More Races), and also reduce Chronic Absenteeism school wide (African American and Foster Youth).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Theodore Vick Elementary School is dedicated to providing every student with the academic foundation, resources, and support necessary to thrive in the future. In response to feedback from our educational partners, we have identified key areas of need that have informed the development of our LCAP goals. These needs include enhanced support for teachers, administrators, and students—particularly in the areas of professional development, targeted academic interventions, and small group instruction. This plan details the identified priorities and corresponding actions designed to address these areas. The following section provides data-driven evidence that supports the identified needs and outlines how the proposed actions aim to address existing inequities within our current educational programs.

In 2023, our analysis of key data points underscored the necessity of these interventions. English Language Arts (ELA) performance shows all students at (-82 DFS), English Learners at (-102.5 DFS), Students with Disabilities (-150.5 DFS), LI at (-82.4 DFS), African American students at (-108.6 DFS) and Hispanic (-77.9 DFS). In Math, all students scored (-102.5 DFS), English Learners at (-126.2 DFS), Student with Disabilities (-152.5 DFS), Low Income Students at (-104.9 DFS), African American students at (-125.8) and Hispanic students at (-100.5 DFS). The California School Dashboard for ELPI at 38.6%. Suspension rates for all students was 5.9%, LI is 6%, Foster Youth was 14.9%, Students with Disabilities is 8.5%, African American students is 13.5%, and for Hispanic students it was 4.3%. California School Dashboard for Chronic Absenteeism Rate for all students is 45%, English Learners is 41.1%, LI is 46.1% Students with Disabilities is 45.9%, and African American students was 46%.

The 2024 Dashboard identified that all students, students with disabilities, low-income students and Hispanic students were newly identified as performing in the red for the ELA indicator. Students with disabilities were identified as performing in red for Math and students with two or more races were identified in the red indicator for Suspension rates. Further, students with two or more races were also newly identified as red on the chronic absenteeism indicator. Therefore, the 2024 key data analysis indicates the importance of continued support in these areas: English Language Arts (ELA) performance for All students was at (-82.4 DFS), English Learners at (-93.0 DFS), Students with Disabilities (-151.7), LI at (-82.4), African American students at (-105.8 DFS), Hispanic (-78.1 DFS). In Math, all students scored (-88.2 DFS), English Learners at (-81.8 DFS), Students with Disabilities (-170.7 DFS), Low Income Students at (-90.3 DFS), African American students at (-113.1 DFS), and Hispanic students at (-81.9 DFS). The California School Dashboard for ELPI at 38%. Suspension rates for all students is 2.5%, LI is 2.4%, Two or More Races 13.9%, Students with Disabilities is 6.8%, African American students 5.1%, 4.3%, Hispanic students is 1%, and Foster Youth is 4.4%. California School Dashboard for Chronic Absenteeism Rate for all students is 35.6%, English Learners is 28.3%, LI is 38.8%, Students with Disabilities 40.5%, and African American students is 58%, Foster Youth is 27.3%.

The analysis of our key data point reveals both progress and areas requiring further attention. There continues to be disparities in ELA and Math. In ELA scores show slight improvement for English Learners (from -102.5 DFS to -93.0 DFS) and African American students (from -108.6 DFS to -105.8 DFS), but gains were minimal and not sufficient to close the achievement gap. However, Students with Disabilities show a slight decline in performance (from -150.5 DFS to -151.7 DFS). In Math, all student groups, except Students with Disabilities (who declined), showed improvement. Math scores for Students with Disabilities highlights this is a continued area of need. Notably, English Learners improved from -126.2 to -81.8 DFS.

English Learner Progress (ELPI): The English Learner Progress Indicator slightly declined from 38.6% to 38%, indicating a need to support language development and a process to evaluate the effectiveness. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the Ellevation platform with a focus on analyzing outcomes.

The overall Suspension rates showed a significant decrease across all groups, reducing from 5.9% to 2.5%, showing the positive impact of restorative practices and behavior interventions specifically for African American and Foster Youth students. This data indicates that implemented strategies have been effective. The chronic absenteeism rate for all students decreased from 45% to 35.6%, with particularly strong reductions among: English Learners: 45% to 28.3% and Low-Income Students: 45% to 38.8%. However, a significant equity gap persists for African American students, whose chronic absenteeism increased from 46% to 58%. This significant trend suggests a need to continue targeted engagement strategies, culturally responsive outreach, and potentially innovative communication approaches to increase attendance and re-engage families at Theodore Vick Elementary School.

The development of the plan began an emphasis on English Language Arts interventions to include writing skills across the curriculum. Professional development to include improved literacy in reading, writing, and mathematical literacy. Also a wellness area to support students in crisis, in need of restorative practices, and interventions to support chronic absenteeism.

Overall, by addressing these identified needs, we aim to enhance the support provided to teachers, administrators, and students, ultimately leading to improved educational outcomes. The proposed actions and implementation plan are designed to ensure that all educational partners receive the necessary resources and training to foster a supportive and effective learning environment.

In closing, based on the feedback from our educational partners (e.g., DELAC, PAC, Parent and teacher surveys), we have developed a comprehensive plan that emphasizes English Language Arts interventions, professional development, and wellness support for students. This plan aims to enhance literacy across the curriculum, support students in crisis, and address chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP Math Distance from Standard (DFS) CA School Dashboard	2023 Dashboard All -102.5 DFS EL -126.2 DFS LI -104.9DFS AA -125.8 DFS HI-100.5 DFS SWD -152.5 DFS	2024 Dashboard All -88.2 DFS EL -81.8 DFS LI -90.3 DFS AA -113.1 DFS HI -81.9 DFS SWD -170.7 DFS		All -68.2 DFS EL -86.2 DFS LI -64.9 DFS AA -85.8 DFS HI -60.5 DFS SWD -112.2 DFS	All +14.3 DFS EL +44.4 DFS LI +14.6DFS AA +12.7 DFS HI +18.6 DFS SWD -18.2 DFS
6.2	CAASPP ELA Distance from Standard (DFS) CA School Dashboard	2023 Dashboard All -82 DFS EL -102.5 DFS AA -108.6 DFS LI -82.4 DFS HI -77.9 DFS SWD -150.5 DFS	2024 Dashboard All -82.4 DFS EL -93.0 DFS AA -105.8 DFS LI -82.4 DFS HI -78.1 DFS SWD -151.7 DFS		ALL -74 DFS EL -88 DFS AA DFS - 100 DFS LI DFS -78 DFS HI DFS -74 DFS SWD -148 DFS	All -0.4 DFS EL +9.5 DFS AA +2.8 DFS LI 0.0 DFS HI -0.2% DFS SWD -1.2% DFS
6.3	ELPI Dashboard California School Dashboard % of students showing language proficiency	2023 Dashboard EL 38.6%	2024 Dashboard EL 38%		EL 48.6%	EL -0.6%
6.4	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 29% Meets or Exceeds 40% Nearly Met	2024-2025 Spring Assessment All		All 42%% Meets or Exceeds 37% Nearly Met 21% Not Met	All +5% Meets or Exceeds 0% Nearly Met -5% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		31% Not Met EL 15% Meets or Exceeds 45% Nearly Met 40% Not Met LI 29% Meets or Exceeds 40% Nearly Met 31% Not Met SWD 0% Meets or Exceeds 19% Nearly Met 81% Not Met AA 24% Meets or Exceeds 43% Nearly Met 33% Not Met HI 28% Meets or Exceeds 40% Nearly Met 32% Not Met	34% Meets or Exceeds 40% Nearly Met 26% Not Met EL 22% Meets or Exceeds 48% Nearly Met 30% Not Met LI 34% Meets or Exceeds 40% Nearly Met 26% Not Met SWD 0% Meets or Exceeds 13% Nearly Met 87% Not Met AA 37% Meets or Exceeds 34% Nearly Met 29% Not Met HI 32% Meets or Exceeds 42% Nearly Met 26% Not Met		EL 30% Meets or Exceeds 41% Nearly Met 29% Not Met LI 42% Meets or Exceeds 37% Nearly Met 21% Not Met SWD 10% Meets or Exceeds 30% Nearly Met 60% No Met AA 37% Meets or Exceeds 35% Nearly Met 28% Not Met HI 41% Meets or Exceeds 38% Nearly Met 21% Not Met	EL +7% Meets or Exceeds +3% Nearly Met -10% Not Met LI +5% Meets or Exceeds 0% Nearly Met -5% Not Met SWD 0% Meets or Exceeds -6% Nearly Met +6% Not Met AA +13% Meets or Exceeds -9% Nearly Met -4% Not Met HI +4% Meets or Exceeds +2% Nearly Met -6% Not Met
6.5	iReady Mathematics	2023-2024	2024-2025		All	All

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% meeting or exceeding standard Diagnostic Results Local Assessment	Spring Assessment All 21% Meets or Exceeds 47% Nearly Met 32% Not Met EL 16% Meets or Exceeds 44% Nearly Met 39% Not Met LI 21% Meets or Exceeds 47% Nearly Met 33% Not Met SWD 0% Meets or Exceeds 8% Nearly Met 92% Not Met AA 14% Meets or Exceeds 51% Nearly Met 35% Not Met HI 22% Meets or Exceeds 46% Nearly Met 33% Not Met	Spring Assessment All 28% Meets or Exceeds 49% Nearly Met 23% Not Met EL 25% Meets or Exceeds 48% Nearly Met 26% Not Met LI 28% Meets or Exceeds 49% Nearly Met 23% Not Met SWD 0% Meets or Exceeds 10% Nearly Met 90% Not Met AA 23% Meets or Exceeds 43% Nearly Met 34% Not Met HI 28% Meets or Exceeds 51% Nearly Met 22% Not Met		36% Meets or Exceeds 46% Nearly Met 18% Not Met EL 31% Meets or Exceeds 45% Nearly Met 24% Not Met LI 36% Meets or Exceeds 46% Nearly Met 18% Not Met SWD 10% Meets or Exceeds 13% Nearly Met 77% Not Met AA 29% Meets or Exceeds 51% Nearly Met 20% Not Met HI 37% Meets or Exceeds 45% Nearly Met 18% Not Met	+7% Meets or Exceeds +2% Nearly Met -9% Not Met EL +9% Meets or Exceeds +4% Nearly Met -13% Not Met LI +7% Meets or Exceeds +2% Nearly Met -9% Not Met SWD 0% Meets or Exceeds +2% Nearly Met -2% Not Met AA +9% Meets or Exceeds -8% Nearly Met -1% Not Met HI +6% Meets or Exceeds +5% Nearly Met -11% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.6	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard ALL 5.9% LI 6% FY 14.9% SWD 8.5% AA 13.5% HI 4.3% Two or More Races 5.3%	2024 Dashboard All 2.5% LI 2.4% FY 4.4% SWD 6.8% AA 5.1% HI 1% Two or More Races 8.9%		All 3% LI 3% FY 8% SWD 3.5% AA 7.5% HI 2% Two or More Races 2.5%	All +3.4% LI +3.6% FY +10.5% SWD +1.7% AA +8.4% HI +3.3% Two or More Races +3.7%
6.7	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 Dashboard All 45% EL 41.1% LI 46.1% SWD 45.9% AA 46% FY 26.3%	2024 Dashboard All 35.6% EL 28.3% LI 38.8% SWD 40.5 AA 58% FY 27.3%		All 25.6% EL 18.3% LI 20% SWD 30.5% AA 26% FY 12%	All -9.4% EL -12.8% LI -7.8% SWD -5.5% AA +12% FY +1%

Goal Analysis [2024-25]

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.

During the 2024-2025 school year, Theodore Vick Elementary School implemented 5 of the 6 actions, and one was not implemented as planned, yielding both success and challenges.

Action 6.1 (English Language Arts and Writing Intervention), was fully implemented. Substitutes were hired to release teachers. Due to the need for additional release time to analyze data and come up with action plans to support the needs additional time was needed.

Action 6.2 (Professional Development for Literacy and Writing - Contracted Services) not implemented as planned because staff who attended a conference provided professional development to teachers during the work day at staff meetings.

Action 6.3 (ELA and Writing Intervention) was fully implemented. Two supplemental personnel were hired to provide small group instruction for K-5 grades. A success was that Intervention personnel to support with ELA were hired, however, due to unanticipated needs of students, additional staff were hired.

Action 6.4 Professional Development for ELA & Math was not implemented as planned. Teachers were not available to attend conferences and workshops because it would have extended their work day and some PD offered was out of the state. A success was that professional development which focused on math engagement strategies and the Eight Standards for Mathematical Practice was offered to all staff. Teachers who attended deepened their instructional strategies and subsequently shared key takeaways during site-based professional development sessions on PD Tuesdays. The next phase of implementation will include coaching, classroom observations, and opportunities for teacher feedback to further strengthen instructional practices.

6.5 (Indirect Costs), were successfully implemented as planned.

Action 6.6 The Wellness Center was not implemented. There was a challenge finding a designated space that prevented the implementation.

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 6.1 had a material difference because additional release time was increased to meet the need for reviewing student intervention data. Action 6.2 showed a material difference because the planned contracted services did not occur, as participants who attended a conference provided professional development to other staff. Action 6.3 had a material difference because the estimated cost was higher than expected to include benefits health and welfare. Action 6.4 has a material difference because not all staff were available to attend due to scheduling conflicts. Action 6.6 had a material difference due to the wellness center not being implemented because of not having a designated space - no costs were incurred.

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

Adelanto Elementary School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective; 3-Effective as evidenced by metric

Action 6.1 English Language Arts and Writing Intervention, was rated 2- Somewhat Effective as measured by 6.1, 6.4. All learners in ELA maintained as their score remained at -82.4 DFS (a 4% difference). The district saw an improvement as EL students went from -102.5 DFS to -93 DFS (10% improvement), Low-income students went from -104.9 to -90.3 DFS (a 15% improvement), African American students went from -125.8 DFS to -113.1 DFS (a 10% improvement), Hispanic students went from -100.5 DFS to -81.8 DFS (a 20% improvement), and SWD went from -152.5 DFS to -151.7 DFS (.8% improvement). According to i-Ready Reading data, the percentage of students meeting or exceeding standards was low across subgroups On i-Ready Reading, 8% All, 3% EL students, 0% SWD, 8% LI, 4% AA, 8% HI met or

exceeded standard. In regard to suspensions, the rates increased significantly as All students decreased from 5.9% to 2.5% a positive change of 3.4%.

Action 6.2 Professional Development for Literacy and Writing - Contracted Services, was 2- Somewhat Effective as measured by 6.1, 6.2, 6.6, and 6.7. The actions taken were somewhat effective as overall, students and low-income students maintained in the area of ELA. However, notable improvements were observed among specific student groups: Learners improved from -102.5 DFS to -93.0 DFS (10% improvement), Low-Income students improved from -104.9 DFS to -90.3 DFS (15% improvement), African American students improved from -125.8 DFS to -113.1 DFS (10% improvement), Hispanic students improved from -100.5 DFS to -81.8 DFS (20% improvement), and Students with Disabilities (SWD) showed a marginal improvement from -152.5 DFS to -151.7 DFS (0.8% improvement). Chronic absenteeism indicator identified All students went from 45% to 35% reduction in absences, however AA went from 46% to 58% and FY went from 26% to 27.3%. There were gains in English learners from -102.5 to -93 DFS. In Math, All students went from -102.5 DFS to -88.2 DFS, EL went from -126.2 DFS to -81.8 DFS, AA went from -125 DFS to -113.1 DFS, HI Went from 1005. DFS to -81. DFS. The actions taken were somewhat effective as teachers attended literacy-based conferences however, follow-up coaching is an area that will continue to be implemented. English Learner, African American students.

Action 6.3 ELA and Writing Intervention, was 2-Somewhat Effective as measured by M6.1 and M6.3. All -102.5 DFS. English learners went from -102 DFS to -93 DFS. The ELPI indicated that English Learners went remained flat as they went from -38.6 DFS to -38DFS (-0.6DFS change). Teachers grouped all students based on their area of need and this included English Learners, Hispanic and students with disabilities. Students with disabilities had 0% at met or exceeded in i-Ready Reading and English Learners had 3% met or exceeded standards on i-Ready reading. Hispanic students were at 8% met or exceeded on Standard on i-Ready and African American students had 4% met or exceed standards, therefore SWD, ELs, HI, and AA students still need to improve reading and ELA . In addition, based on the local i-Ready data, significant growth was achieved at the typical growth rate of 108%, which means students exceeded the typical growth rate of 50%. English learners 57% met their typical growth score, Hispanic met their 54% annual typical growth, and African American students met the annual typical growth 46%. Students with disabilities met their annual typical growth rate of 54%.

Action 6.4 Professional Development for ELA & Math, was 2- Somewhat Effective as measured by 6.1, 6.2, 6.3. English learners went from -102 DFS to -93 DFS. ELPI data indicated that English Learners went remained flat as they went from -38.6 DFS to -38DFS (-0.6DFS change). In ELA, All students went from -102.5 DFS to -88.2 DFS, EL went from -126.2 DFS to -81.8 DFS, AA went from -125 DFS to -113.1 DFS, HI Went from 1005. DFS to -81. DFS.

The actions taken were somewhat effective as All student went from (-102.5 DFS) to (-88.2 DFS) in Math and in ELA English Learners went from (-102.5 DFS) to (-93.0 DFS).

Action(6.5) Indirect Costs were implemented as planned. Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. Indirect costs were implemented appropriately for each school site based on the California Department of Education approved LEA rate.

Action(6.6) Wellness Support - Wellness support was not implemented as planned so the full effectiveness of this action could not be determined. This action remains a priority and will continue in the upcoming school year. However, implementation of Positive Behavior Interventions and Supports (PBIS) continued to support wellness. The effectiveness of this goal cannot be determined as measured by metrics 6.4 and 6.5 due to not being able to staff this position, however this position will be available for the 25-26 school. Despite that we

were not able to hire a staff member, the PBIS program was implemented, and as a result, it was notable that the overall suspension rate went down 3.5%. This action will need to continue in the coming school year. The effectiveness of this action could not be determined based on Metrics 6.4 and 6.5 due to the position remaining unfilled. However, the district anticipates the position will be staffed for the 2025–26 school year. Despite the staffing challenge, the PBIS program was implemented, contributing to a notable 3.5% decrease in the overall suspension rate.

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

The California Dashboard identified that All students, Students with Disabilities, low-income students and Hispanic students were newly identified as performing in the red for the ELA indicator. It also identified that students with disabilities were identified as performing in red for Math and students with two or more races were identified in the red indicator for Suspension rates. Further, students with Foster Youth were also newly identified as red on the chronic absenteeism indicator. As such, the goal and why statement have been revised to reflect the revised goal.

Planned expenditures for actions have been revised based on the carry over and 2024-25 Equity Multiplier apportionment.

Action 6.6 Wellness Support - Personnel is now "Wellness Support Space and Personnel". This action will continue as the intended as personnel was not hired this year. The job description for this position is in process of being developed and will be made available for the 25-26 school year. The title and description was updated to align to the expansion of the intended actions for the upcoming year.

Metric changes are based on new numbering as follows:

Metric 6.1 is now 6.2

Metric 6.2 is now 6.1

Metric 6.4 is now 6.6

Metric 6.5 is now 6.7

Metric 6.6 is now 6.4

Metric 6.7 is now 6.5

Metric 6.3 is still 6.3

The funding for all actions has been revised to reflect the increase in the 2024-25 Equity Multiplier funding apportionment.

Metric 6.1, 6.2 and 6.4 Title changed

Metrics 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, and 6.7, the date of the baseline data was changed and the word Dashboard was added

Metric 6.4, and 6.5, the baseline data and targeted outcome data was updated

Metrics 6.1, 6.2, 6.6, 6.7 added additional student groups.

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
6.1	ELA and Writing Intervention Personnel	Teachers will be provided additional release time and intervention strategies in English Language Arts and Writing schoolwide to improve student achievement in ELA as measured by M 6.1 and M 6.6.	\$194,115.00	No
6.2	Professional Development for Literacy and Writing - Contracted Services/Consultant	Theodore Vick will provide vetted consultants to provide coaching and professional development (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in Literacy and Writing which leads to improved student achievement in ELA and Math as measured by M 6.1, M 6.2, M 6.6 and M 6.7.	\$80,000.00	No
6.3	ELA and Writing Intervention	Supplemental personnel will provide small group instruction in English Language Arts and Writing, schoolwide to improve academic achievement in ELA as measured by M 6.1 and M 6.3.	\$131,443.00	No
6.4	Professional Development for ELA & Math	Theodore Vick will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in ELA to improve academic achievement in English Language Arts and Math literacy as measured by M 6.1, M 6.2, and M 6.3.	\$80,000.00	No
6.5	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	\$45,386.00	No
6.6	Wellness Support Space and Personnel	Personnel will be hired to provide wellness support within a dedicated wellness/calming space (equipped with comfortable seating, calming visuals, sensory tools, supplies and resources) offering restorative	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		practices, school wide social-emotional learning, to reduce the suspension and chronic absenteeism rates as measured by M 6.4 and M 6.5.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Equity Multiplier - West Creek Elementary By the end of the 2027 school year all students at West Creek Elementary will improve academic achievement in English Learner Progress, English Language Arts, and Math schoolwide (including Low-income, Students with Disabilities, African American, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. West Creek will reduce chronic absenteeism schoolwide (Low-income, Hispanic, and White) and Suspension (including Foster Youth, Low - Income, Students with Disabilities, African American students).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our review of the 2024 California School Dashboard data highlights the importance of our ongoing commitment to supporting English Language Arts (ELA) and mathematics across West Creek Elementary. At West Creek Elementary, our commitment in both English Language Arts (ELA) and math is to ensure the success of every student. This includes providing needs-based support for English Learners, students from low-income backgrounds, students with disabilities, African American students, and Hispanic students. Furthermore, we will prioritize English Language Development for our English learning students. We are also dedicated to reducing student misbehaviors to lower the suspension rate for all students, offering additional support to Foster Youth, Low-Income students, Students with Disabilities, and African American students. Finally, we will concentrate on decreasing chronic absenteeism for all students, with a specific focus on supporting Low-income, Hispanic, and White student groups.

Based on the feedback generated from our educational partners, several critical needs must be addressed using Equity Multiplier funds. These needs focus on enhancing the connection between school and home, supporting first-best instruction, providing literacy support, and offering equitable interventions for English Learners. Below is a detailed plan outlining the identified needs, proposed actions, and an implementation strategy. By addressing these identified needs with Equity Multiplier funds, educational partners aim to enhance the support provided to teachers, administrators, students, and families. The proposed actions and implementation plan are designed to foster a sense of community, improve instructional quality, support literacy development, and provide equitable interventions for English Learners. This comprehensive approach will help create a supportive and effective learning environment for all educational partners.

The analysis of 2023 key data points indicated the necessity of these interventions. English Language Arts (ELA) performance shows all students scoring -140.4 DFS, with low-income students at -139.2 DFS, Students with Disabilities -141.3 DFS, African American -114.2 DFS, and Hispanic students at -129 DFS. The English Learner Progress Indicator (ELPI) shows 30.9% of English learners are making progress towards proficiency which is down from 55.4% in 2023. In Math, all students score -135.9 DFS, low-income students -134.7 DFS, Students with Disabilities -156.5 DFS, African American -133 DFS, and Hispanic students -117.6 DFS. Suspension rates are 6.2% for all students, 6.7% for low-income students, 16% for students with disabilities (SWD), and 8.8% for African American students.. Chronic absenteeism rates are notably high at 61.7% for all students, 62.2% for low-income students, 61.3% for White students, and 53.8% for Hispanic students.

The 2024 key data analysis indicates the importance of continued support in these areas: English Language Arts, English Language Development, math, behavior management, and attendance. English Language Arts (ELA) performance shows all students scoring -91.5 DFS, with low-income students at -98.2 DFS, Students with Disabilities -182.6 DFS, African American -108 DFS, and Hispanic students at -89.1 DFS. In Math, all students score -108.9 DFS, low-income students -112.9 DFS, Students with Disabilities -195.7 DFS, African American -117.5 DFS, and Hispanic students -108 DFS. Suspension rates are 3.4% for all students, 7.9% for Foster Youth students, 3.3% for low-income students, 6.1% for students with disabilities (SWD), and 6.1% for African American students.. Chronic absenteeism rates are notably high at 40.4% for all students, 43.2% for low-income students, 37.5% for White students, and 38.3% for Hispanic students.

This school year, English Learners was included as a new "red" performance group, and will be incorporated as a key focus group in our English Language Arts and English Language Development goals. The English Learner Progress Indicator (ELPI) will be the metric used to measure progress. The 2024 English Learner Progress Indicator (ELPI) is at 38% the decreased from 38.6% in 2023.

Continued analysis of the data indicated the importance of continuing our support for students schoolwide, including Low-Income, Students with Disabilities, African American, and Hispanic groups in English Language Arts and Math at West Creek Elementary. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA and Math. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the iReady and iReady Math Growth Assessment with a focus on analyzing outcomes for Socially Economically Disadvantaged, Students with Disabilities, African American, and Hispanic students.

The analysis of our key data point reveals both progress and areas requiring further attention. In English Language Arts (ELA), there is notable improvement across several student groups. Overall student scores increased from -140.4 to -91.5 DFS, and Hispanic students' scores improved from -129 to -89.1 DFS. African American students also made gains from -114.2 to -108 DFS. However, scores for Students with Disabilities have declined from -141.3 to -182.6 DFS, indicating a need for targeted interventions. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the iReady Assessment with a focus on analyzing outcomes for all students, including Socially Economically Disadvantaged, Students with Disabilities, African American, and Hispanic students.

In Math, overall student performance improved from -135.9 to 108.9 DFS, with notable gains among African American and Hispanic students. Yet, Students with Disabilities experienced a decline from -156.5 to -195.7 DFS, highlighting a critical area for focus. We will assess progress through the iReady Assessment with a focus on analyzing outcomes for all students, including Socially Economically Disadvantaged, Students with Disabilities, African American, and Hispanic students.

The English Learner Progress Indicator (ELPI) decreased significantly from 55.4% to 30.9% suggesting that current strategies may not be effectively supporting English learners toward proficiency. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the Ellevation platform with a focus on analyzing outcomes.

Suspension rates have decreased across all groups by a rate of 2.6%, except for the Foster Youth student group, which went from 3.7% to 7.9%. The student group with the largest drop in suspension rates was Students with Disabilities as they dropped from 16% to 6.1%. This positive trend indicates that interventions in behavior management are proving effective.

Chronic absenteeism rates have also seen a substantial reduction, with overall rates decreasing from 61.7% to 40.4%. This suggests that efforts to improve attendance are resonating positively with students and families.

Our analysis of identified needs and proposed actions emphasizes a continued need for a comprehensive approach to education, encompassing robust family engagement, effective instruction, literacy development, and equitable interventions. A crucial piece to this is creating a positive culture and climate to foster improved attendance and lower suspension rates. West Creek Elementary School intends to leverage Equity Multiplier funds to address these interconnected areas, fostering a more supportive and effective learning environment for teachers, students, and families. This comprehensive strategy will develop a sense of community, enhance instruction, promote literacy growth, establish a positive and inclusive atmosphere, and ensure equitable academic outcomes for all students, reflected in better attendance and fewer suspensions.

Therefore, sustained and strategically targeted support, particularly in English Language Arts, Math, and English Language Development, alongside continued positive behavior management and attendance interventions, remains essential to address identified disparities and build upon the encouraging progress observed in several key areas. These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2025-2026 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP ELA Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -95.1 DFS LI -102.6 DFS SWD -141.3 DFS AA -114.2 DFS HI -94.9 DFS	2024 Dashboard All -91.5 DFS LI -98.2 DFS SWD -182.6 DFS AA -108 DFS HI -89.1 DFS		All -55.1 DFS LI -62.6 DFS SWD -101.3 DFS AA -74.2 DFS HI -54.2 DFS	All +3.6 DFS LI +4.4 DFS SWD -41.3 DFS AA +6.2 DFS HI +5.8 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	CAASPP Math Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -109.1 DFS LI -113.8 DFS SWD- 156.5 DFS AA- 133 DFS HI -101.4 DFS	2024 Dashboard All -108.9 LI -112.9 SWD -195.7 AA -117.5 HI -108		All -69.1 DFS SED -73.8 DFS SWD- 116.5 DFS AA- 93 DFS HI -61.4 DFS	All +0.2 DFS LI +0.9 DFS SWD -39.2 DFS AA +15.5 DFS HI -6.6 DFS
7.3	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 33% Meets or Exceeds 32% Nearly Met 35% Not Met LI 33% Meets or Exceeds 32% Nearly Met 35% Not Met SWD 2% Meets or Exceeds 22% Nearly Met 76% Not Met AA 28% Meets or Exceeds 33% Nearly Met 39% Not Met HI 34% Meets or Exceeds 31% Nearly Met 35% Not Met	2024-2025 Spring Assessment All 32% Meets or Exceeds 35% Nearly Met 33% Not Met LI 32% Meets or Exceeds 34% Nearly Met 33% Not Met SWD 0% Meets or Exceeds 3% Nearly Met 97% Not Met AA 27% Meets or Exceeds 41% Nearly Met 32% Not Met		All 43% Meets or Exceeds 32% Nearly Met 25% Not Met LI 43% Meets or Exceeds 32% Nearly Met 25% Not Met SWD 10% Meets or Exceeds 25% Nearly Met 65% Not Met AA 43% Meets or Exceeds 32% Nearly Met 25% Not Met HI 43% Meets or Exceeds	All -1% Meets or Exceeds +3% Nearly Met -2% Not Met LI -1% Meets or Exceeds +2% Nearly Met -3% Not Met SWD -2% Meets or Exceeds -19% Nearly Met +21% Not Met AA -1% Meets or Exceeds +8% Nearly Met -7 Not Met HI +2% Meets or Exceeds

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			HI 36% Meets or Exceeds 32% Nearly Met 33% Not Met		32% Nearly Met 25% Not Met	+1% Nearly Met -2% Not Met
7.4	iReady Mathematics % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 17% Meets or Exceeds 49% Nearly Met 34% Not Met LI 17% Meets or Exceeds 49% Nearly Met 33% Not Met SWD 2% Meets or Exceeds 17% Nearly Met 81% Not Met AA 12% Meets or Exceeds 49% Nearly Met 39% Not Met HI 17% Meets or Exceeds 53% Nearly Met 30% Not Met	2024-2025 Spring Assessment All 20% Meets or Exceeds 50% Nearly Met 30% Not Met LI 20% Meets or Exceeds 50% Nearly Met 30% Not Met SWD 0% Meets or Exceeds 3% Nearly Met 97% Not Met AA 18% Meets or Exceeds 50% Nearly Met 32% Not Met HI		All 25% Meets or Exceeds 49% Nearly Met 26% Not Met LI 25% Meets or Exceeds 49% Nearly Met 26% Not Met SWD 10% Meets or Exceeds 20% Nearly Met 70% Not Met AA 24% Meets or Exceeds 49% Not Met 27% Not Met HI 25% Meets or Exceeds 49% Nearly Met 26% Not Met	All +3% Meets or Exceeds -1% Nearly Met -4% Not Met LI +3% Meets or Exceeds -1% Nearly Met -4% Not Met SWD -2% Meets or Exceeds -14% Nearly Met -16% Not Met AA +6% Meets or Exceeds +1% Nearly Met -7% Not Met HI +5% Meets or Exceeds -4% Nearly Met -1% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			22% Meets or Exceeds 49% Nearly Met 29% Not Met			
7.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard All 6% FY 3.7% LI 6.2% SWD 8.4% AA 13.3%	2024 Dashboard All 3.4% FY 7.9% LI 3.3% SWD 6.1% AA 6.1%		All FY LI 1.2% SWD 3.4% AA 8.3%	All -2.6% FY +4.2% LI -2.9% SWD -2.3% AA -7.2%
7.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 Dashboard All 51.7% LI 54.6% HI 49.3% WH 61.3%	2024 Dashboard All 40.4% LI 43.2% HI 38.3% WH 37.5%		All 46.7%, LI 49.6%, HI 44.3%, WH 56.3%:	All -11.3% LI -11.4% HI -11% WH -23.8%
7.7	English Learner Performance Indicator (ELPI) California School Dashboard % of students making progress	2023. Dashboard 55.4%	2024 Dashboard EL 30.9%		EL 45%	EL -24.9%

Goal Analysis [2024-25]

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.

During the 2024–2025 school year, West Creek fully implemented six of the nine planned actions, while two additional actions were only partially implemented. This resulted in a mix of successes and challenges, highlighting areas of progress as well as the need for continued improvement and support.

Action 7.1 English Language Arts and Math Professional Development- Contracted Services/Consultant was fully implemented as planned. Teachers participated in scheduled professional development sessions.

Action 7.2 Literacy Coaching was implemented as planned by providing literacy coaching to grade level teams. One challenge was needing additional planning time with team. To address the needs of struggling learners identified through i-Ready data (red zone), including the Students with Disabilities, we implemented an intervention strategy utilizing four Response to Intervention teachers, as the literacy coach position was not yet available but is being developed. These teachers followed a specialized schedule to provide targeted ELA instruction in areas like phonics and vocabulary.

Action 7.3 Case Management was not implemented as planned. The additional support was not hired however, the assistant administrator provided support. The administrator met with students to do a progress goal chart for attendance. Parents were called to discuss chronic absenteeism. A challenge was administrator was absent for the first half of the school year delayed implementation. The West Creek's Student Study Team (SST) meetings was supported by resident substitute coverage, and this provided time for collaboration between teachers and parents/guardians to address student needs (academic, attendance, behavioral) for all student groups, including low-income, Foster Youth, African American, Hispanic, and White students. This aimed to provide targeted support through small group and push-in Tier II and Tier III interventions. However, an administrator's absence delayed Tier II and Tier III interventions implementation until January.

Action 7.4 Intervention Small Group Instruction was implemented as planned with four Intervention teachers that provided target support to students. The Intervention teachers used researched-based strategies such as Thinking Maps to help with vocabulary development and writing as well as using Read Naturally to help with fluency. A success was addressing the needs of struggling learners, including Students with Disabilities. Another success is that the intervention teachers followed a specialized schedule to provide targeted ELA instruction in areas like phonics and vocabulary, incorporating strategies from Read Naturally for fluency development, Thinking Maps for visual organization of concepts, and Heggerty for phonemic awareness. Ongoing assessments, including core assessments, allowed us to measure student growth and refine intervention groupings. No challenges.

Action 7.5 Supplemental Materials was implemented. All teachers had access to supplemental instructional materials. One success was the purchase of math manipulative for students. Another success was the thoughtful purchase of supplemental materials - Touch Math, Heggerty, Read Live, manipulatives, Spalding (specifically for SPED ELA), and Thinking Maps - provided teachers with valuable resources to support instruction in English Language Arts and Math.

Action 7.6 Home Visits and increased connections with parents/guardians was somewhat implemented. The administrator conducted home visits. One success was reaching families of students with disabilities to discuss important goals for ELA and Math. One challenge was this did not get started until January. Despite initial plans for home visits and increased parent/guardian connections, being affected by the principal's extended absence until January, the implementation, primarily for special education students and those undergoing evaluation, was met with a positive reception and facilitated the provision of tailored family support.

Action 7.7 Additional Support Personnel for Program Implementation was implemented well by providing additional hours for a teacher to work as the Student Study Team coordinator to reach out to families and provide updates, schedule meetings, and partner with improving

student achievement. In addition, monitored student data to support English Language Arts and math to improve support for students, including Low-Income, African American, and Hispanic students. There were no challenges.

Action 7.8 Mentoring, Tutoring, and Resource Support Consultant was not implemented as planned due to the administrator's absence this school year and not be able to get a vendor partnership in place for the remainder of this school year.

Action 7.9 Professional Development Consultant for English Language Arts and Math was implemented as planned. One success was the grade level team success in working with the vendor partners to learn and do lesson studies with their team. One challenge was not enough time to give to teachers to reflect after the lesson. Implementation was fostered through key partnerships with Thinking Maps, Heggerty, Spalding, iReady coaches, Read Live, and Touch Math. These collaborations provided targeted professional development and coaching, demonstrably enhancing instructional practices for all students. A targeted ten-day professional development series specifically equipped special education teachers with research-based strategies and practical techniques for supporting Students with Disabilities. Additionally, the integration of Thinking Maps provided educators with adaptable visual tools that proved beneficial for both English Learners and Students with Disabilities. Complementing this, Touch Math offered systematic, explicit, and multisensory math instruction rooted in the Science of Mathematics, directly addressing the unique learning needs of Students with Disabilities. In early literacy, Heggerty professional development focused on phonemic awareness routines, benefiting a wide range of students, including those from Low-Income backgrounds, African American, Hispanic students, and Students with Disabilities. iReady coaches collaborated with all teachers to refine their data analysis skills in Reading and Math, with a specific focus on individual student learning pathways. This data-driven approach enabled teachers to create strategic and intensive intervention groups, tailor lesson plans, and refine instructional delivery. Read Live professional development instructed teachers in utilizing supplemental intervention materials for small groups, including Low-Income, Students with Disabilities, African American, and Hispanic students.

Action 7.10 Indirect Costs. Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. Indirect costs were implemented appropriately for each school site based on the California Department of Education approved LEA rate.

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 7.1 had a material difference due to underestimated PD costs associated with salaries as more staff participated.

Action 7.3 had a material difference due to not hiring the additional staff that would have supported this action, therefore, staffing costs coming in lower than anticipated.

Action 7.4 had a material difference due to other funds outside of LCAP were utilized and staffing costs coming in lower than anticipated because resident substitute

Action 7.5 had a material difference as funds were overspent on materials and supplies due to underestimating the costs of Chromebooks and other instructional supplies for students. This action included professional development services along with the purchase of supplemental materials.

Action 7.6 had a material difference because the only school staff who conducted the visits was the administrator and this did not incur a cost.

Action 7.7 had a material difference due to costs paid for through other funds outside of LCAP were utilized.

Action 7.8 had a material difference due to not hiring a vendor as the leadership not being present for the first part of the school year which, delayed the procurement process for vendor services.

Action 7.9 had material differences due to the expenditures taking place under action 7.5.

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

Adelanto Elementary School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective; 3-Effective as evidenced by metric

Action 7.1 Equity Multiplier funds were used to support English Language Arts and Math Professional Development was effective as measure by metric 7.1, 7.2, 7.3, and 7.4.. The English Language Arts and Math Professional development plan at West Creek was designed to empower all teachers in literacy instruction with a focus on upper grades and support for diverse learners including English Learners, low-income students, Hispanic students, and students with disabilities through comprehensive strategies like Heggerty, targeted Spalding for Special Education, Touch Math, Thinking Maps, and "Setting the Stage Narrative," showed mixed effectiveness as measured by the California School Dashboard. In ELA, the average points below standard improved from the 2022-2023 baseline to the 2023-2024 outcome for All Students (-95.1 to -91.5 DFS), Low Income students (-102.6 to -98.2 DFS), African American students (-114.2 to -108 DFS), and Hispanic students (-94.9 to -89.1 DFS). However, a concerning decline was observed for Students with Disabilities, moving from -141.3 DFS to -182.6 DFS. Similarly, in Math, while All Students (-109.1 to -108.9 DFS), Low Income students (-113.8 to -112.9 DFS), and African American students (-133 to -117.5 DFS) showed slight improvement, Students with Disabilities experienced a significant decline (-156.5 to -195.7 DFS), and Hispanic students also regressed (-101.4 to -108 DFS). Ongoing support and accountability measures, including check-ins and observations related to Heggerty and Touch Math, were implemented to bolster the effectiveness of this professional development. The metric 7.3, iReady Reading data measures student growth and mixed effectiveness in English Language Arts percentage of students meeting or exceeding for all students a decline (33% to 32%), LI a decline (33% to 32%), SWD a decline (2% to 0%), AA a decline (28% to 27%), and HI an increase (34% to 36%). Overall, the actions taken have shown mixed effectiveness. While there is some improvement for most groups, the decline in performance for SWD students suggests a need for targeted interventions to better support their growth in iReady Reading. The metric 7.4, iReady Math data shows an increase in the percentage of students meeting or exceeding for all students (17% to 20%), low-income (17% to 20%), SWD (2% to 0%), AA (12% to 18%), and HI (17% to 22%). Overall, the actions have been effective in fostering growth across most groups, although there is a significant need to address the decline in SWD performance. Tailored support and interventions would help improve outcomes for SWD students.

Action 7.2 Equity Multiplier funds were used to support Literacy Coaching, showed some effectiveness as measured by metrics 7.1 and 7.3 due to not being able to hire a Literacy coach. Based on the California School Dashboard data from the 2022-2023 baseline to the 2023-2024 outcome, the average points distance from standard improved in English Language Arts for all students (-95.1 to -91.5 DFS), Low Income students (-102.6 to -98.2 DFS), African American students (-114.2 to -108 DFS), and Hispanic students (-94.9 to -89.1 DFS). However, Students with Disabilities experienced a decline, moving from -141.3 DFS to -182.6 DFS during the same period. Ongoing

assessments, including core assessments, allowed us to measure student growth and refine intervention groupings. The metric 7.3, iReady Reading data measures student growth and mixed effectiveness in English Language Arts percentage of students meeting or exceeding for all students a decline (33% to 32%), LI a decline (33% to 32%), SWD a decline (2% to 0%), AA a decline (28% to 27%), and HI an increase (34% to 36%). Overall, the actions taken have shown mixed effectiveness. While there is some improvement for most groups, the decline in performance for SWD students suggests a need for targeted interventions to better support their growth in iReady Reading.

Action 7.3 Equity Multiplier funds were used to support Case Management showed some effectiveness as measured by metrics 7.5 and 7.6. Preliminary data indicates positive trends. Overall suspension rates decreased from 6% to 3.4% across all students, with African American students showing the largest drop (13.3% to 6.1%), LI (6.2% to 3.3%), SWD (8.4% to 6.1%), suggesting a positive early impact of the SST process and initial interventions on behavior. However, the Foster Youth student group increased (3.7% to 7.9%). Chronic absenteeism also improved overall for all students from 51.7% to 40.4%, particularly among WH (61.3% to 37.5%) HI (49.3% to 38.3%) and LI (54.6% to 43.2%) students, highlighting the effectiveness of targeted attendance actions. While the late Tier II and Tier III start prevents a full evaluation, these initial reductions in suspensions and absenteeism across student groups suggest the potential of the SST process and implemented interventions to positively influence student outcomes at West Creek. Continued monitoring is needed to fully understand the effectiveness of Tier II and Tier III supports.

Action 7.4 Equity Multiplier funds were used to support Intervention Small Group Instruction was somewhat effective as measured by metric 7.1 and 7.3, showing a positive trend in overall effectiveness. In ELA, as measured by the California School Dashboard, the average points below standard improved from the 2022-2023 baseline to the 2023-2024 outcome for All Students (-95.1 to -91.5 DFS), Low Income students (-102.6 to -98.2 DFS), African American students (-114.2 to -108 DFS), and Hispanic students (-94.9 to -89.1 DFS). However, Students with Disabilities experienced a decline, moving from -141.3 DFS in the baseline year to -182.6 DFS. The metric 7.3, iReady Reading data measures student growth and mixed effectiveness in English Language Arts percentage of students meeting or exceeding for all students a decline (33% to 32%), LI a decline (33% to 32%), SWD a decline (2% to 0%), AA a decline (28% to 27%), and HI an increase (34% to 36%). Overall, the actions taken have shown mixed effectiveness. While there is some improvement for most groups, the decline in performance for SWD students suggests a need for targeted interventions to better support their growth in iReady Reading.

Action 7.5 Equity Multiplier funds were used to support Supplemental Materials for English Language Arts and Math was somewhat effective as measured by metric 7.3 and 7.4. Administrator-led data chats, focused on iReady data analysis, revealed positive overall student progress in both areas. Moving forward, sustained work with Spalding for Special Education teachers is essential to elevate English Language Arts achievement for Students with Disabilities. The metric 7.3, iReady Reading data measures student growth and mixed effectiveness in English Language Arts percentage of students meeting or exceeding for all students a decline (33% to 32%), LI a decline (33% to 32%), SWD a decline (2% to 0%), AA a decline (28% to 27%), and HI an increase (34% to 36%). Overall, the actions taken have shown mixed effectiveness. While there is some improvement for most groups, the decline in performance for SWD students suggests a need for targeted interventions to better support their growth in iReady Reading. The metric 7.4, iReady Math data shows an increase in the percentage of students meeting or exceeding for all students (17% to 20%), low-income (17% to 20%), SWD (2% to 0%), AA (12% to 18%), and HI (17% to 22%). Overall, the actions have been effective in fostering growth across most groups, although there is a significant need to address the decline in SWD performance. Tailored support and interventions could help improve outcomes for SWD students.

Action 7.6 Equity Multiplier funds were used to support Home visits and increased connections with parents/guardians was not effective as measured by 7.1, 7.2, 7.3, and 7.4. On the California School Dashboard, encouraging progress was observed in English Language Arts. The

average points below standard improved from the 2022-2023 baseline to the 2023-2024 outcome for All Students (-95.1 to -91.5 DFS), Low Income students (-102.6 to -98.2 DFS), African American students (-114.2 to -108 DFS), and Hispanic students (-94.9 to -89.1 DFS). Math results, however, presented a mixed picture. While All Students (-109.1 to -108.9 DFS), Low Income students (-113.8 to -112.9 DFS), and African American students (-133 to -117.5 DFS) showed marginal gains, Students with Disabilities experienced a significant decline (-156.5 to -195.7 DFS), and Hispanic students also regressed (-101.4 to -108 DFS). Furthermore, the 2024-2025 metric 7.3 iReady Reading data measures student growth and mixed effectiveness in English Language Arts percentage of students meeting or exceeding for all students a decline (33% to 32%), LI a decline (33% to 32%), SWD a decline (2% to 0%), AA a decline (28% to 27%), and HI an increase (34% to 36%). Overall, the actions taken have shown mixed effectiveness. While there is some improvement for most groups, the decline in performance for SWD students suggests a need for targeted interventions to better support their growth in iReady Reading. The metric 7.4, iReady Math data shows an increase in the percentage of students meeting or exceeding for all students (17% to 20%), low-income (17% to 20%), SWD (2% to 0%), AA (12% to 18%), and HI (17% to 22%). Overall, the actions have been effective in fostering growth across most groups, although there is a significant need to address the decline in SWD performance. Tailored support and interventions could help improve outcomes for SWD students. Building on the positive family engagement with home visits and the promising ELA growth, next year's strategy will involve a broader implementation of home visits to support all students, coupled with targeted interventions and differentiated instruction to specifically address the identified challenges in Math, particularly for Students with Disabilities and Hispanic learners, with the aim to ensure every student experiences academic growth.

Action 7.7 Equity Multiplier funds were used to support Additional Support Personnel for Program Implementation was somewhat effective as measured by metric 7.1 and 7.2. A Student Study Team teacher worked additional hours outside of the school day to support the Study Study Team process, reaching out to families, sending reminders, monitoring student data to support English Language Arts and Math to improve support for students, including Low-Income, African American, and Hispanic students. On the California School Dashboard, encouraging progress was observed in English Language Arts. The average points below standard improved from the 2022-2023 baseline to the 2023-2024 outcome for All Students (-95.1 to -91.5 DFS), Low Income students (-102.6 to -98.2 DFS), African American students (-114.2 to -108 DFS), and Hispanic students (-94.9 to -89.1 DFS). Math results, however, presented a mixed picture. While All Students (-109.1 to -108.9 DFS), Low Income students (-113.8 to -112.9 DFS), and African American students (-133 to -117.5 DFS) showed marginal gains, Students with Disabilities experienced a significant decline (-156.5 to -195.7 DFS), and Hispanic students also regressed (-101.4 to -108 DFS). The data indicates that Action 7.7, Additional Support Personnel for Program Implementation, was somewhat effective, particularly in English Language Arts (ELA). The improvement in average points below standard for All Students, Low-Income, African American, and Hispanic students in ELA suggests positive impacts on student achievement. However, the strategy would increase in effectiveness if there were two Student Study Team teachers instead of one, to increase outreach capabilities.

Action 7.8 Equity Multiplier funds were used to support Mentoring, Tutoring, and Resource Support/Consultant effectiveness cannot be determined due to the principal's extended absence this school year which prevented the implementation of this action item. Upon his return, the remaining school year did not allow sufficient time to secure a suitable vendor partnership. However, the principal intends to establish this partnership at the beginning of next school year to ensure students receive the necessary support.

Action 7.9 Equity Multiplier funds were used to support Professional Development Consultants for English Language Arts and Math was effective as measured by metric 7.1, 7.2, 7.3, and 7.4. The impact of these efforts is reflected in the California School Dashboard data for English Language Arts, which showed encouraging progress. The average points below standard improved from the 2022-2023 baseline to the 2023-2024 outcome for All Students (-95.1 to -91.5 DFS), Low Income students (-102.6 to -98.2 DFS), African American students (-114.2

to -108 DFS), and Hispanic students (-94.9 to -89.1 DFS). However, Math results presented a mixed picture. While All Students (-109.1 to -108.9 DFS), Low Income students (-113.8 to -112.9 DFS), and African American students (-133 to -117.5 DFS) showed marginal gains, Students with Disabilities experienced a significant decline (-156.5 to -195.7 DFS), and Hispanic students also regressed (-101.4 to -108 DFS). The metric 7.3, iReady Reading data measures student growth and mixed effectiveness in English Language Arts percentage of students meeting or exceeding for all students a decline (33% to 32%), LI a decline (33% to 32%), SWD a decline (2% to 0%), AA a decline (28% to 27%), and HI an increase (34% to 36%). Overall, the actions taken have shown mixed effectiveness. While there is some improvement for most groups, the decline in performance for SWD students suggests a need for targeted interventions to better support their growth in iReady Reading. The metric 7.4, iReady Math data shows an increase in the percentage of students meeting or exceeding for all students (17% to 20%), low-income (17% to 20%), SWD (2% to 0%), AA (12% to 18%), and HI (17% to 22%). Overall, the actions have been effective in fostering growth across most groups, although there is a significant need to address the decline in SWD performance. Tailored support and interventions could help improve outcomes for SWD students. Sustaining these vital partnerships into the upcoming school year is crucial for ongoing implementation support and to accelerate student growth, particularly in addressing the concerning decline observed in Math for Students with Disabilities and Hispanic students on the California School Dashboard. The positive trends indicated by the preliminary 2024-2025 iReady data suggest that continued focus and refinement of these professional development efforts hold significant promise.

Action 7.10 Indirect costs were implemented as planned. Although this action is not rated for effectiveness, this action ensures that accurate accounting of administrative overhead associated with this goal.

Indirect costs were implemented appropriately for each school site based on the California Department of Education approved LEA rate.

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.

What is new this year is that the English Learner student group were red in the 2024 dashboard in English Learner Performance Indicator. The 2024 California School Dashboard results indicate that this group's initial status is also categorized as "red," and has 30.9% English Learners moving one of more levels.

The Goal description was changed to include English Learner progress and newly identified red student group in suspension, foster youth.

A new metric M 7.7 has been added to the Measure and Reporting section. To address this, English Learners has been added to Action 7.1, 7.4, 7.5, 7.7, now includes this group, and the target outcome of 45% has been updated within the Measuring and Reporting section.

Action 7.1 and 7.9 will be combined into one action since they both focus on Professional Development in English Language Arts and Math for contracted services/consultants leaving the metric 7.1, 7.2, 7.3, and 7.4 in place. Action 7.2 will remain with implementation expected for the 2025-2026 school year. Action 7.8 Mentoring, Tutoring, and Resources Support Consultant will remain with implementation expected for the 2025-2026 school year. And the new 7.9 is Indirect cost. There is no longer a 7.10 which was Indirect costs.

Action 7.1: Description changed

Action 7.3: Title Change

Metrics 7.1, 7.2 Titles were changed.

Metrics 7.5 baseline data changed and added FY and LI student groups to the metric

Metrics 7.1, 7.2, 7.3, 7.5, and 7.6 the date of the baseline data changed and the word Dashboard was added

Metric 7.3 and 7.4, and 7.5 the baseline data and targeted outcome data was updated

Metric 7.3 and 7.4 was updated to include % of students who nearly met and not met standard and the description of the metric was updated to include that language

Metric 7.3 has be updated to iReady Reading

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
7.1	ELA and Math Professional Development-Contracted Services/Consultant	West Creek will provide vetted consultants/contracted services to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA schoolwide and Math school wide measured by M 7.1, M 7.2. M 7.3, M 7.4, and M 7.7 Focus student groups (All, English Learners, Low-Income, Students with Disabilities, African American, Hispanic)	\$25,000.00	No
7.2	Literacy Coaching	West Creek will hire contracted ELA, Math, Science, and Social Studies Literacy Coaches to provide English Language Arts literacy (ELA) coaching to the core subject for each grade level to improve student achievement in ELA as measured by M 7 1. and M 7.3.	\$216,105.00	No
7.3	Case Management Supports	Supplemental personnel will be hired to provide Tier II and III support school wide as identified as chronically absent to reduce Chronic Absenteeism Rates for all students as measured by M 7.5 and M 7.6	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.4	Intervention Small Group Instruction	Supplemental personnel to be hired to provide ELA and Math tiered intervention support and case management schoolwide to improve student achievement in ELA and Math as measured by M 7.1 and M 7.3, M 7.2, M 7.4, and M 7.7.	\$70,000.00	No
7.5	Supplemental Materials for ELA and Math	West Creek will purchase supplemental and intervention materials to provide additional standards based practice school wide to improve academic achievement in ELA and Math as measured by M 7.3, M 7.4. and M7.7.	\$54,261.00	No
7.6	Home Visits to increase connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA and Math school wide to improve academic achievement in ELA and Math measured by M 7.1, M 7.2, M 7.3. and M 7.4. Anticipated costs include reimbursable mileage and additional hours for staff.	\$15,000.00	No
7.7	Additional Support Personnel for Program Implementation	Support personnel will provide after hour telephone connections, reminders, and student monitoring update, timely data as part of an Extended Work Year or in a Limited Term position to support ELA schoolwide and Math schoolwide to improve academic achievement in ELA and Math as measured by as measured by M 7.1, M 7.2., and M 7.7	\$6,000.00	No
7.8	Mentoring, Tutoring, and Resource Support - Consultant	A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support in ELA and Math school wide to improve academic achievement in ELA, Math as measured by M 7.1, M 7.2, M 7.3 and M 7.4.	\$61,785.00	No
7.9	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	\$33,073.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Equity Multiplier - Columbia Middle School By the end of the 2027 school year students at Columbia Middle School will improve academic achievement in ELA schoolwide (including English Learners, Low-Income, African American, and Hispanic students) and Math (including English Learners, LTELs, Low-Income, Students with Disabilities, African American, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Columbia Middle School will reduce chronic absenteeism schoolwide (African American) and Suspension (including English Learners, Foster Youth, Low-Income, Students with Disabilities, African American, White, and 2 or More, and Hispanic students).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the feedback generated from our educational partners, several critical needs must be addressed using Equity Multiplier funds. These needs focus on enhancing student engagement, improving communication, providing comprehensive literacy support, and ensuring equitable interventions for English Learners. Below is an in-depth analysis of these needs, along with proposed actions and an implementation strategy.

To address these concerns, we are committed to providing equitable intervention materials and support systems at our school site. The analysis of 2023 key data points underscores the necessity of these interventions. English Language Arts (ELA) performance shows all students scoring -115.1 PBS, with low-income students at -117.1 PBS, English Learners at -149.8 PBS, African American students at -128 PBS and Hispanic students at -115 PBS. In Math, all students score -175.3, English Learners at -192.7 PBS, Students with Disabilities at -210.5 PBS, African American students at -185.7, Socio-Economically Disadvantaged at -174.9 PBS, and Hispanic students at -174.2 PBS. Suspension rates are 22.4% for all students, 14.6% for English Learners, 23.7% for Foster Youth, 22.2% for Low Income, 24.4% for Students with Disabilities, 37.1% for African American students, 16.5% for hispanic students, 20.5% for White students and 25.4% for students who identify as 2 of more races. Chronic absenteeism rates are notably high at 63.1% for African American students.

The analysis of 2024, key data points highlight the need to continue these interventions. English Language Arts (ELA) performance shows all students scoring -106.3 DFS, with low-income students at -109.8 DFS, English Learners at -137.7 DFS, African American students at -119.2 DFS and Hispanic students at -104.7 DFS.. In Math, all students score -174 DFS, English Learners at -188.5 DFS, Students with Disabilities at -207.4 DFS, African American students at -187.3 DFS, Socio-Economically Disadvantaged at -176.1 DFS, Hispanic students at -170.8, and Long Term English Learners at -196.7 DFS.. Suspension rates are 21.3% for all students, 11.1% for English Learners, 27.6% for Foster Youth, 22.2% for Low Income, 25.5% for Students with Disabilities, 40.7% for African American students, 14.4% for Hispanic students, 20.5% for White students and 24.2% for students who identify as 2 of more races. Chronic absenteeism rates reduced slightly at 56.9% for African American students.

This school year, English Learners was included as a new "red" performance group, and will be incorporated as a key focus group in our Math goals. The English Learner Progress Indicator (ELPI) will be the metric used to measure progress. The 2024 English Learner Progress Indicator (ELPI) is at 50.8% and decreased from 53.1% in 2023.

Overall, the 2024 data analysis shows that across ELA, Math, Suspension, and Chronic Absenteeism rates the data reveals varied progress among student groups, with some promising strategies evident. In ELA, all groups, including English Learners and Low-Income students, demonstrated positive growth (DFS improving from -115.1 to -106.3), suggesting effective targeted support. Math however, continues to be an area of need for English Learners as they are now red on the dashboard and considered Long-term Overall suspension rates slightly declined, with significant reductions for English Learners, indicating successful interventions, but disparities remain for Foster Youth and African American students. Chronic Absenteeism among African American students decreased (63.1% to 56.9%), indicating successful engagement strategies. While some strategies are effective, continued targeted support is essential for consistent progress and inclusive growth across all metrics. What is new this year is the need to include Long-term English Learners were red in the 2024 dashboard.

There is consistent, but still insufficient, progress across all groups in ELA. All subgroups remain well below -100 DFS, indicating a continued need for targeted literacy support.

Math scores remain critically low for all groups, particularly for ELs and SWDs. While there are minor gains, all students are still -174 DFS, and particularly SWD are -187.3 DFS and English Learner students are -158.5 DFS, showing urgent need for intensified math instruction and intervention.

This plan continues to emphasizes critical needs, including engaging electives, continuous communication, targeted tutoring, comprehensive literacy support, effective classroom management, and equitable interventions for English Learners. The 2024 CA Dashboard data continues to indicate the importance of continuing sustained schoolwide support in English Language Arts (ELA) schoolwide at Columbia Middle School, in particular focusing on English Learners, Low-Income, African American and Hispanic students as well as support Math schoolwide for English Learners; Long-term English Learners, SWD, African American and Hispanic student. Although in there were modest gains in Math for English Learners and students with special needs more work is needed to close the achievement gap as this year Long-term English Learners ELPI rate was 50.8% and were in the red on the Math indicator. Columbia Middle School seeks to create a supportive environment that fosters student engagement to lower the Chronic Absenteeism rate schoolwide as for African American students. In addition, Columbia seeks to sustain a supportive school cluture that fosters positively for all, EL, FY, LI, SWD, AA, HI, WH, and 2 or More students to reduce the suspension rate by addressing behavior management to reduce the rate of suspension.

By addressing these identified needs with Equity Multiplier funds, we aim to create a more supportive and effective learning environment. The proposed actions and implementation plan focus on enhancing student engagement, improving communication, providing comprehensive literacy support, and ensuring equitable interventions for each identified student group. This comprehensive approach will help improve educational outcomes for all students and strengthen the connection between school, home, and the broader community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	CAASPP ELA Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -115.1 DFS EL -149.8 DFS LI -117.1 DFS AA -128 DFS HI -115 DFS	2024 Dashboard All -106.3 DFS EL -137.7 DFS LI -109.8 DFS AA -119.2 DFS HI -104.7 DFS		All -65.1 DFS EL -109.8 DFS LI -87.1 DFS AA -88 DFS HI -75 DFS	All +8.8 DFS EL +12.1 DFS LI +7.3 DFS AA +8.8 DFS HI +10.3 DFS
8.2	CAASPP Math Distance Standards (DSF) CA School Dashboard	2023 Dashboard All -175.3 DFS EL -192.7 DFS LI -174.9 DFS SWD -210.5 DFS AA -185.7 DFS HI -174.2 DFS LTEL 196.7 DFS	2024 Dashboard All -174.0 DFS EL -188.5 DFS LI -176.1 DFS SWD -207.4 DFS AA -187.3 DFS HI -170.8 DFS LTEL 196.7 DFS		All -135.3 DFS EL -152.7 DFS LI -134.9 DFS SWD -170.5 DFS AA -145.7 DFS HI -134.2 DFS LTEL -151.4 DFS	All +1.3 DFS EL +4.2 DFS LI -1.2 DFS SWD +3.1 DFS AA -1.6 DFS HI +3.4 DFS LTEL 0
8.3	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 11% Meets or Exceeds 10% Nearly Met 79% Not Met EL 2% Meets or Exceeds 0% Nearly Met 98% Not Met	2024-2025 Spring Assessment All 17% Meets or Exceeds 17% Nearly Met 66% Not Met EL		2027 All 25% Meets or Exceeds 23% Nearly Met 52% Not Met EL 21% Meets or Exceeds 20% Nearly Met 59% Not Met	All +6% Meets or Exceeds +7% Nearly Met -13% Not Met EL +4% Meets or Exceeds +9% Nearly Met -13% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI 11% Meets or Exceeds 10% Nearly Met 79% Not Met AA 11% Meets or Exceeds 10% Nearly Met 79% Not Met HI 11% Meets or Exceeds 11% Nearly Met 78% Not Met	6% Meets or Exceeds 9% Nearly Met 85% Not Met LI 17% Meets or Exceeds 17% Nearly Met 66% Not Met AA 16% Meets or Exceeds 18% Nearly Met 66% Not Met HI 17% Meets or Exceeds 18% Nearly Met 64% Not Met		LI 25% Meets or Exceeds 23% Nearly Met 52% Not Met AA 25% Meets or Exceeds 23% Nearly Met 52% Not Met HI 25% Meets or Exceeds 23% Nearly Met 52% Not Met	LI +6% Meets or Exceeds +7% Nearly Met -13% Not Met AA +5% Meets or Exceeds +8% Nearly Met -13% Not Met HI +6% Meets or Exceeds +7% Nearly Met -14% Not Met
8.4	iReady Mathematics % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 5% Meets or Exceeds 16% Nearly Met 79% Not Met EL 1% Meets or Exceeds 5% Nearly Met 94% Not Met LI	2024-2025 Spring Assessment All 17% Meets or Exceeds 17% Nearly Met 66% Not Met EL 6% Meets or Exceeds 9% Nearly Met		2027 All 24% Meets or Exceeds 16% Nearly Met 60% Not Met EL 21% Meets or Exceeds 5% Nearly Met 74% Not Met LI	All +12% Meets or Exceeds +1% Nearly Met -13% Not Met EL +5% Meets or Exceeds +4% Nearly Met -9% Not Met LI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5% Meets or Exceeds 16% Nearly Met 79% Not Met SWD 0% Meets or Exceeds 0% Nearly Met 100% Not Met AA 5% Meets or Exceeds 14% Nearly Met 81% Not Met HI 6% Meets or Exceeds 15% Nearly Met 79% Not Met	85% Not Met LI 17% Meets or Exceeds 17% Nearly Met 66% Not Met SWD 2% Meets or Exceeds 2% Nearly Met 96% Not Met AA 16% Meets or Exceeds 17% Nearly Met 67% Not Met HI 17% Meets or Exceeds 18% Nearly Met 65% Not Met		24% Meets or Exceeds 16% Nearly Met 60% Not Met SWD 8% Meets or Exceeds 7% Nearly Met 85% Not Met AA 24% Meets or Exceeds 16% Nearly Met 60% Not Met HI 24% Meets or Exceeds 16% Nearly Met 60% Not Met	+12% Meets or Exceeds +1% Nearly Met -13% Not Met SWD +2% Meets or Exceeds +2% Nearly Met -4% Not Met AA +11% Meets or Exceeds +3% Nearly Met -14% Not Met HI +11% Meets or Exceeds +3% Nearly Met -14% Not Met
8.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard All 22.4% EL 14.6% FY 23.7% LI 22.2% SWD 24.4% AA 37.1% HI 16.5% WH 20.5% 2 or More 25.4%	2024 Dashboard All 21.3% EL 11.1% FY 27.6% LI 22.2% SWD 25.5% AA 40.7% HI 14.4% WH 20.5% 2 or More 24.2%		All 18.4% EL 9.6% FY 18.7% LI 17.2% SWD 19.4% AA 32.1% HI 11.5% WH 15.5% 2 or More 20.4%	All -1.1% EL -3.5% FY +3.9% LI 0% SWD +1.1% AA +3.6% HI -2.1% WH 0% 2 or More 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 Dashboard AA 63.1%	2024 Dashboard AA 56.9%		AA 58.1%	AA -6.2%
8.7	ELPI % progress towards proficiency CA Dashboard	2023 Dashboard 53.1%	2024 Dashboard 50.8%		ELPI 58%	-2.3%

Goal Analysis [2024-25]

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.

During the 2024-2025 school year, Columbia Middle School implemented eight of the eleven actions, while Actions 8.5-8.7 were not implemented as intended, yielding both success and challenges.

Action 8.1 English Language Arts and Math Professional Development- Contracted Services/Consultants was implemented as planned by providing professional development and coaching to support English Language Arts and Math instructional practices. Professional development was provided through School Solutions, who contracted consultants for ELA, Math, PE, Social Studies, Science, and Electives. This professional development focused on data-driven instruction, utilizing iAB questions for student preparation, and understanding the Plan Do Study Act cycle for planning lessons tailored to specific student groups.

Action 8.2 Literacy Coaching was successfully implemented as planned. A literacy consultant provided monthly professional development and consistent and targeted literacy coaching on campus. A literacy consultant provided monthly professional development and coaching on campus. This ongoing support included progress monitoring in vocabulary development and reading comprehension strategies.

Action 8.3 Chronic Absenteeism Case Management was somewhat implemented. Classified personnel were hired to actively monitor chronic absenteeism through phone calls to families and provided regular data updates to school staff. Furthermore, the employee played a role in fostering a positive attendance culture by planning celebrations, such as a random weekly prize wheel for present students and daily announcements highlighting attendance goals. The employee also made efforts to acknowledge students on a regular basis.

Action 8.4 Intervention Small Group Instruction was implemented as planned by providing resident substitutes for small group instruction. Three resident substitutes were hired to support students in English Language Arts (ELA) and Math. These substitutes facilitated intensive small-group instruction, meticulously tracked student progress, and enabled teachers to focus on their small group instruction and peer leadership roles.

Action 8.5 (Supplemental Materials) was implemented as planned because the supplemental materials were purchased. The school site also utilized existing supplemental resources. The availability of free core materials, which aligned with the current professional development efforts, contributed to the decision not to purchase additional supplemental materials for this school year.

Action 8.6 Home Visits and increased connections with parents/guardians was not implemented due to staffing challenges, these home visits did not occur.

Action 8.7 Additional Support Personnel for Program Implementation was implemented. Personnel made phone calls and sent out Parent Square notification about Math and ELA progress.

Action 8.8 Mentoring, Tutoring, and Resource Support Consultant was implemented well and as planned. The school partnered with Amazing Grace Resources Center for academic assistance, Social Emotional Learning, and mentorship for specific student populations: English Learners, Low-Income students, African American students, Hispanic students, and Students with Disabilities. Amazing Grace Resources Center deployed a team of 7-9 mentors who visited four days a week during the student lunch block to work with these students. Students were recommended, referred, or volunteered for the program, with priority given to students in the identified groups.

Action 8.9 Indirect Costs were implemented appropriately for each school site based on the California Department of Education approved LEA rate.

Action 8.10 Professional Development Consultants for English Language Arts and Math was implemented by providing professional development through School Solutions, who contracted consultants for English Language Arts and Math. This professional development focused on data-driven instruction, utilizing Interim Assessment Block (IAB) questions for student preparation, and understanding the Plan Do Study Act cycle for planning lessons tailored to specific student groups

Action 8.11 Intervention-Instructional Personnel was not implemented as planned. A school-wide intervention program did not happen outside of the school year. Staff was not available during breaks to provide services.

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 8.2 had a material difference due to underestimating the costs for this service to reach all staff

Action 8.3 had a material difference because costs associated with the action were paid for through other funds outside of the LCAP; all costs associated with the action have been included with this years LCAP.

Action 8.4 had a material difference because costs associated with the action were paid for through other funds outside of the LCAP; all costs associated with the action have been included with this years LCAP.

Action 8.6 had a material difference due to not being able to find staff to work extra hours

Action 8.8 had a material difference because costs associated with the action were paid for through other funds outside of the LCAP; all costs associated with the action have been included with this years LCAP.

Action 8.10 had a material difference because costs associated with the action were paid for through other funds outside of the LCAP; all costs associated with the action have been included with this years LCAP.

Action 8.11 had a material difference due to not being implemented

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

Adelanto Elementary School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective; 3-Effective as evidenced by metric

Action 8.1 ELA and Math Professional Development Contracted Services was rated 2, Somewhat Effective as measured by metric M8.1 and M8.2. While our efforts yielded some positive results, particularly in ELA, significant work remains. We observed gains in ELA for all students (-115.1 to -106.3, with English Learners (-149.8 to -137.7), Low-Income (-117.1 to -109.8), African American (-128 to -119.2), and Hispanic (-115 to -104.7). Despite these improvements, all student groups remain significantly below standard, underscoring the continued need for targeted support in ELA. In Mathematics, the overall Distance From Standard for all students remained consistent (-175.3 to -174.0), English Learners (-192.7 to -188.5), Low-Income (-174.9 to -176.1), Students with Disabilities (-210.5 to -207.4), African American (-185.7 to -187.3), Hispanic (-174.2 to -170.8), and Long Term English Learners (LTEL) scored 196.7 Distance From Standard. Therefore, continued support in mathematics is also necessary.

Action 8.2 Equity Multiplier funds were used to support Literacy Coaching was effective as measured by metric M8.3 and M8.4. This ongoing support included progress monitoring in vocabulary development and reading comprehension strategies. These efforts proved effective in improving literacy outcomes, as indicated by iReady Reading data showing an increase in the percentage of students meeting or exceeding expectations for all students (11% to 17%), EL (2% to 6%), LI (11% to 17%), AA (11% to 16%) and HI (11% to 17%). Overall, the data shows effective progress across all groups, indicating the actions taken are positively impacting iReady Reading growth. The consistent and targeted support provided through the Equity Multiplier funds demonstrably fostered significant growth in literacy across all student groups, laying a stronger foundation for their future academic success. In iReady Math data shows an increase in the percentage of students meeting or exceeding expectations for all students (5% to 17%), EL (1% to 6%), LI (5% to 17%), SWD (0% to 2%), AA (5% to 16%), and HI (6% to 17%). Overall, the actions have been effective in promoting growth across most groups, particularly for LI and HI students. However, there is a need for more focused interventions for EL and SWD students to further enhance their outcomes.

Action 8.3 Personnel for Chronic Absenteeism Case Management was rated 2, Somewhat Effective as measured by metric 8.6. The data on Chronic Absenteeism for African American students in 2023 was 63.1% and was reduced to 56.9%, a decrease of 6.2%. These results, while indicating partial success, highlight the value of dedicated personnel in tackling chronic absenteeism and fostering a more positive school attendance climate.

Action 8.4 Intervention Small Group Instruction was rated 2-Somewhat Effective as measured by metric M8.1 and M8.2. As evidenced by the data, all student groups in English Language Arts exhibited notable academic growth. The All Students group improved from -115.1 to -106.3 DFS, with significant gains among English Learners from -149.8 to -137.7 DFS, Low Income students from -117.1 to -109.8 DFS, African American students from -128 to -119.2 DFS, and Hispanic students from -115 to -104.7 DFS. In Math, however, the outcomes were mixed. While the All Students group showed slight improvement from -175.3 to -174.0 DFS, and English Learners improved from -192.7 to -188.5 DFS, and Hispanic students from -174.2 to -170.8 DFS, Low Income students experienced a slight decline from -174.9 to -176.1 DFS, and African American students saw a minor decrease from -185.7 to -187.3 DFS. Students with Disabilities improved from -210.5 to -207.4 DFS, and data for Long-Term English Learners was newly recorded at -196.7 DFS. Overall, the action was more effective in ELA, indicating a need for further interventions in Math to replicate the success seen in ELA. Therefore, while the strategic deployment of resident substitutes demonstrably accelerated academic growth in English Language Arts across all student subgroups, the inconsistent results in Math highlight the necessity for targeted adjustments to intervention strategies in that subject to achieve comparable widespread success.

Action 8.5 Equity Multiplier funds were planned to support Supplemental Materials for ELA and Math, but we are not able to determine effectiveness as measured by M8.3 and M8.4 due to the materials not being purchased. To ensure effective implementation in the upcoming school year, we will strategically purchase materials, such as Standards Plus, at the beginning of the year to directly support ELA and Math instruction aligned with state standards. This proactive approach will allow for timely integration of resources and a clear evaluation of their impact on student learning. iReady Reading data showing an increase in the percentage of students meeting or exceeding expectations for all students (11% to 17%), EL (2% to 6%), LI (11% to 17%), AA (11% to 16%) and HI (11% to 17%). Overall, the data shows effective progress across all groups, indicating the actions taken are positively impacting iReady Reading growth. The consistent and targeted support provided through the Equity Multiplier funds demonstrably fostered significant growth in literacy across all student groups, laying a stronger foundation for their future academic success. In iReady Math data shows an increase in the percentage of students meeting or exceeding expectations for all students (5% to 17%), EL (1% to 6%), LI (5% to 17%), SWD (0% to 2%), AA (5% to 16%), and HI (6% to 17%). Overall, the actions have been effective in promoting growth across most groups, particularly for LI and HI students. However, there is a need for more focused interventions for EL and SWD students to further enhance their outcomes.

Action 8.6 Equity Multiplier funds were planned to support Home Visits to increase connections with parents/guardians, but we are not able to determine effectiveness as measured by metrics M8.3 and M8.4 due to staffing challenges, these home visits did not occur. The intent of this action was to use the funds for staff to conduct home visits. We will continue to explore staffing solutions and refine our approach to ensure these vital home visits can be effectively implemented in the upcoming school year.

Action 8.7 Equity Multiplier funds were used to support Additional Support for Personnel for Program Implementation, was (2) somewhat effectiveness as measured by metrics M8.3 and M8.4 because the intended personnel did not use extended hours. Personnel completed the work during standard daytime hours. iReady Reading data showing an increase in the percentage of students meeting or exceeding expectations for all students (11% to 17%), EL (2% to 6%), LI (11% to 17%), AA (11% to 16%) and HI (11% to 17%). Overall, the data shows effective progress across all groups, indicating the actions taken are positively impacting iReady Reading growth. The consistent and targeted support provided through the Equity Multiplier funds demonstrably fostered significant growth in literacy across all student groups, laying a stronger foundation for their future academic success. In iReady Math data shows an increase in the percentage of students meeting or exceeding expectations for all students (5% to 17%), EL (1% to 6%), LI (5% to 17%), SWD (0% to 2%), AA (5% to 16%), and HI (6% to

17%). Overall, the actions have been effective in promoting growth across most groups, particularly for LI and HI students. However, there is a need for more focused interventions for EL and SWD students to further enhance their outcomes.

Action 8.8 Equity Multiplier funds were used to support Mentoring, Tutoring, and Resource Support/Consultant was somewhat effective as measured by metrics 8.1, 8.2, 8.3, 8.4, and 8.5. In English Language Arts (ELA), data reveals encouraging progress. All student groups demonstrated improved Distance From Standard (DFS) scores: the All Students group moved from -115.1 to -106.3, English Learners from -149.8 to -137.7, Low Income students from -117.1 to -109.8, African American students from -128 to -119.2, and Hispanic students from -115 to -104.7. Furthermore, iReady Reading data (metric 8.3) indicated these efforts proved effective in improving literacy outcomes, showing an increase in the percentage of students meeting or exceeding expectations for all students (11% to 17%), EL (2% to 6%), LI (11% to 17%), AA (11% to 16%) and HI (11% to 17%). Overall, the data shows effective progress across all groups, indicating the actions taken are positively impacting iReady Reading growth. In Math, all student groups showed a marginal gain in Distance from Standard (DFS), moving from -175.3 to -174.0. Similarly, English Learners improved from -192.7 to -188.5 DFS, and Hispanic students from -174.2 to -170.8 DFS. However, Low Income students experienced a slight setback, with their DFS decreasing from -174.9 to -176.1, and African American students also saw a minor dip from -185.7 to -187.3 DFS. Conversely, Students with Disabilities made progress, improving from -210.5 to -207.4 DFS. New data for Long-Term English Learners showed a DFS of -196.7. Supporting these trends, iReady Math data (metric 8.4) showed gains in the percentage of students meeting or exceeding expectations for all students (5% to 17%), EL (1% to 6%), LI (5% to 17%), SWD (0% to 2%), AA (5% to 16%), and HI (6% to 17%). Overall, the actions taken have been effective in improving iReady Math growth across all student groups, though continued focus on EL and SWD students could further enhance outcomes. In summary, the Equity Multiplier funds facilitated interventions that contributed to notable academic growth in ELA across all student populations. While mathematics showed some areas of success, particularly for English Learners and Hispanic students, the data suggests a need to refine strategies to better support Low Income and African American students in reaching their full potential. Across all student demographics, the overall suspension rate saw a slight decrease from 22.4% to 21.3%. EL and HI students experienced notable decreases in suspension rates, dropping from 14.6% to 11.1% and 16.5% to 14.4% respectively, suggesting successful interventions for these groups. However, FY saw an increase in suspensions from 23.7% to 27.6%, and SWD also experienced a slight rise from 24.4% to 25.5%. AA students faced a significant increase in suspensions, climbing from 37.1% to 40.7%. LI students and WH students maintained stable suspension rates at 22.2% and 20.5% respectively, and students identifying as Two or More races saw a slight decrease from 25.4% to 24.2%. These figures underscore the need for targeted support for FY, SWD, and particularly AA students to address their rising suspension rates.

Action 8.9 Indirect Costs: Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. The Equity Multiplier funds were used exclusively for direct student support at the site-level implementation aligned with LCAP goals.

Action 8.10 Equity Multiplier funds were used to support Professional Development/ Consultant for English Language Arts and Math was somewhat effective as measured by metric M8.1 and M8.2. While our efforts yielded some positive results, particularly in ELA, significant work remains. We observed gains in ELA for all students (-115.1 to -106.3, with English Learners (-149.8 to -137.7), Low-Income (-117.1 to -109.8), African American (-128 to -119.2), and Hispanic (-115 to -104.7). Despite these improvements, all student groups remain significantly below standard, underscoring the continued need for targeted support in ELA. In Mathematics, the overall Distance From Standard for all students remained consistent (-175.3 to -174.0), English Learners (-192.7 to -188.5), Low-Income (-174.9 to -176.1), Students with Disabilities (-210.5 to -207.4), African American (-185.7 to -187.3), Hispanic (-174.2 to -170.8), and Long Term English Learners (LTEL) scored 196.7 Distance From Standard. Therefore, continued support in mathematics is also necessary. This action yielded modest English

Language Arts gains across all student groups, significant disparities persist in both English Language Arts and Math, necessitating continued and potentially enhanced support in these areas.

Action 8.11 Equity Multiplier was not implemented and therefore effectiveness can not be determined. However, students did show success in English Language Arts per metric M8.1 and M8.2. The data reveals that all student groups exhibited positive academic growth in ELA as measured by Distance From Standard (DFS) scores. Specifically, the All Students group improved from -115.1 to -106.3 DFS, English Learners progressed from -149.8 to -137.7 DFS, Low Income students moved from -117.1 to -109.8 DFS, African American students from -128 to -119.2 DFS, and Hispanic students from -115 to -104.7 DFS. This consistent improvement across diverse populations suggests that the reading interventions delivered by the Instructional Personnel, which focused on cultivating independent reading through decoding and fluency skills, were effective in supporting literacy advancement school-wide. In contrast, the Math data presented a more varied picture during the 2023-2024 academic year. While the All Students group showed a marginal improvement in DFS from -175.3 to -174.0, alongside gains for English Learners (from -192.7 to -188.5 DFS) and Hispanic students (from -174.2 to -170.8 DFS), other key subgroups experienced setbacks. Notably, the Low Income group's DFS slightly worsened from -174.9 to -176.1, and African American students also saw a minor decline from -185.7 to -187.3 DFS. Students with Disabilities did show improvement, moving from -210.5 to -207.4 DFS. Additionally, baseline data for Long-Term English Learners was recorded at -196.7 DFS. The absence of dedicated Intervention Instructional Personnel for Math this year likely contributed to these less consistent outcomes. Therefore, securing such personnel will be a critical priority for the upcoming school year to ensure targeted support and promote similar positive growth in Math achievement across all student groups, mirroring the success observed in ELA.

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.

What is new this year is that Long-term English Learners were red in the 2024 dashboard. As such, the goal and why statement have been revised to reflect the revised goal. On the California School Dashboard for 2024, Long Term English Learners scored red (-196.7 DFS) and was identified as focus group for Math. This student group has been included into students of focus for Action 8.1, 8.4, 8.5, 8.10, and 8.11. The baseline data for Long Term English Learners has been added to the Measuring and Reporting section with a target outcome of -151.4 DFS (Metric 8.2).

Metric 8.1 and 8.2 Title change to be more clear and explicit regarding unit of measure and source.

Metrics 8.1, 8.2, 8.5, and 8.6 the date of the baseline data changed and the word Dashboard was added

Metric 8.2 added the LTEL student group

Metric 8.3 and 8.4 the baseline data and targeted outcome data was updated

Metric 8.3, 8.4 the data of the baseline data changed.

Metric 8.3 and 8.4 was updated to include % of students who nearly met and not met standard and the description of the metric was updated to include that language

Metric 8.3 the title has be updated to iReady Reading

Metric 8.7 for English Language Proficiency Indicator (ELPI) was added

Action 8.5 Title changed

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
8.1	ELA and Math Professional Development-Contracted Services/Consultant	Columbia will provide vetted consultants/contracted services to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math. Contracted services to work school wide in ELA and mathematics will lead to improved student achievement schoolwide as measured by M 8.1, M 8.2 and 8.7.	\$66,451.00	No
8.2	Literacy Coaching	Columbia Middle School will hire contracted ELA, Math, Science, and Social Studies Literacy Coaches to provide English Language Arts literacy (ELA) coaching to the core subject department teachers to improve student achievement in ELA as measured by M 8 .3 and M 8.4.	\$182,031.00	No
8.3	Chronic Absenteeism Case Management	Personnel will be hired to provide tiered II and III school wide to address and reduce chronic absenteeism as measured by M 8.6.	\$70,000.00	No
8.4	Intervention Small Group Instruction	Personnel will be hired to provide ELA and Math tiered intervention support and case management schoolwide ELA and mathematics to improve student achievement in ELA and Math as measured by M 8.1, M 8.2 and 8.7.	\$67,000.00	No
8.5	Supplemental Materials for ELA and Math	Columbia will purchase supplemental intervention materials to provide additional standards based practice schoolwide to improve student achievement in ELA and Math measured by M 8.3, M 8.4, and 8.7	\$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
8.6	Home Visits to increase connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA and Math schoolwide to improve academic achievement in ELA and Math measured by M 8.3. and M 8.4. Anticipated costs include reimbursable mileage and additional hours for staff.	\$15,000.00	No
8.7	Program Implementation Additional Supports	Support personnel will provide after hour telephone connections, reminders, and student monitoring updates, timely data as part of an Extended Work Year or in a Limited Term position to support school wide mathematics to improve academic achievement in ELA and Math as measured by M 8.3 and M 8.4.	\$6,000.00	No
8.8	Mentoring, Tutoring, and Resource Support - Consultant	A vetted vendor will provide contracted services to address critical areas of need, including mentoring, tutoring, and resource support in English Language Arts (ELA), Mathematics, Suspension Rates, and Chronic Absenteeism. These services will be provided school wide to improve academic achievement and reduce suspension rates and chronic absenteeism as measured by M 8.1, M 8.2, M 8.3, M 8.4, and M 8.5.	\$60,000.00	No
8.9	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	\$48,286.00	No
8.10	Professional Development - Consultants for ELA and Math	Vetted consultants to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math as measured by M 8.1, M 8.2, and 8.7	\$70,000.00	No
8.11	Intervention-Instructional Personnel	Instructional Personnel will work an Extended Work Year or in a Limited Term position to work directly with students school wide in small groups to improve academic achievement in English Language Arts and Math as measured by M 8.1, M 8.2 and 8.7	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Equity Multiplier - Mesa Linda Middle School By the end of the 2027 school year students at Mesa Linda Middle School will improve academic achievement in ELA schoolwide (including English Learners, Long-term English Learners, Low-Income, Students with Disabilities, African American and Hispanic students) and Math school wide (including English Learner, Long-term English Learner, African American, Low-Income, Students with Disabilities, Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Mesa Linda Middle School will reduce suspension rates (including English Learner, Foster Youth, Low-Income, Students with Disabilities, African American and Hispanic, White, and 2 or More student groups) and chronic absenteeism schoolwide (including English Learner, Foster Youth, Low-Income, Students with Disabilities, African American, Hispanic, White, and 2 or More student groups).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our review of the 2024 California School Dashboard data highlights the importance of our ongoing commitment to supporting English Language Arts (ELA) and mathematics across Mesa Linda Middle School. In ELA, we will continue to focus our efforts on ensuring the success of all students, with targeted support for our English Learners, students from low-income backgrounds, students with disabilities, African American students, and Hispanic students. Similarly, our schoolwide math support will prioritize the needs of these same student groups.

Analyzing the overall growth from 2023 to 2024 across ELA, Math, Suspension, and Chronic Absenteeism reveals a mixed landscape of progress. In ELA, there was a slight decline in performance, with the overall score moving from -123.5 to -127 DFS. However, English Learners improved from -144.5 to -139.1 DFS, and Students with Disabilities showed significant progress from -180.3 to -167.4 DFS, indicating effective interventions for these groups. In 2024, CA Dashboard identified a very low proficiency of (red) in Language Arts (ELA) for the English Learner student group at LTEL-153.8 DFS. In Math, the overall score slightly improved from -177.8 to -176.5 DFS, with Hispanic students improving from -174.2 to -171.8 DFS. In 2024, CA Dashboard identified a very low proficiency of (red) in Math for the African American student group at AA-189.2 DFS and Long-term English Learners at LTEL-153.8 DFS. The Suspension rates decreased overall from 32.9% to 29.3%, with notable reductions for English Learners and Foster Youth, suggesting successful strategies were

implemented. Chronic Absenteeism showed slight overall improvement from 56.5% to 55.8%, with significant reductions among English Learners and Foster Youth. In 2024, CA Dashboard identified a very low proficiency of (red) in Chronic Absenteeism rate for the White student group at -74.4%. While some strategies have proven effective, continued focus on targeted interventions is essential for consistent progress across all metrics.

Valuable feedback from our educational partners emphasizing the continuing need for strong instructional support in ELA, Math, behavior management, parent engagement, and absenteeism directly informs our focus. To effectively address these identified needs, our school improvement plan includes specific, targeted actions outlined in our goals. These needs, identified during the development of our Comprehensive Needs Assessment (CNA) for Equity Multiplier funds, include: ELA and Math Professional Development- Contracted Services/Consultant (9.1), Literacy Coaching (9.2), Chronic Absenteeism Case Management (9.3), Intervention Small Group Instruction (9.4), Supplemental Materials (9.5), Home Visits and increased connections with parents/guardians (9.6), Additional Support Personnel for Program Implementation (9.7), Mentoring, Tutoring and Resource Support - Consultant (9.8), and Indirect Costs (9.9). We will monitor student progress in both reading and math using the i-Ready assessments to ensure our strategies are making a positive impact.

Mesa Linda Middle School is establishing a positive climate and culture on campus to create an engaging learning environment for all students – including the groups English Learners, Foster Youth, Low Income, Students with Disabilities, African American, Hispanic, White, and Two or More Races to significantly decrease chronic absenteeism and reduce school-wide suspension rates.

These actions were determined after the design of the District-level services/activities for 2024-2027 as well as the development of the 2025-2026 School Plan for Student Achievement (SPSA) to ensure the Equity Multiplier actions were supplemental and did not supplant services/activities with funding provided through the Local Control Funding Formula (LCFF), Expanded Learning Opportunities Program (ELO-P), and Comprehensive Support and Improvement (CSI) (if applicable).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	CAASPP ELA Distance from Standards (DSF) CA School Dashboard	2023 Dashboard All -123.5 DFS EL -144.5 DFS LI -123.8 DFS SWD -180.3 DFS AA -143.8 DFS HI -119.2 DFS LTEL-153.8 DFS	2024 Dashboard All -127 DFS EL -139.1 DFS LI-128.5 DFS SWD -167.4 DFS AA -144.2 DFS HI -118.7 DFS LTEL-153.8 DFS		All -83.5 DFS EL -104.5 DFS LI -83.8 DFS SWD -140.3 DFS AA -103.8 DFS HI -79.2 DFS LTEL-107 DFS	All -3.5 DFS EL +5.4% LI -4.7 DFS SWD +12.9% AA -0.4 DFS HI +0.5 DFS LTEL 0
9.2	CAASPP Math	2023 Dashboard All -177.8 DFS	2024 Dashboard All -176.5 DFS		All -137.8 DFS EL -153.1 DFS	All +1.3 DFS EL +0.5 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standards (DSF) CA School Dashboard	EL -193.1 DFS LI -174.9 DFS SWD -210.5 DFS HI -174.2 DFS AA -190.5 DFS LTEL -202.5 DFS	EL -192.6 DFS LI -178.2 DFS SWD -218.4 DFS HI -171.8 DFS AA -189.2 DFS LTEL -202.5 DFS		LI -134.9 DFS SWD -170.5 DFS HI -134.2 DFS AA -146.6 DFS LTEL -162 DFS	LI -3.3 DFS SWD -7.9 DFS HI +2.4 DFS AA +1.3 DFS LTEL 0
9.3	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 11% Meets or Exceeds 14% Nearly Met 75% Not Met EL 6% Meets or Exceeds 6% Nearly Met 88% Not Met LI 11% Meets or Exceeds 14% Nearly Met 75% Not Met SWD 0% Meets or Exceeds 2% Nearly Met 98% Not Met HI 11% Meets or Exceeds 18% Nearly Met 71% Not Met AA 11% Meets or Exceeds	2024-2025 Spring Assessment All 12% Meets or Exceeds 12% Nearly Met 76% Not Met EL 3% Meets or Exceeds 7% Nearly Met 90% Not Met LI 12% Meets or Exceeds 12% Nearly Met 76% Not Met SWD 0% Meets or Exceeds 0% Nearly Met 100% Not Met HI		All 25% Meets or Exceeds 25% Nearly Met 50% Not Met EL 20% Meets or Exceeds 20% Nearly Met 60% Not Met LI 25% Meets or Exceeds 25% Nearly Met 50% Not Met SWD 10% Meets or Exceeds 10% Nearly Met 80% Not Met HI 25% Meets or Exceeds 25% Nearly Met 50% Not Met	All +1% Meets or Exceeds -2% Nearly Met +1% Not Met EL -3% Meets or Exceeds +1% Nearly Met +2% Not Met LI +1% Meets or Exceeds -2% Nearly Met +1% Not Met SWD 0% Meets or Exceeds -2% Nearly Met +2% Not Met HI +1% Meets or Exceeds -5% Nearly Met +4% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8% Nearly Met 81% Not Met	12% Meets or Exceeds 13% Nearly Met 75% Not Met AA 10% Meets or Exceeds 9% Nearly Met 81% Not Met		AA 25% Meets or Exceeds 25% Nearly Met 50% Not Met	AA -1% Meets or Exceeds +1% Nearly Met 0% Not Met
9.4	iReady Mathematics % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 7% Meets or Exceeds 15% Nearly Met 78% Not Met EL 5% Meets or Exceeds 6% Nearly Met 89% Not Met LI 7% Meets or Exceeds 15% Nearly Met 79% Not Met SWD 0% Meets or Exceeds 0% Nearly Met 100% Not Met HI 4% Meets or Exceeds	2024-2025 Spring Assessment All 14% Meets or Exceeds 15% Nearly Met 71% Not Met EL 12% Meets or Exceeds 15% Nearly Met 73% Not Met LI 14% Meets or Exceeds 15% Nearly Met 71% Not Met SWD 0% Meets or Exceeds		All 21% Meets or Exceeds 15% Nearly Met 64% Not Met EL 19% Meets or Exceeds 6% Nearly Met 75% Not Met LI 21% Meets or Exceeds 15% Nearly Met 64% Not Met SWD 8% Meets or Exceeds 4% Nearly Met 88% Not Met HI	All +7% Meets or Exceeds 0% Nearly Met -7% Not Met EL +7% Meets or Exceeds +9% Nearly Met -16% Not Met LI +7% Meets or Exceeds 0% Nearly Met -7% Not Met SWD 0% Meets or Exceeds 0% Nearly Met 0% Not Met HI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% Nearly Met 78% Not Met AA 9% Meets or Exceeds 8% Nearly Met 83% Not Met	0% Nearly Met 100% Not Met HI 14% Meets or Exceeds 19% Nearly Met 67% Not Met AA 9% Meets or Exceeds 9% Nearly Met 82% Not Met		21% Meets or Exceeds 15% Nearly Met 64% Not Met AA 24% Meets or Exceeds 15% Nearly Met 61% Not Met	+10% Meets or Exceeds +1% Nearly Met -11% Not Met AA 0% Meets or Exceeds +1% Nearly Met -1% Not Met LTEL No Data
9.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard All 32.9% EL 28.4% FY 43.1% LI 33.5% SWD 38.2% AA 49.8% HI 24.7% WH 28.9% 2 or More 43.9%	2024 Dashboard All 29.3% EL 21% FY 29.8% LI 30.9% SWD 30.8% AA 44.4% HI 19.3% WH 31.1% 2 or More 42.3%		2027 All 26% EL 22% FY 30% LI 26% SWD 30% AA 35% HI 19% WH 23% 2 or More 35%	All -3.6% EL -7.4% FY -13.3% LI -2.6% SWD -7.4% AA -5.4% HI -5.4% WH +2.2% 2 or More -1.6%
9.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 Dashboard All 56.5% EL 58.5% FY 50.8% LI 58.3% SWD 60.7% AA 61.2% HI 54.9% 2 or More 62.3% WH 44.7%	2024 Dashboard All 55.8% EL 48% FY 34% LI 58.4% SWD 56.3% AA 61.4% HI 51.2% 2 or More 59.5% WH 74.4%		All 45% EL 46% FY 40% LI 46% SWD 48% AA 48% HI 43% 2 or More 49% WH 35%	All -0.7% EL -10.5% FY -16.8% LI +0.1% SWD -4.4% AA +0.2% HI -3.7% 2 or More -2.8% WH +29.7%

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

Goal Analysis [2024-25]

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.

During the 2024-2025 school year, Mesa Linda Middle School implemented eight of the ten actions, with some only partially implemented due to site turnover and leadership transition, resulting in both successes and notable challenges.

9.1 English Language Arts and Math Professional Development Contracted Services/Consultant was partially implemented as contracted services and consultants were not hired to provide professional development. A success is that the Vice Principal pulled teams and provided professional development and coaching at the site level. A challenge was the staff did not receive the depth of learning that was intended.

9.2 Literacy Coaching was partially implemented as a site Literacy Coach was not hired to provide this support to teachers. A success is that the site administration provided coaching to core subject department staff.

9.3 Chronic Absenteeism Case Management was not implemented as planned because a Case manager was not hired. However, additional support personnel were hired to provide Tier 1 and Tier II supports for chronic absenteeism, such as phone calls home, check-in with students and letter to parents.

9.4 Intervention Small Group Instruction was implemented as planned. Hired the additional push-in support personnel who provided the small group instruction to students who needed it.

9.5 Supplemental & Intervention Materials were somewhat implemented. A success is that some supplemental materials were purchased schoolwide for all teachers to use, especially for low-income students and students at risk. However, due to leadership changes that prevented a thorough needs assessment to be completed the purchasing of additional materials were put on hold.

9.6 Home Visits and Increased Connections with Parents/Guardians was implemented and did contribute to a minimal overall decrease. AESD staff conducted the home visits.

9.7 Additional Instructional Support Personnel was implemented in conjunction with Action 9.4 late in the school year. Additional staff contracted under Action 9.4 were used.

9.8 Mentoring, Tutoring, and Resource Support Consultant was planned for three sessions, and two were completed. Mentoring and Support provided by Project Lead the Way, provided two of three planned sessions, concentrated on Math, English Language Arts, and fostering cultural awareness to support diversity.

9.9 Intervention Instructional Personnel was implemented in conjunction with Action 9.4. They were able to hold small group instruction with students. A challenged they faced was not having consistent personnel to work with students.

9.10 Indirect Costs was implemented as planned. Although this action is not related for implementation, this action ensures the accurate accounting administrative overhead associated with this goal. Indirect costs were implemented appropriately for each school site based on the California Department of Education approved LEA rate.

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 9.1 Consultants and contracted services were not hired as planned

Action 9.2 The literacy coach was not hired as originally planned.

Action 9.3 Had a material difference because the costs associated with the additional multiple clerks cost more than the one case manager originally planned.

Action 9.4 Additional funding outside of the LCAP was used towards this action. The funding associated with this action will be used this upcoming year.

Actions 9.5 had a material difference because not all anticipated materials were purchased.

Action 9.6 did not show expenditures because staff conducted home visits and mileage was not submitted

Action 9.7 the material difference was due to the staffing for this action was hired under Action 9.4 using additional funding outside of the LCAP

Action 9.8 another funding source outside of the LCAP was used to provide mentoring and coaching and professional learning for staff

Action 9.9 there were no expenditures because the expenditures were under Action 9.4.

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

Adelanto Elementary School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective; 3-Effective.

Action 9.1 Equity Multiplier funds were used to support English Language Arts (ELA) and Math Professional Development Contracted Services/Consultants, was rated 1-Not Effective as measured by metric 9.1 and 9.2. Despite site turnover and a leadership transition hindering the overall effectiveness of Action 9.1, English Language Arts (ELA) and Math Professional Development Contracted Services/Consultant, the data reveals some interesting trends. While the overall Distance from Standard (DFS) in Metric 9.1 for ELA improved by 3.5 points, with English Learners showing a significant gain of 5.4 DFS and Students with Disabilities demonstrating a substantial improvement of 12.9 DFS, Hispanic by 0.5 DFS, other groups experienced a decline Low-Income by 4.7 DFS, and African American by 0.4 DFS. For Math the overall Distance from Standard improved by 1.3 points, Hispanic by 2.4 DFS, African American by 1.3 DFS, with the other groups showing a decline Low-Income by 3.3 DFS, and Students with Disabilities showing a significant decline by 7.9 DFS. These mixed results underscore the continued need for targeted professional development in ELA and Math.

Action 9.2 Equity Multiplier funds were used to support Literacy Coaching, was rated somewhat effective. The overall Distance from Standard (DFS) in Metric 9.1 for ELA improved by 3.5 points, with English Learners showing a significant gain of 5.4 DFS and Students with Disabilities demonstrating a substantial improvement of 12.9 DFS, Hispanic by 0.5 DFS, other groups experienced a decline Low-Income by 4.7 DFS, and African American by 0.4 DFS. Continued emphasis will be placed on the academic growth of all student groups, with a

particular focus on Low-Income, African American, and Long-Term English Learners (LTELs). The 2024-2025 iReady Reading data indicates mixed effectiveness in the percentage of students meeting or exceeding standards across student groups. Increases were seen with all students (11% to 12%), LI (11% to 12%), and HI(11% to 12%). Students with Disabilities did not change (0% to 0%), while the following groups declined EL (6% to 3%), AA (11% to 10%) and HI(11% to 12%). Overall, the actions have shown limited effectiveness in promoting growth across the groups.

Action 9.3 Equity Multiplier funds were used to support Personnel for Chronic Absenteeism Case Management, was 1- Not Effective as measured by metric 9.6. Equity Multiplier funds aimed to hire a case manager for Chronic Absenteeism monitoring; however, the primary implementation challenge of administrative leadership turnover, delayed action delivery. Despite this, the overall percentage of students absent 10% or more for all students was 55.8%, a minimal decrease of 0.7%. Most student groups showed a decline: English Learners by 10.5%, Foster Youth 16.8%, Students with Disabilities by 4.4%, Hispanic by 3.7%, and Two or More Races by 2.8%. Other groups showed an increase: Low-Income by 0.1%, African American by 0.2%, and a significant increase for White students by 29.7%, which really highlights the ongoing need for the originally intended case management position to effectively address chronic absenteeism.

Action 9.4 Equity Multiplier funds were used to support Intervention Small Group Instruction, was 1-Not Effective as measured by metric 9.1 and 9.2. Despite site turnover and a leadership transition hindering the overall implementation of Action 9.4, Intervention Small Group Instruction, the data reveals some interesting trends. While the overall Distance from Standard (DFS) in Metric 9.1 for ELA improved by 3.5 points, with English Learners showing a significant gain of 5.4 DFS and Students with Disabilities demonstrating a substantial improvement of 12.9 DFS, Hispanic by 0.5 DFS, other groups experienced a decline Low-Income by 4.7 DFS, and African American by 0.4 DFS. For Math the overall Distance from Standard improved by 1.3 points, Hispanic by 2.4 DFS, African American by 1.3 DFS, with the other groups showing a decline Low-Income by 3.3 DFS, and Students with Disabilities showing a significant decline by 7.9 DFS. A challenge that took place were ongoing classroom disruptions such as lack of participation/disengagement, dominant personalities, visual distractions, and interruptions in instruction which hindered student learning.

Action 9.5 Equity Multiplier funds were used to support Supplemental Materials, was 2-Somewhat Effective as measured by M9.3 and M9.4. The utilization of supplemental instructional resources contributed to an observed improvement in student performance in both Mathematics and English Language Arts and Mathematics. The 2024-2025 iReady Reading data indicates mixed effectiveness in the percentage of students meeting or exceeding standards across student groups. Increases were seen with all students (11% to 12%), LI (11% to 12%), and HI(11% to 12%). Students with Disabilities did not change (0% to 0%), while the following groups declined EL (6% to 3%), AA (11% to 10%) and HI(11% to 12%). Overall, the actions have shown limited effectiveness in promoting growth across the groups. Similarly, 2024-2025 iReady Math data shows an increase in the percentage of students meeting or exceeding standards for All Students (7% to 14%), LI (7% to 14%), English Learners (5% to 12%), HI (4% to 14%), while SWD (0% to 0%) and AA (9% to 9%) remained the same. Overall, the actions have been effective in promoting growth across most groups, particularly for EL and HI students. However, there is a significant need to address the performance of SWD students through tailored interventions and support strategies.

Action 9.6 Equity Multiplier funds were used to support Home Visits, was 2-Somewhat Effective as measure by metrics M9.3 and M9.4. Home visits have shown to be somewhat effective as parents have received information and have been made aware of the importance of attendance and the impact of it on achievement and student well-being. Despite that chronic absenteeism rate went down, there continues to be a need to provide home visits to continue to decrease chronic absenteeism for all students and English Learners, Foster Youth, low-income, Student with disabilities (SWD), African American. The overall percentage of students absent 10% or more for all students was

55.8%, a minimal decrease of 0.7%. Most student groups showed a decline: English Learners by 10.5%, Foster Youth 16.8%, Students with Disabilities by 4.4%, Hispanic by 3.7%, and Two or More Races by 2.8%. Other groups showed an increase: Low-Income by 0.1%, African American by 0.2%, and a significant increase for White students by 29.7%. The overall suspension rates of California School Dashboard for all students was 29.3%, that shows a decrease by 3.6%. The other groups showed a decrease English Learner by 7.4%, Foster Youth by 13.3%, Low-Income by 2.6%, Students with Disabilities by 7.4%, African American by 5.4%, Two or More Races by 1.6%, however White increased by 2.2%. Considering that home visits have demonstrated effectiveness in raising parental awareness and reducing chronic absenteeism, their continued implementation is important to further decrease absenteeism rates across all student groups, including English Learners, Foster Youth, low-income students, students with disabilities, and African American students.

The 2024-2025 iReady Reading data indicates mixed effectiveness in the percentage of students meeting or exceeding standards across student groups. Increases were seen with all students (11% to 12%), LI (11% to 12%), and HI(11% to 12%). Students with Disabilities did not change (0% to 0%), while the following groups declined EL (6% to 3%), AA (11% to 10%) and HI(11% to 12%). Overall, the actions have shown limited effectiveness in promoting growth across the groups. Similarly, 2024-2025 iReady Math data shows an increase in the percentage of students meeting or exceeding standards for All Students (7% to 14%), LI (7% to 14%), English Learners (5% to 12%), HI (4% to 14%), while SWD (0% to 0%) and AA (9% to 9%) remained the same. Overall, the actions have been effective in promoting growth across most groups, particularly for EL and HI students. However, there is a significant need to address the performance of SWD students through tailored interventions and support strategies.

Action 9.7 Equity Multiplier funds were used to support Additional Support Personnel for Chronic Absenteeism Intervention, was 1-Not Effective as measured by M9.1 and M9.2. Implementation faced a primary challenge: the turnover of administrative leadership. This turnover delayed the delivery of the action. Despite identifying staff to provide support during this challenge, the overall percentage of students absent 10% or more for all students was 55.8%, a minimal decrease of 0.7%. Most student groups showed a decline in this percentage: English Learners by 10.5%, Foster Youth 16.8%, Students with Disabilities by 4.4%, Hispanic by 3.7%, and Two or More Races by 2.8%. Conversely, other groups showed an increase: Low-Income by 0.1%, African American by 0.2%, and a significant increase for White students by 29.7%. Therefore, there is a need to continue this action to support all students, English Learners, Foster Youth, Low-income, Students with Disabilities, African American, Hispanic, White, and Two or More Races.

Action 9.8 Equity Multiplier funds were used to support Mentoring, Tutoring, and Resource Support-Consultant, was 2-Somewhat Effective as measured by M9.1, M9.2, M9.3, and M9.5. Encouragingly, for Math the overall Distance from Standard improved by 1.3 points, Hispanic by 2.4 DFS, African American by 1.3 DFS, with the other groups showing a decline Low-Income by 3.3 DFS, and Students with Disabilities showing a significant decline by 7.9 DFS. While the overall Distance from Standard (DFS) in Metric 9.1 for ELA improved by 3.5 points, with English Learners showing a significant gain of 5.4 DFS and Students with Disabilities demonstrating a substantial improvement of 12.9 DFS, Hispanic by 0.5 DFS, other groups experienced a decline Low-Income by 4.7 DFS, and African American by 0.4 DFS. While mentoring and support showed some promise for Hispanic and African American students, and certain actions proved beneficial for English Learners and Students with Disabilities, these interventions were notably ineffective for Low-Income students and even led to declines for this group and African American students. This highlights the critical need for more targeted and tailored support strategies to effectively address the diverse needs of all student groups. The 2024-2025 iReady Reading data indicates mixed effectiveness in the percentage of students meeting or exceeding standards across student groups. Increases were seen with all students (11% to 12%), LI (11% to 12%), and HI(11% to 12%). Students with Disabilities did not change (0% to 0%), while the following groups declined EL (6% to 3%), AA (11% to 10%) and HI(11% to 12%). Overall, the actions have shown limited effectiveness in promoting growth across the groups. Over the past year, the suspension data shows a significant decline in suspension rates across several student groups. All students (32.9% to 29.3%), EL (28.4% to 21%), FY (43.1%

to 29.8%), LI (33.5% to 30.9%), SWD (38.2% to 30.8%), AA (49.8% to 44.4%), HI (24.7% to 19.3%), and Two or More races (43.9% to 42.3%). However, WH showed a slight increase (28.9% to 31.1%). Overall, interventions have been effective in reducing suspensions for most groups, especially for EL, FY, and HI students, but further targeted efforts are needed to address the increase among White students and continue to reduce rates for African American students.

Action 9.9 Equity Multiplier funds were used to support Intervention Instructional Personnel, was 1-Not Effective as measured by M9.2 and M9.2. Despite site turnover and a leadership transition hindering the overall implementation of Action 9.9, Intervention Instructional Personnel, the data reveals some interesting trends. While the overall Distance from Standard (DFS) in Metric 9.1 for ELA improved by 3.5 points, with English Learners showing a significant gain of 5.4 DFS and Students with Disabilities demonstrating a substantial improvement of 12.9 DFS, Hispanic by 0.5 DFS, other groups experienced a decline Low-Income by 4.7 DFS, and African American by 0.4 DFS. For Math the overall Distance from Standard improved by 1.3 points, Hispanic by 2.4 DFS, African American by 1.3 DFS, with the other groups showing a decline Low-Income by 3.3 DFS, and Students with Disabilities showing a significant decline by 7.9 DFS. These mixed results emphasize the ongoing need for focused support in ELA and Math for Intervention Instructional Personnel.

Action 9.10 Indirect Costs: Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. The Equity Multiplier funds were used exclusively for direct student support at the site-level implementation aligned with LCAP goals.

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.

What is new this year is that Long-term English Learners were red in the 2024 dashboard in English Language Arts and Math and African American group in Math. The 2024 California School Dashboard results indicate that Long Term English Learners (LTEL) scored significantly low, earning a red performance level with a -153.8 Distance From Standard (DFS) in English Language Arts (ELA) and a -202.5 DFS in Mathematics. Consequently, this student group has been designated as a focus group and is specifically addressed in Actions 9.1, 9.2, 9.4, 9.5, 9.6, and 9.8. Baseline data for LTEL has been incorporated into the Measuring and Reporting sections M9.1 and M9.2, establishing target outcomes of -107 DFS in ELA for M9.1 and -162 DFS in Math for M9.2. For the African American student group, which had a baseline Math proficiency score of -189.2 DFS, the target outcome is a score of -146.6 DFS. This group's initial status is also categorized as "red." In the area of Chronic Absenteeism, a newly identified student group, "White," is performing at the red level with 74.4%. To address this, Action 9.3 specifically focuses on this group, and the target outcome of 35% has been updated within the Measuring and Reporting section in M9.6.

Action 9.2 Literacy Coaching will remain with planned implementation for the 2025-2026 school year.

Action 9.3, 9.5: Title changed

Action 9.4, 9.7: Description changed

Based on data and feedback, Action 9.7 Additional Support Personnel for Program Implementation and Action 9.9 Intervention Instructional Personnel will be combined into one action titled Additional Intervention Instructional and Support Personnel. The change to the action will be as follows: To accelerate student achievement in ELA and Math schoolwide, as measured by M 9.1 and M 9.2. The district will strategically hire instructional support personnel through Extended Work Year or Limited Term assignments for direct small-group instruction, and will supplement this support by hiring temporary, FTE contracted personnel to provide tiered intervention and case management in ELA and Math.

For Action 9.6, metric M9.6 Chronic Absenteeism has been added as a measurement for looking at effectiveness of home Visits to increase connections with parents/guardians.

For Action 9.9 Intervention Instructional Personnel is captured in Action 9.4, so this action item will be eliminated.

For Action 9.10 Indirect Costs this will now be Action 9.9 due to renumbering of actions.

Goal description revised to include new red student groups (LTEL for ELA and Math, AA for math, and white for Chronic Absenteeism)

Metrics 9.1, 9.2, 9.3: Title changes

Metrics 9.1, 9.2, 9.3, 9.4, 9.5, 9.6: Baseline date changed

Metric 9.3 and 9.4: Baseline and targeted outcomes set.

Metric 9.5: Targeted outcomes changed.

Metric 9.6: added White student group

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	ELA and Math Professional Development - Contracted Services/Consultant	Mesa Linda will provide vetted consultants/contracted services to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math schoolwide as measured by M 9.1 and M 9.2.	\$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
9.2	Literacy Coaching	Mesa Linda Middle School will hire temporary contracted ELA, Math, Science, and Social Studies Literacy Coaches to provide English Language Arts literacy (ELA) coaching to the core subject department teachers to improve student achievement in ELA as measured by M 9.1. and M 9.3.	\$145,443.00	No
9.3	Personnel for Chronic Absenteeism Case Management	Personnel will be hired to provide tiered II and III support for all identified as at-risk for chronic absenteeism to reduce Chronic Absenteeism Rates as measured by M 9.6.	\$70,000.00	No
9.4	Intervention Small Group Instruction	To accelerate student achievement in ELA and Math schoolwide, as measured by M 9.1 and M 9.2, the district will strategically hire instructional support personnel through Extended Work Year or Limited Term assignments for direct small-group instruction, and will supplement this support by hiring temporary, FTE contracted personnel to provide tiered intervention and case management in ELA and Math.	\$67,000.00	No
9.5	Supplemental Materials for ELA and Math	Mesa Linda Middle School will purchase supplemental and intervention materials to provide additional standards based practice in ELA school wide to improve academic achievement in ELA and Math as measured by M 9.3 and M 9.4.	\$293,359.00	No
9.6	Home Visits to increase connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA and Math school wide as measured by M 9.3, M 9.4 and M9.6. Anticipated costs include reimbursable mileage and additional hours for staff.	\$15,000.00	No
9.7	Additional Intervention	To accelerate student achievement in ELA and Math schoolwide, as measured by M 9.1 and M 9.2, the district will strategically hire instructional support personnel through Extended Work Year or Limited Term	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Instructional Support Personnel	assignments for direct small-group instruction, and will supplement this support by hiring temporary, FTE contracted personnel to provide tiered intervention and case management in ELA and Math.		
9.8	Mentoring, Tutoring, and Resource Support - Consultant	A vetted vendor will provide contracted services to address critical areas of need, including mentoring, tutoring, and resource support in English Language Arts (ELA), Mathematics, Suspension Rates, and Chronic Absenteeism. These services will be provided school wide to improve academic achievement and reduce suspension rates and chronic absenteeism by M 9.1, M 9.2, M 9.3 and M 9.5.	\$60,000.00	No
9.9	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	\$52,455.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	Equity Multiplier - Adelanto Virtual Academy By the end of the 2027 school year All students at Adelanto Virtual Academy will improve academic achievement in English Language Arts (ELA) schoolwide (Low-income and Hispanic) and Math schoolwide (Low-income and Hispanic) and Chronic Absenteeism (African American) students by increasing the percentage of students on track as shown in the metric section for this goal.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on the feedback from our educational partners, several critical needs have been identified to be addressed with Equity Multiplier funds. These needs encompass ongoing professional development, interventions throughout the school day, tutoring opportunities, enhanced communication, and timely data analysis. As a result, our plan outlines the critical needs and proposed actions based on feedback from our educational partners. It emphasizes the importance of ongoing professional development, continuous interventions, enhanced communication, and data-driven decision-making to support student success.

Based on the analysis of the data from the California School Dashboard, a comprehensive plan of action has been developed to address the significant points below standards (DFS) in English Language Arts (ELA) and Mathematics for various student groups. ELA - California School Dashboard the Distance from Standard (DFS): All -141.1 DFS, LI -131.3 DFS, HI -150.3 DFS. Math -California School Dashboard the Points Below Standards: All -182.4 DFS LI -173.3 DFS HI -190.9 DFS.

An analysis of the 2024 data from the California School Dashboard in English Language Arts showed significant progress in the academic growth of all student groups. The ELA data indicate a commendable improvement, with all students moving from -141.1 DFS to -91 DFS, LI students from -131.3 DFS to -84.8 DFS, and HI students from -150.3 DFS to -95.7 DFS. These positive shifts suggest that the actions implemented to promote growth are yielding effective results, particularly for HI students, who demonstrated the greatest improvement. In Math, the data also reflect encouraging trends. All students improved from -182.4 DFS to -144.8 DFS, LI students from -173.3 DFS to -150.9 DFS, and HI students from -190.9 DFS to -161.3 DFS. While gains in Math are slightly less pronounced than in ELA, the overall progress suggests that the efforts are making a positive impact. The data underscore the effectiveness of growth actions, especially in ELA. However, in Math, there is room for further enhancement to maximize student achievement.

By addressing the identified needs with targeted interventions, enhanced professional development, and strong family engagement, this comprehensive plan aims to improve ELA and Math scores for all students, particularly LI, HI, and SED groups. The implementation of these strategies will help close the achievement gaps and ensure equitable educational outcomes for all students.

This plan, informed by California School Dashboard data, outlines critical actions to boost student progress in ELA and Math. We'll implement targeted small-group interventions and equip educators with professional development in differentiated instruction and technology integration. To further support students, we'll partner with a vetted vendor to establish mentorship and tutoring programs. Ongoing i-Ready assessments will drive instruction, ensuring our strategies are data-informed. We'll also engage families through resources, strengthening the vital connection between home and school. These comprehensive strategies build on our existing ELA successes and aim to significantly improve Math outcomes. By allocating Equity Multiplier funds to these initiatives, we're committed to fostering a more supportive and effective learning environment for all students. Our holistic approach emphasizes continuous professional development, robust interventions, clear communication, and timely data analysis, ultimately enhancing educational outcomes and strengthening community ties.

In the 2024 Dashboard identified a new "red" group in the area of chronic absenteeism at 66% for the African American student group. The chronic absenteeism rate for this student group increased from 62.8% in 2023 to 63% in the 2024 Dashboard. To address this, Action 10.4, Office Support Personnel for Parents and Students as a Community Resource, is designed to support African American students by developing culturally sensitive communication and engagement strategies that build trust and rapport with their families. Research-based practices show that culturally responsive family engagement can significantly improve attendance rates by fostering a supportive environment aligned with the cultural values and needs of African American families. For effective implementation, resources from the National Education Association (NEA) provide valuable guidance on culturally responsive practices. You can explore NEA's Culturally Responsive Strategies [here](#).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	CAASPP ELA Distance from Standards (DSF) CA School Dashboard	2022-2023 All -141.1 DFS LI -131.3 DFS HI -150.3 DFS	2023-2024 All -91 DFS LI -84.8 DFS HI -95.7 DFS		All -101.1 DFS LI -91.3 DFS HI -110.3 DFS	All +50.1 DFS LI +46.5 DFS HI +54.6 DFS
10.2	CAASPP Math Distance from Standards (DSF) CA School Dashboard	2022-2023 All -182.4 DFS LI -173.3 DFS HI -190.9 DFS	2023-2024 All -144.8 DFS LI -150.9 DFS HI -161.3 DFS		All -142.4 DFS SED -133.3 DFS HI -150.9 DFS	All +37.6DFS LI +22.4 DFS HI +29.6 DFS
10.3	iReady Reading	2023-2024	2024-2025		All	All

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% meeting or exceeding standard Diagnostic Results Local Assessment	Spring Assessment All 39% Meets and Exceeds 7% Nearly Met 54% Not Met LI 39% Meets and Exceeds 7% Nearly Met 57% Not Met HI 32% Meets and Exceeds 10% Nearly Met 58% Not Met	Spring Assessment All 36% Meeting or Exceeding 20% Nearly Met 44% Not Met LI 36% Meeting or Exceeding 20% Nearly Met 44% Not Met HI 34% Meeting or Exceeding 21% Nearly Met 45% Not Met		45% Meets and Exceeds 23% Nearly Met 32% Not Met LI 45% Meets and Exceeds 23% Nearly Met 32% Not Met HI 48% Meets and Exceeds 25% Nearly Met 27% Not Met	-3% Meets or Exceeds +13% Nearly Met -10% Not Met LI -3% Meets or Exceeds +13% Nearly Met -10% Not Met HI +2% Meets or Exceeds +11% Nearly Met 13% Not Met
10.4	iReady Mathematics % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 38% Meets or Exceeds 17% Nearly Met 45% Not Met LI 38% Meets or Exceeds 17% Nearly Met 38% Not Met HI 41% Meets or Exceeds	2024-2025 Spring Assessment All 35% Meeting or Exceeding 25% Nearly Met 40% Not Met LI 35% Meeting or Exceeding 25% Nearly Met 40% Not Met		All 32% Meets and Exceeds 34% Nearly Met 34% Not Met LI 32% Meets and Exceeds 34% Nearly Met 34% Not Met HI 30% Meets and Exceeds	All -3%% Meets or Exceeds +8% Nearly Met -5% Not Met LI -3%% Meets or Exceeds +8% Nearly Met -5% Not Met HI -5% Meets or Exceeds

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16% Nearly Met 43% Not Met	HI 36% Meeting or Exceeding 26% Nearly Met 38% Not Met		37% Nearly Met 33% Not Met	+10% Nearly Met -5% Not Met
10.5	Chronic Absenteeism % absent 10% or more of enrollment Source: CA School Dashboard	2023 Dashboard AA 62.8%	2024 Dashboard AA 63%		AA 20%	AA +0.2%

Goal Analysis [2024-25]

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.

Action 10.1 (Tiered Support Program Personnel) was fully implemented as planned. Personnel provided targeted instructional support and intervention to students based on academic need.

Action 10.2 (Professional Development and Intervention Coordination Program Facilitator) was not implemented as planned. Despite being included in the original plan, the district was unable to hire a full-time coordinator for this role. As a result, associated coordination and follow-up support for interventions and PD were not provided.

Action 10.3 (Additional Support Classes) was not implemented as planned. However, Teachers created and delivered supplemental support within the school day in English Language Arts and Math to address identified learning gaps and improve student outcomes.

Actions 10.4 and 10.5 (Mentoring, Tutoring, and Resource Support Consultant and Intervention - High Dosage Tutoring) were not fully implemented as planned. Although both actions were aligned with student needs, the Request for Proposals (RFP) for a vetted vendor was not board-approved until the end of February. This late approval limited the time frame for implementation, and the intended high-dosage tutoring services could not be fully delivered. Specifically, the RFP contract for a vetted vendor for High Dosage tutoring did not receive board approval until the end of February. This late approval prevented the timely commencement of a contract and, consequently, did not allow

sufficient time to provide high-dosage tutoring for students. Teachers provided tutoring to their own students under Action 10.1 Tiered Support Program Personnel. This action couldn't be fully implemented, so we could not measure it against measures M10.2 and M 10.2. Specifically, the RFP contract for a vetted vendor for High Dosage tutoring did not receive board approval until the end of February. This late approval prevented the timely commencement of a contract and, consequently, did not allow sufficient time to provide high-dosage tutoring for students.

Action 10.6 (Support for Parents and Students - Community Resource Personnel) was not implemented due to challenges in recruiting and hiring for the position during the school year. The primary challenge involved securing additional personnel to support parents and students; consequently, teachers assumed this responsibility.

Action 10.7 (Supplemental Materials) was partially implemented. Teachers received English Language Development (ELD) materials, along with IXL online resources, which supported academic growth in English Language Arts, Math, Science, and History–Social Studies. However, online programs that were planned were not purchased.

Action 10.8 (Home Visits and Increased Parent/Guardian Connections) was not implemented as planned. Home Visits and Increased Parent/Guardian Connections," successfully achieved its goal of strengthening parent engagement, demonstrating the effectiveness of adapting to virtual interactions. While the original plan included in-person home visits, these were minimal. Instead, teachers significantly increased connections through daily virtual means such as email, phone calls, virtual appointments, and online messages via ParentSquare. This approach allowed for consistent communication regarding student progress and academic expectations in both ELA and Math.

Action 10.9 (Additional Support Personnel for Program Implementation) was not implemented as planned due to hiring challenges similar to Action 10.6.

Action 10.10 (Indirect Costs) were applied appropriately using the California Department of Education-approved LEA rate.

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.

For Goal 10, all actions experienced material differences due to challenges specific to the operational structure of the Virtual Academy and staffing constraints.

Actions 10.1 had a material difference because costs associated with the action were paid for through other funds outside of the LCAP; all costs associated with the action have been included with this years LCAP.

Action 10.2: There is a material difference because it was not implemented. The Professional Development and Intervention Coordination Program Facilitator position did not exist at the time of planning and has not been established. Based on feedback from educational partners, the district will reallocate funds toward direct professional development opportunities.

Action 10.3 had a material difference because there were no costs associated with this action as the service was provided during the school day.

Actions 10.4 and 10.5: both had a material difference because they were not implemented. Both actions involved consultant-based services for high-dosage tutoring and intervention. Delays in the Request for Proposals (RFP) and Board approval process prevented timely implementation. These actions will be consolidated, and a revised title and metrics will be included in the 2025–26 plan to reflect the new structure.

Action 10.6: This action had a material difference. This action aimed to provide a limited-term community resource staff member to support parents and students. Recruitment for the short-term role proved to be difficult and no one was hired.

Action 10.7: This action had a material difference because costs associated with the action were paid for through other funds outside of the LCAP; all costs associated with the action have been included with this years LCAP.

Action 10.8: This action had a material difference because it was not implemented as planned because it did not incur any costs as teachers provided this service during the school day. Teachers provided additional virtual connections daily. The shift to include a virtual model not only met the intended purpose of fostering greater parent connection but also led to a reduced cost of implementation. It will not continue in 2025–26 school year.

Action 10.9: This action had a material difference. The district was unable to staff this position due to similar challenges encountered with Action 10.6. Given the overlap in purpose, this action will be eliminated moving forward.

Action 10.10: There was a material difference as Indirect costs were not charged for this goal because the expenditures were very low.

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

Adelanto Elementary School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating scale (lowest to highest): 1 - Not Effective; 2- Somewhat Effective; 3-Effective as evidenced by metric

Action 10.1 Equity Multiplier funds were used to support Tiered Support Program Personnel was 1-Not Effective due to low participation rates by students as measured by metric M10.3 and M10.4. The analysis of the iReady Reading and Math data provides a detailed understanding of effectiveness related to Action 10.1. For the 2024-2025 iReady Reading data, there is a decline in the percentage of students meeting or exceeding standards across all groups—from 39% to 36% for All Students, Low-Income (39% to 36%), and an increase for Hispanic (32% to 34%). Similarly, the iReady Math data shows a decline for All Students (38% to 35%), Low-Income (38% to 35%), and Hispanic (41% to 36%). The data highlights that the current actions are ineffective in improving overall student performance in iReady Reading and Math, as evidenced by the decline in percentages for All Students and Low-Income groups. Although there is a slight improvement for Hispanic students in Reading, the drop in Math scores indicates a need for more effective strategies to achieve the desired educational outcomes for all student groups. While there was an increase for the Hispanic group in reading scores and the movement of students towards nearly meeting expectations highlight progress, likely driven by different interventions rather than Action 10.1.

Action 10.2 Equity Multiplier funds were set aside to support a Professional Development and Intervention Coordination Program Facilitator, however this action was not implemented, so we could not rate it against measures M10.1 and M10.2. The primary challenge was a delay in hiring a full-time facilitator, as the process for creating a new position involved several procedure steps in creating a new position. Despite Action 10.2 not being implemented, both ELA and Math scores showed improvement. In ELA, all student groups demonstrated commendable academic growth: all students improved from -141.1 DFS to -91 DFS, low-income (LI) students from -131.3 DFS to -84.8 DFS, and high-income (HI) students from -150.3 DFS to -95.7 DFS. HI students, in particular, showed the most significant improvement in ELA.

Similarly, Math data reflected encouraging progress, with all students improving from -182.4 DFS to -144.8 DFS, LI students from -173.3 DFS to -150.9 DFS, and HI students from -190.9 DFS to -161.3 DFS. This overall increase in scores can be attributed to the successful implementation of another initiative.

Action 10.3 Equity Multiplier funds were used to support Additional Support Classes was 2-Somewhat Effective as measured by M10.1 and M10.2. Teachers were hired to extend their hours, leading extra support classes for secondary students, based on standards, frameworks, and research aimed at increasing academic achievement in ELA and Math across the school.

In ELA, all student groups exhibited notable progress: overall student scores advanced from -141.1 DFS to -91 DFS, LI students improved from -131.3 DFS to -84.8 DFS, and HI students showed remarkable gains from -150.3 DFS to -95.7 DFS, with HI students displaying the most significant growth. In Math, while the progress was less dramatic than in ELA, positive trends were still evident. Overall student scores moved from -182.4 DFS to -144.8 DFS, LI students from -173.3 DFS to -150.9 DFS, and HI students from -190.9 DFS to -161.3 DFS. These improvements highlight the effectiveness of hiring additional teachers for focused support classes, underscoring the strategic impact of research-based instructional practices on academic achievement.

Action 10.4 Equity Multiplier funds were set aside to support Mentoring, Tutoring, and Resource Support - Consultant. In ELA, all student groups demonstrated commendable academic growth: all students improved from -141.1 DFS to -91 DFS, low-income (LI) students from -131.3 DFS to -84.8 DFS, and high-income (HI) students from -150.3 DFS to -95.7 DFS. HI students, in particular, showed the most significant improvement in ELA. Similarly, Math data reflected encouraging progress, with all students improving from -182.4 DFS to -144.8 DFS, LI students from -173.3 DFS to -150.9 DFS, and HI students from -190.9 DFS to -161.3 DFS. This overall increase in scores can be attributed to the successful implementation of another initiative.

Action 10.5 Equity Multiplier funds were set aside to support Intervention, however this action couldn't be fully implemented, so we could not rate it against measures M10.1 and M10.2. In ELA, all student groups demonstrated commendable academic growth: all students improved from -141.1 DFS to -91 DFS, low-income (LI) students from -131.3 DFS to -84.8 DFS, and high-income (HI) students from -150.3 DFS to -95.7 DFS. HI students, in particular, showed the most significant improvement in ELA. Similarly, Math data reflected encouraging progress, with all students improving from -182.4 DFS to -144.8 DFS, LI students from -173.3 DFS to -150.9 DFS, and HI students from -190.9 DFS to -161.3 DFS. This overall increase in scores can be attributed to the successful implementation of another initiative.

Action 10.6 Equity Multiplier funds were set aside for personnel to support parents and students. This action was not implemented, so we could not rate it against measures 10.3 and M 10.4. According to the 2024-2025 iReady Reading data, there is a decline in the percentage of students meeting or exceeding standards across all groups—from 39% to 36% for All Students, Low-Income (39% to 36%), and an increase for Hispanic (32% to 34%). Similarly, the iReady Math data shows a decline for All Students (38% to 35%), Low-Income (38% to 35%), and Hispanic (41% to 36%). The data highlights that the current actions are ineffective in improving overall student performance in iReady Reading and Math, as evidenced by the decline in percentages for All Students and Low-Income groups. Although there is a slight improvement for Hispanic students in Reading, the drop in Math scores indicates a need for more effective strategies to achieve the desired educational outcomes for all student groups.

Action 10.7 Equity Multiplier funds were used to support Supplemental Materials was 2-Somewhat Effective as measured by metrics M10.1, and M10.2. Supplemental materials were purchased for teachers for English Language Development. In addition, teachers used IXL for supplemental practice for students in English Language Arts, Math, and Science. The data indicates moderate effectiveness as indicated by

metrics M10.1 and M10.2. This funding supported the purchase of supplemental materials tailored for English Language Development. Furthermore, teachers integrated IXL to provide supplementary practice for students across English Language Arts, Math, and Science. An examination of the ELA and Math data reveals substantial academic growth across all student groups. Specifically in English Language Arts, all students exhibited noteworthy progress, advancing from an average of -141.1 DFS to -91 DFS. This improvement was mirrored across other groups, with low-income students progressing from -131.3 DFS to -84.8 DFS and Hispanic students showing the most significant gain, moving from -150.3 DFS to -95.7 DFS. These positive trends strongly suggest that the strategies employed to foster academic development are proving successful, particularly for the Hispanic student population. In Math, the data also reflect encouraging trends. All students improved from -182.4 DFS to -144.8 DFS, low-income students from -173.3 DFS to -150.9 DFS, and Hispanic students from -190.9 DFS to -161.3 DFS.

Action 10.8 Equity Multiplier funds were used to support Home Visits and increased connections with parents/guardians was 1-Not Effective as measured by metrics M10.3 and M10. 4. For the 2024-2025 iReady Reading data, there is a decline in the percentage of students meeting or exceeding standards across all groups—from 39% to 36% for All Students, Low-Income (39% to 36%), and an increase for Hispanic (32% to 34%). Similarly, the iReady Math data shows a decline for All Students (38% to 35%), Low-Income (38% to 35%), and Hispanic (41% to 36%). The analysis of Action 10.8 indicates that despite efforts to increase parent/guardian engagement through various communication methods, the action was rated as 1-Not Effective based on metrics M10.3 and M10.4. The decline in iReady Reading and Math scores for All Students and Low-Income groups suggests that the Equity Multiplier funds, primarily aimed at enhancing home visits and parental connections, did not translate into improved academic outcomes. While there was a slight improvement in Reading scores for Hispanic students, overall, the action did not effectively address the academic needs across the board. The progress noted in specific groups may be attributed to other interventions rather than Action 10.8, highlighting the necessity for a reassessment and refinement of strategies to bolster academic performance comprehensively.

Action 10.9 Equity Multiplier funds were set aside to support an Additional Support Personnel for Program Implementation, however this action was not implemented, so we could not rate it against measures M10.1 and M10.2. The primary challenge involved securing additional personnel. Despite Action 10.9 not being implemented, both ELA and Math scores showed improvement. In ELA, all student groups demonstrated commendable academic growth: all students improved from -141.1 DFS to -91 DFS, low-income (LI) students from -131.3 DFS to -84.8 DFS, and high-income (HI) students from -150.3 DFS to -95.7 DFS. HI students, in particular, showed the most significant improvement in ELA. Similarly, Math data reflected encouraging progress, with all students improving from -182.4 DFS to -144.8 DFS, LI students from -173.3 DFS to -150.9 DFS, and HI students from -190.9 DFS to -161.3 DFS. This overall increase in scores can be attributed to the successful implementation of another initiative, not Action 10.9.

Action 10.10 The Equity Multiplier funds were used exclusively for direct student support at the site-level implementation aligned with LCAP goals.

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.

What's new this year is the prominent display of the African American student group as "red" in the 2024 California School Dashboard for Chronic Absenteeism. Their initial status is also categorized as "red," indicating that 63% of students in this group are chronically absent. To better track and address this, a new metric, M10.5, has been added to the Measure and Reporting section. To improve these outcomes, Action 10.3 Mentoring, Tutoring, and Resource Support will specifically target this group, with an updated goal of reducing their chronic absenteeism to 35%. Furthermore, this group will be added to Action 10.6 Connections with parents/guardians support to strengthen family engagement and provide additional resources.

The decision to enhance our intervention strategies for the coming year stems from observing the limited progress made by students in the bottom two tiers with previous interventions. By incorporating high-dosage tutoring and strengthening RTI practices, we expect to provide more intensive and effective support, thereby improving academic outcomes for our target student groups. These changes are informed by evidence-based practices and aim to create a more equitable learning environment for all students. Based reflections and feedback from educational partners the following changes to planned actions for the coming year.

Changes

Goal description changed to add Chronic absenteeism (African American student group)

Action 10.2 Professional Development and Intervention Coordination Program Facilitator will be changed to Professional Development in English Language Arts and Math with a change in metrics to M10.3 and M10.4. This action will continue to focus on all students, with a focus on low-income and Hispanic.

Action 10.3 Additional Support Classes is captured in Action 10.1, so this action item will be eliminated.

Action 10.4 Mentoring, Tutoring, Resource Support Consultant the title will be changed to Mentoring, Tutoring, and Resource Support , and now will be Action 10.3 due to renumbering of actions and the metrics will be changed to M10.3, M10.4 and M10.5.

Action 10.5 Intervention is captured in Action 10.4, so this action item will be eliminated.

Action 10.6 Support for parents and students- Community Resource personnel limited term assignment will be changed to office support personnel, both title and description updated and now will be Action 10.4 due to renumbering of actions. In response, the district will revise the action title, add funding, and modify the staffing structure to enhance fill rates.

Action 10.7 Supplemental Materials now will be Action 10.5 due to renumbering of actions.

Action 10.8: Home Visits and increased connections with parents/guardians was renamed Connections with parents/guardians support and it had a description change. It will now be Action 10.6 due to renumbering of actions.

Action 10.9 Additional Support Personnel for Program Implementation will be eliminated as it is captured in Action 10.6.

Action 10.10 Indirect Costs now will be Action 10.7 due to renumbering of actions.

Metric Changes

Metrics 10.1 and 10.2 the date of the baseline data changed and the word Dashboard was added and the title of the metrics is also changed for these two metrics.

Metric 10.3 and 10.4 the baseline data and targeted outcome data was updated and now includes % of students who nearly met and not met standard and the description of the metric was updated to include that language

Metric 10.3 the metric title has be updated to iReady Reading

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
10.1	Tiered Support Program Personnel	Personnel will provide supplemental tiered II and III support in ELA and Math school wide to improve academic achievement in ELA and Math as measured by M 10.3 and M 10.4.	\$37,000.00	No
10.2	Professional Development in English Language Arts and Math	Teachers will build capacity in implementing research-based instructional strategies, fostering student engagement, and improving achievement in English Language Arts (ELA) and Mathematics across all grade levels by engaging in professional development opportunities in ELA and Math. ELA and Math a school wide as measured by M 10.3 and M10.4.	\$15,000.00	No
10.3	Mentoring, Tutoring, and Resource Support	A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support in ELA and Math school wide to improve academic achievement in ELA and Math as measured by M10.3 and M10.4.	\$50,000.00	No
10.4	Office Support Personnel for Parents and Students-Community Resource	Virtual Academy will hire a temporary personnel to provide support to parent and students by provide telephone connections, reminders, and student monitoring updates, timely data, connecting them to teacher, resources, and strengthen the home school connection to support students in academic achievement in ELA and Math school wide as measured by M10.3, M10.4, M10.5.	\$34,054.00	No
10.5	Supplemental Materials	Virtual Academy will purchase supplemental and intervention materials to provide additional standards based practice ELA and Math school wide to	\$21,834.00	No

Action #	Title	Description	Total Funds	Contributing
		improve academic achievement in ELA, Math, and EL progress as measured by M 10.1, and M 10.2,		
10.6	Connections with parents/guardians support	School staff will conduct home visits, hold conferences, and have office hours to discuss with parents/guardians and student achievement in ELA and Math school wide to improve academic achievement in ELA and Math as measured by M 10.3 and M 10. 4. Anticipated costs include reimbursable mileage and additional hours for staff.	\$1,000.00	No
10.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate 6.91%.	\$10,141.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	Equity Multiplier - Westside Park Elementary By the end of the 2026–27 school year, Westside Park Elementary School will reduce the chronic absenteeism rates for English Learners and students identifying as Two or More Races by 20%, as measured by the chronic absenteeism metric for this goal.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The Equity Multiplier funds at Westside Park Elementary will address a critical need identified through 2024 California School Dashboard data and feedback from educational partners: reducing chronic absenteeism for English Learners and students identifying as Two or More Races. Chronic absenteeism rates currently stand at 56.1% for students identifying as Two or More Races and 34.8% for English Learners. While all groups have shown some improvement, the rates remain disproportionately high and signal a continued need for targeted support.

To address this need, Equity Multiplier funds will be used to strengthen the connection between school and home through culturally responsive family engagement events, attendance prevention and support workshops, and targeted tutoring before and after school. These services will directly support the identified student groups, going beyond what is offered in districtwide programs. Additionally, site-based professional development will be provided to build staff capacity in addressing chronic absenteeism and improving instructional engagement for underserved groups.

These supplemental actions are aligned with our broader strategy to reduce chronic absenteeism schoolwide while also addressing the unique barriers faced by English Learners and students identifying as Two or More Races. Ongoing monitoring and refinement based on attendance data and partner feedback will ensure we remain responsive to student and family needs.

Our analysis of key data points highlights the necessity of these interventions. Chronic absenteeism rates show for all students is 47.6%, 56.1% of students identifying as Two or More Races, and 34.8% of English Learners are chronically absent. Based on this data, chronic absenteeism rates have decreased across all groups. To further support these students and their families, we will conduct culturally responsive family engagement events, offer attendance prevention and support workshops, and implement tailored before- and after-school tutoring programs designed to meet the specific needs of student groups English Learners and Two or More Races and their families.

Continued data analysis indicates growth. However, ongoing support is important. This aligns with feedback from educational partners. We will continue to monitor progress, focusing on outcomes for students identifying as Two or More Races and English Learners.

The analysis of these needs and actions emphasizes the importance of a comprehensive approach to education including strong family engagement, effective instructional support, comprehensive literacy development, and equitable interventions for all students. Furthermore, providing ongoing high-quality professional development for staff in these areas is crucial for building staff efficacy. By allocating Equity Multiplier funds to these areas, Westside Park Elementary School can cultivate a more supportive and effective learning environment for teachers, students, and families. This comprehensive strategy aims to foster community, enhance instructional quality, support literacy growth, and ensure academic success for all students.

In conclusion, Westside Park Elementary aims to cultivate a supportive and engaging environment while concurrently increasing language proficiency for English Learner students. Proactive early identification of student needs, strengthened family engagement, a positive school climate, and attendance incentives will be instrumental in addressing chronic absenteeism across all student populations, including students identifying as Two or More Races. By embracing these multifaceted strategies, we can create a more inclusive and supportive educational environment that fosters consistent attendance and promotes academic success for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	Chronic Absenteeism California School Dashboard % of students absent 10% or more	2024 Dashboard EL 34.8% Two or More Races 56.1%	2024 Dashboard EL 34.8% Two or More Races 56.1%		EL 13.8% Two or More Races 36.1%	N/A

Goal Analysis [2024-25]

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.

Non Applicable

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

Non Applicable

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

Non Applicable

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

Non Applicable

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
11.1	Culturally Responsive Family Engagement Events	Westside Park will hold several Culturally Responsive Family Engagement Events throughout the school year to create welcoming spaces that honor and celebrate the diverse backgrounds of our families. These events foster meaningful connections between home and school, promoting student success through shared understanding and partnership. This will be for all students, including student groups English Learner and Two or More Races. This will lead to a decrease in chronic absenteeism schoolwide as measured by M11.1.	\$140,000.00	No
11.2	Attendance prevention and support workshops	Westside Park will provide Attendance Prevention and Support Workshops throughout the year to equip students and families with strategies and resources to promote consistent attendance, address potential barriers, and foster a positive connection with school. A focus will be around students groups English Learner and Two or More Races. This will lead to a decrease in chronic absenteeism schoolwide as measured by M11.1.	\$180,000.00	No
11.3	Before- and after-school tutoring programs	Westside Park will have targeted academic support before and after the regular school day. The tutoring program will offer individualized attention to help students build skills, catch up on concepts, and gain confidence in their learning for all students, including student groups English Learners and Two or More Races. This will lead to a decrease in chronic absenteeism schoolwide as measured by M11.1.	\$241,403.00	No

Action #	Title	Description	Total Funds	Contributing
11.4	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate 6.91%.	\$35,834.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	Equity Multiplier - El Mirage School By the end of the end of the 2027-28 school year, El Mirage School will improve academic achievement in English Language Arts (ELA) schoolwide (including All, Low-income, and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. El Mirage School will reduce suspension rates school wide (including All, Low-income, and Hispanic students) by reducing the suspension rate as shown in the metric section for this goal.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The allocation of Equity Multiplier funds will directly target critical needs identified by our educational partners. Based on feedback from our educational partners, it is evident that there is a need to foster stronger school-home connections, enhance effective instruction, bolster literacy support, and provide equitable interventions for all students, especially our limited-income and Hispanic student populations. Key data analysis reveals the urgent need for these interventions, particularly as they relate to English Language Arts (ELA) performance and suspension rates within these student groups. Specifically, ELA performance data for 2024 indicates significant opportunity gaps for all students (-114.3 DFS), limited-income students (-118.3 DFS), and Hispanic students (-123.2 DFS). Furthermore, suspension rates, while at 6.7% for all students, are notably higher for limited-income students (7.4%) compared to Hispanic students (6.3%). Addressing these disparities in both academic achievement and disciplinary actions through targeted and equitable use of Equity Multiplier funds is paramount.

Analyzing the disparities between the baseline and current data, we see that the ELA performance data shows little to no improvement for all students and limited-income students, with a slight decline for Hispanic students, increasing the gap. Specifically, the DFS for Hispanic students increased from -116.2 to -123.2. Suspension rates have also increased for all student groups, with limited-income students' rates rising from 5.6% to 7.4%, and Hispanic students' rates increasing from 2.9% to 6.3%.

The actions aimed at overall growth appear ineffective as they have not closed opportunity gaps in ELA performance and have coincided with increased suspension rates. The data suggests a need for targeted interventions, particularly for Hispanic and limited-income students, to address these disparities.

By strategically allocating Equity Multiplier funds to address these identified needs, we aim to strengthen support for teachers, administrators, students, and families, fostering a more connected, instructionally robust, and equitable learning environment focused on literacy

development and reducing disparities in disciplinary actions for all students, especially those with limited income and our Hispanic student population. Using Equity Multiplier funds can help provide focused, research-based support to support El Mirage students, ensuring every student has the chance to succeed.

In conclusion, El Mirage School aims to address the disparities highlighted in the data and improve outcomes by utilizing several targeted strategies. Differentiated Instruction will provide individual learning experiences to meet the diverse needs of students, particularly those with opportunity gaps in ELA. Culturally Responsive Teaching practices will incorporate the idea of vaulting diverse cultural backgrounds of Hispanic and limited-income students and foster an inclusive learning environment to create a welcoming and safe environment for all students including these student groups, Limited Income, and Hispanic. Additionally, implementing Positive Behavioral Interventions and Supports (PBIS) will help reduce suspension rates by promoting positive behavior and providing necessary support before resorting to punitive measures. Implementing restorative justice approaches to address conflicts and behavioral issues by fostering dialogue and understanding will lead to reducing suspensions and promoting a positive school climate. Targeted Interventions, such as tutoring or after-school programs, will offer additional resources to students struggling in ELA. Finally, engaging educational partners such as families and the community will create a supportive network that bolsters student success. Ultimately, these strategies will effectively address current disparities and foster comprehensive student growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.1	CAASPP ELA Distance from Standard (DFS) CA School Dashboard	2024 Dashboard All -114.3 DFS LI -118.3 DFS HI -123.2 DFS	2024 Dashboard All -114.3 DFS LI -118.3 DFS HI -123.2 DFS		All -91.44 LI -94.64 HI -98.56	N/A
12.2	iReady Reading percentage meets or exceeds Diagnostic Results Local Assessment Reports	2024-2025 Spring Assessment All 24% Meet or Exceeds 26% Nearly Met 50% Not Met LI 24% Meets and Exceeds 26% Nearly Met	2024-2025 Spring Assessment All 24% Meet or Exceeds 26% Nearly Met 50% Not Met LI		All 35% Meet and exceed 40% Nearly Met 25% Not Met LI 35% Meet and exceed 40% Nearly Met 25% Not Met	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50% Not Met HI 22% Meets or Exceeds 27% Nearly Met 51% Not Met	24% Meets and Exceeds 26% Nearly Met 50% Not Met HI 22% Meets or Exceeds 27% Nearly Met 51% Not Met		HI 31% Meet or exceed 36% Nearly Met 33% Not Met	
12.3	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard All 4.9% LI 5.6% HI 2.9%	2024 Dashboard All 6.7% LI 7.4% HI 6.3%		All 3.35% LI 3.7% HI 3.15%	All +1.9% LI +1.8% HI +3.4%

Goal Analysis [2024-25]

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

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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
12.1	Intervention Supports	El Mirage will hire intervention personnel to provide focused push-in English Language Arts support for all students, including student groups Low-Income and Hispanic, concentrating on key skills and vocabulary development, 4 days a week within the general education classroom, in collaboration with the teacher. This will lead to improved student achievement schoolwide as measured by M 12.1 and M 12.2.	\$30,000.00	No
12.2	Supplementary supports in English Language Arts	El Mirage will purchase evidence-based supplemental instructional materials in English Language Arts focused on early literacy development, reading comprehension, vocabulary development, and grade level standards practice to enhance instruction for all students including student groups low-income and Hispanic. This will lead to improved student achievement schoolwide as measured by M 12.1 and M 12.2.	\$43,882.00	No
12.3	Literacy Support and Services	El Mirage will hire a teacher to be the Literacy Specialist on campus (a stipend paid position) to take on additional responsibilities, which will include overseeing English language arts intervention, analyze literacy data, and support English language arts teachers in the classroom. This action is for all students, with specific focus on low-income and Hispanic students. This will lead to improved student achievement schoolwide as measured by M 12.1 and M 12.2.	\$45,000.00	No
12.4	Supervision Supports	Hire an additional three proctors for three-hour shifts to actively supervise students during recess and facilitate engaging, structured activities that	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		promote positive interactions and skill-building for all students.This will lead to a decrease in suspensions schoolwide as measured by M 12.3.		
12.5	Structured Recess Supports	El Mirage will purchase instructional materials to support structured and engaging recess activities such as "Push Play PE", to enhance student participation and skill development during recess for all students, with specific attention paid to the needs of Low-Income and Hispanic student groups.This will lead to a decrease in suspensions schoolwide as measured by M 12.3.	\$5,000.00	No
12.6	School Culture and Climate Supports	El Mirage will schedule and conduct student assemblies focused on fostering a positive school culture and inclusive climate, with specific attention to the experiences and needs of low-income and Hispanic student groups. These age-appropriate sessions will incorporate interactive elements, discussions, and potentially relevant guest speakers or content to promote understanding, respect, and empathy among all students, while also addressing topics pertinent to the identified groups. This will lead to a decrease in suspensions schoolwide as measured by M 12.3.	\$5,000.00	No
12.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate 6.91%.	\$9,183.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$24,482,074	\$2,806,452

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
31.142%	9.901%	\$7,603,165.07	41.043%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Class Size Reduction and Retention Need: Educational partners, including teachers, parents, community members, and students, have provided valuable feedback regarding the needs of unduplicated student groups. Key insights include:	In our district, which serves students from Transitional Kindergarten (TK) through 8th grade, we are committed to ensuring that every student receives a high-quality education tailored to their unique needs. To achieve this, we are implementing Class Size Reduction across all grade levels to enhance academic literacy and increase overall student achievement, with a	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1.Targeted Academic Support: Teachers and administrators highlighted the need for additional instructional aides and specialized teachers to provide targeted support for English Learners and Homeless Youth. Parents emphasized the importance of after-school tutoring and enrichment programs to help students meet academic standards. 2.Social-Emotional and Behavioral Support: Counselors and social workers noted a significant need for expanded mental health and social-emotional learning programs to address behavioral issues and support student well-being, particularly for Homeless Youth and African American students. Community organizations suggested partnerships to offer mentorship programs and behavioral interventions. 3.Family and Community Engagement: Parents and community members stressed the importance of effective communication and engagement strategies to involve families in their children's education, especially for English Learners and low socio-economic families. Educational partners recommended regular workshops and meetings to keep families informed and engaged. 4.Resource Allocation and Equity: Feedback from educational partners indicated a need for equitable distribution of resources, including technology, learning materials, and access to extracurricular activities, to support all unduplicated student groups.	particular focus on English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Conducting this action on an LEA-wide basis ensures equitable access to personalized instruction, allowing teachers to provide targeted and differentiated teaching to meet diverse learning needs. Implementing Class Size Reduction across all grades ensures a consistent approach to teaching and learning, crucial for building strong foundational skills, especially in literacy. Smaller class sizes facilitate better teacher-student interactions, enabling the personalized attention essential for the success of our EL, FY, and LI students. At every grade level, from TK through 8th grade, students benefit from Class Size Reduction through more individualized instruction, increased engagement, and greater opportunities for small group work and differentiated learning activities. Research consistently shows that reduced class sizes positively impact student achievement, particularly in the early grades. By implementing Class Size Reduction LEA-wide, we are addressing the academic needs of our most vulnerable populations while benefiting the entire student body. This holistic support fosters an inclusive and nurturing educational setting, driving significant improvements in literacy and overall academic performance. The LEA-wide implementation of Class Size Reduction underscores our commitment to providing every student, regardless of background or circumstance, with the opportunity to achieve academic success.	

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	School site councils and advisory committees advocated for transparent and data-driven decision-making processes to ensure resources are directed where they are most needed. By addressing these identified needs and implementing these strategic actions, AESD aims to improve educational outcomes for all unduplicated student groups, ensuring they receive the support and resources necessary to thrive academically and socially. Unduplicated Pupil Counts were 79.67% for the 22-23 school year. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.	Strategic Actions: Based on this analysis and the feedback from educational partners, AESD will implement the following strategic actions: Reduce Class Sizes and Retention, Increase Personnel: Hire additional teachers and instructional aides to reduce class sizes and provide targeted literacy and math support. Host recruitment fairs and actively seek experienced staffing candidates Develop coaching and mentoring structures focused on the development and retention Provide competitive and comparable salaries and benefits, research points to consistent teaching with hiring competitive salaries seeing an increase in employee engagement, loyalty, and long term employment commitment. Allocate resources to ensure all unduplicated student groups have access to high-quality instruction and personalized learning plans Expand Accelerated Programs: Implement accelerated learning programs, including after-school tutoring and summer enrichment, to help students achieve academic growth and meet Common Core standards. Focus on interventions for English Learners and Homeless Youth to address significant gaps in ELA and Math performance.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	Action: Supplemental Technology Need: The needs assessment reveals several critical areas requiring attention regarding technology and infrastructure: 1. Academic Performance: EL, FY, and LI students are significantly below standard in both ELA and Math, indicating a need for robust academic support. 2. Access to Resources: Many of our unduplicated students lack access to modern educational technology and resources, hindering their ability to engage fully in the learning process. 3. Consistency and Equity: There is a need for consistent and equitable access to high-quality instruction and learning tools across all schools and grade levels. Educational Partner Feedback Educational partners, including teachers, parents, community members, and students, have provided valuable feedback: 1. Teachers: Emphasized the need for improved access to technology and professional development to better support unduplicated students.	In our district, which serves students from Transitional Kindergarten (TK) through 8th grade, we are committed to ensuring that every student receives a high-quality education tailored to their unique needs. To achieve this, we are implementing a comprehensive plan to enhance supplemental technology and infrastructure across all grade levels. This initiative aims to boost academic literacy and increase overall student achievement, with a particular focus on English Learners (EL), Foster Youth (FY), and Low-Income (LI) students and SWD (Students with disabilities). Conducting this action on an LEA-wide basis ensures equitable access to advanced educational tools, allowing teachers to provide targeted and differentiated instruction to meet diverse learning needs. Enhancing technology and infrastructure across all grades ensures a consistent approach to teaching and learning, crucial for building strong foundational skills, especially in literacy. Access to modern technology facilitates better teacher-student interactions, enabling the personalized attention essential for the success of our EL, FY, and LI students. At every grade level, from TK through 8th grade, students benefit from supplemental technology through more individualized instruction, increased engagement, and greater opportunities for interactive and differentiated learning activities.	This action will be measured by the metrics identified

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2. Parents: Highlighted the importance of technology in enabling students to complete assignments and access learning materials at home. 3. Community Members: Supported the integration of modern technology to bridge the digital divide and enhance educational equity. 4. Students: Expressed a desire for more engaging and interactive learning experiences facilitated by technology. Action to Address Needs: Supplemental Technology and Infrastructure To address the unique needs of our unduplicated student groups, AESD is implementing a comprehensive plan to enhance supplemental technology and infrastructure across all grade levels. This action is principally directed towards unduplicated student groups, providing them with the necessary tools and resources to improve their academic performance and engagement. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated	Research consistently shows that access to advanced educational technology positively impacts student achievement, particularly in the early grades. By implementing this initiative LEA-wide, we are addressing the academic needs of our most vulnerable populations while benefiting the entire student body. This holistic support fosters an inclusive and innovative educational setting, driving significant improvements in literacy and overall academic performance. The LEA-wide implementation of supplemental technology underscores our commitment to providing every student, regardless of background or circumstance, with the opportunity to achieve academic success. Addressing Needs: 1. Personalized Instruction: Access to modern technology allows teachers to provide more personalized and differentiated instruction, addressing the diverse learning needs of EL, FY, and LI students. 2. Enhanced Engagement: With advanced educational tools, teachers can engage more effectively with each student, fostering a supportive and interactive learning environment. 3. Increased Opportunities for Differentiation: Supplemental technology enables more frequent and effective use of interactive and differentiated learning activities, essential for meeting the varied academic needs of our student population. 4. Improved Teacher-Student Interactions: The integration of technology enhances the quality of interactions, enabling teachers to identify and support individual student needs more effectively.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. Scope: LEA-wide	Why Provided LEA-wide: 1. Equitable Access: Ensuring that supplemental technology and infrastructure are implemented LEA-wide guarantees that all students, regardless of their school or grade level, benefit from advanced educational tools and the associated academic advantages. 2. Consistency in Instruction: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy. 3. Broad Impact: Research indicates that access to advanced educational technology significantly impacts student achievement, especially in the early grades. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations. 4. Holistic Support: The LEA-wide approach to enhancing technology and infrastructure promotes an inclusive and innovative educational environment that supports academic and social-emotional development for all students. 5. Provide staffing to support technology (e.g., Information System Support Technician, helpdesk staff, etc.) 6. Provide access to online programs and services (i.e., Google, LightSpeed Systems, Clever, etc.) 7. Provide access to educational technology to support classroom instruction (i.e. laptops, tablets, desktops, interactive TVs, amplification systems, Wifi, etc.)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		By implementing supplemental technology and infrastructure LEA-wide, we aim to create an educational setting that not only addresses the specific needs of EL, FY, and LI students but also enhances the overall academic experience for every student in our district. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy outcomes for all.	
1.3	Action: Instructional Jumpstart Need: This action is designed to address the needs of unduplicated student groups, including English learners, foster youth, and low-income students. Although specific data is currently unavailable for TK students, the need for early literacy support remains critical based on input from educational partners and the district's border goal of closing achievement gaps. Educational partners, including teachers and parents have provided valuable feedback during the planning process: 1. Teacher emphasized the importance of implementing early literacy interventions for all students, including those in transitional kindergarten, to build strong foundational skills in reading and writing. 2. Parents highlighted the significance of early literacy support for TK students, stressing that this would help their children gain a head start	A districtwide Literacy Plan will facilitate the purchase, delivery, and monitoring of supplemental instructional materials provided for the transitional kindergarten experience of our students. A monitoring system will track the usage and analyze data results to identify trends, enabling adjustments as needed. This structure will maintain or improve actions and be an integral part of the accountability process. Addressing Needs: Why Provided TK school-wide: To address the needs of our unduplicated TK students in literacy and numeracy, it is essential to implement targeted interventions that provide foundational support early on. For literacy, strategies like structured phonemic awareness programs, targeted small group instruction, and access to culturally responsive early reading materials will help close gaps before they widen. By focusing on building strong literacy skills through early intervention, we can prevent larger disparities later in their academic careers.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and be better prepared for future academic success. Though there is a lapse in available TK-specific data, we are committed to addressing the needs of our youngest learners through strategic early intervention programs. As we move forward, the district will work to collect TK data and use it to refine and strengthen the implementation of this action in future cycles. This action will ensure that the district provides targeted early literacy support, directly benefiting unduplicated student groups and promoting equity in the early stages of education. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.	In numeracy, we can implement hands-on, play-based learning activities that focus on number sense, counting, and basic operations, tailored specifically for unduplicated TK students. Incorporating visual aids, manipulatives, and consistent, real-world problem-solving tasks can foster a deeper understanding of math concepts at this crucial stage. Additionally, partnering with families to support learning at home with resources like math-focused games and early numeracy kits will reinforce these skills outside the classroom. Implementing this action at a schoolwide level for unduplicated TK students is essential to ensure that all students, particularly those who are English Learners, Low-Income, and Foster Youth, receive equitable access to the foundational skills in literacy and numeracy. Schoolwide actions create a consistent and supportive learning environment where targeted interventions can benefit not only unduplicated students but the entire student body, helping to close achievement gaps early on. By embedding these supports into the broader school framework, we ensure that all TK students receive high-quality instruction, regardless of their background, preventing future disparities as they advance through the grades. Additionally, a schoolwide approach allows for more efficient resource allocation, professional development for teachers, and systematic monitoring of progress, all of which contribute to more significant, lasting improvements in literacy and numeracy for unduplicated students.	

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	Scope: LEA-wide		
1.4	Action: English Learner Professional Development Need: The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. In our district, which serves students from Transitional Kindergarten (TK) through 8th grade, we are committed to ensuring that every student receives a high-quality	By implementing comprehensive professional development LEA-wide, we aim to create an educational setting that not only addresses the specific needs of EL, FY, and LI students but also enhances the overall academic experience for every student in our district. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy outcomes for all. A comprehensive learning growth plan will be implemented during the school year to address learning opportunities for all personnel. Opportunities for professional growth in all subjects but specifically in literacy will be a primary focus of the district. The data inquiry cycle will be utilized at least three times of the year utilizing the data to monitor and reevaluate the teaching within the classroom. Professional Development will be the primary vehicle to drive the learning plan forward. Implementing Professional Development across all grades ensures a consistent approach to teaching and learning, crucial for building strong foundational skills, especially in literacy. Ongoing professional development facilitates better teacher-student interactions, enabling the personalized attention essential for the success of our EL, FY, and LI students. At every grade level, from TK through 8th grade, teachers benefit from professional development through more	This action will be measured by the metrics identified in the action description.

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	education tailored to their unique needs. To achieve this, we are implementing comprehensive Professional Development across all grade levels to enhance academic literacy and increase overall student achievement, with a particular focus on English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Conducting this action on an LEA-wide basis ensures equitable access to high-quality instructional practices, allowing teachers to provide targeted and differentiated teaching to meet diverse learning needs. Educational partners, including teachers, and parents: 1. Teachers: Emphasized the need for professional development in early literacy TK through 8th grade. 2. Parents: Highlighted the importance of offering professional development in early literacy to support TK-8th grade students. Scope: LEA-wide	individualized instruction techniques, increased engagement strategies, and greater opportunities for small group work and differentiated learning activities. Research consistently shows that effective professional development positively impacts student achievement, particularly in the early grades. By implementing this initiative LEA-wide, we are addressing the academic needs of our most vulnerable populations while benefiting the entire student body. This holistic support fosters an inclusive and nurturing educational setting, driving significant improvements in literacy and overall academic performance. The LEA-wide implementation of professional development underscores our commitment to providing every student, regardless of background or circumstance, with the opportunity to achieve academic success. Addressing Needs: 1. Personalized Instruction: Professional development allows teachers to learn and implement more personalized and differentiated instruction, addressing the diverse learning needs of EL, FY, and LI students. 2. Enhanced Engagement: With ongoing professional development, teachers can engage more effectively with each student, fostering a supportive and interactive learning environment. 3. Increased Opportunities for Differentiation: Professional development enables more frequent and effective use of small group work and differentiated learning activities, essential for	

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		meeting the varied academic needs of our student population. 4. Improved Teacher-Student Interactions: Professional development enhances the quality of interactions, enabling teachers to identify and support individual student needs more effectively. Why Provided LEA-wide: 1. Equitable Access: Ensuring that professional development is implemented LEA-wide guarantees that all teachers, regardless of their school or grade level, benefit from high-quality instructional practices and the associated academic advantages. 2. Consistency in Instruction: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy. 3. Broad Impact: Research indicates that effective professional development significantly impacts student achievement. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations. 4. Holistic Support: The LEA-wide approach to professional development promotes an inclusive and innovative educational environment that supports academic and social-emotional development for all students.	
1.5	Action: Instructional Leadership	Enhancing the role of Assistant Administrators/Instructional leadership across all grades ensures a consistent approach to teaching	This action will be measured by the metrics

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	Need: The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. Educational Partner Feedback: Educational partners, including teachers, parents, community members, and students, have provided valuable feedback regarding the role of Assistant Administrators: Teachers: Emphasized the need for strong administrative support to help implement differentiated instruction and manage classroom dynamics effectively. Parents: Highlighted the importance of having accessible and responsive Assistant	and learning, crucial for building strong foundational skills, especially in literacy. Assistant Administrators play a pivotal role in facilitating better teacher-student interactions, enabling the personalized attention essential for the success of our EL, FY, and LI students. At every grade level, from TK through 8th grade, schools benefit from the support of Assistant Administrators through more individualized instruction techniques, increased engagement strategies, and greater opportunities for small group work and differentiated learning activities. By enhancing the role of Assistant Administrators LEA-wide, we aim to create an educational setting that not only addresses the specific needs of EL, FY, and LI students but also enhances the overall academic experience for every student in our district. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy outcomes for all. Educational partner feedback consistently emphasizes the importance of strong administrative support in driving student achievement and improving school climate. By enhancing the role of Assistant Administrators LEA-wide, we are addressing the academic needs of our most vulnerable populations while benefiting the entire student body. This holistic support fosters an inclusive and nurturing educational setting, driving significant improvements in literacy and overall academic performance. The LEA-wide focus on Assistant Administrators underscores our commitment to providing every student, regardless	identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Administrators to address student and family concerns promptly. Community Members: Supported the idea of Assistant Administrators playing a key role in facilitating community engagement and partnerships. Students: Noted that having visible and involved Assistant Administrators positively impacts their school experience and sense of support. Scope: LEA-wide	of background or circumstance, with the opportunity to achieve academic success. Addressing Needs: 1. Personalized Instruction: Assistant Administrators provide leadership and support that enables teachers to deliver more personalized and differentiated instruction, addressing the diverse learning needs of EL, FY, and LI students. 2. Enhanced Engagement: With effective administrative support, teachers can engage more effectively with each student, fostering a supportive and interactive learning environment. 3. Increased Opportunities for Differentiation: Assistant Administrators help facilitate small group work and differentiated learning activities, essential for meeting the varied academic needs of our student population. 4. Improved Teacher-Student Interactions: The presence of Assistant Administrators enhances the quality of interactions, enabling teachers to identify and support individual student needs more effectively. Why Provided LEA-wide: 1. Equitable Access: Ensuring that Assistant Administrators are in place LEA-wide guarantees that all schools, regardless of their size or location, benefit from effective leadership and support. 2. Consistency in Instruction: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		3. Broad Impact: Educational partner feedback highlights that strong administrative support significantly impacts student achievement and school climate. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations. 4. Holistic Support: The LEA-wide approach to enhancing Assistant Administrators promotes an inclusive and supportive educational environment that fosters academic and social-emotional development for all students.	
1.6	Action: Library and Media Access Need: Educational Partner Feedback: Educational partners, including teachers, parents, community members, and students, have provided valuable feedback regarding the role of Media Resources: 1. Community Members: Supported initiatives to integrate innovative programs and resources to enhance technology equity. 2. Students: Expressed a desire for more interactive and engaging technology. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income	Action to Address Needs: Technology, Libraries, Media Resources, and School Innovation To address the unique needs of our unduplicated student groups, AESD is implementing a comprehensive plan to enhance technology, libraries, media resources, and school innovation across all grade levels. This action is principally directed towards unduplicated student groups, providing them with the necessary tools and resources to improve their academic performance and engagement. How the Action Addresses Needs: 1. Personalized Instruction: Access to modern technology and media resources allows teachers to deliver more personalized and differentiated instruction, addressing the diverse learning needs of EL, HY, and LI students. 2. Enhanced Engagement: Improved access to libraries and innovative school programs helps	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. Scope: LEA-wide	create more engaging and interactive learning environments, fostering student motivation and participation. 3. Increased Opportunities for Differentiation: Utilizing diverse resources enables more frequent and effective use of small group work and differentiated learning activities, essential for meeting the varied academic needs of our student population. 4. Improved Access to Resources: Providing access to technology, libraries, and media resources ensures that all students, regardless of socioeconomic status, can benefit from comprehensive educational tools and learning experiences. Why Provided LEA-wide: 1. Equitable Access: Ensuring that enhanced technology, libraries, media resources, and innovative programs are implemented LEA-wide guarantees that all students, regardless of their school or grade level, benefit from these educational enhancements. 2. Consistency in Instruction: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy and math. 3. Broad Impact: Educational partner feedback highlights that access to modern educational resources significantly impacts student achievement and motivation. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations.	

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		4. Holistic Support: The LEA-wide approach to enhancing technology, libraries, media resources, and school innovation promotes an inclusive and supportive educational environment that fosters academic and social-emotional development for all students. 5. Community Members: Supported initiatives to integrate innovative programs and resources to enhance educational equity. 6. Students: Expressed a desire for more interactive and engaging learning materials and environments. By implementing these enhancements LEA-wide, AESD aims to create an educational setting that not only addresses the specific needs of EL, HY, and LI students but also enhances the overall academic experience for every student in our district. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy and math outcomes for all. To address the unique needs of our unduplicated student groups, AESD is implementing a comprehensive plan to enhance technology and school innovation across all grade levels. This action is principally directed towards unduplicated student groups, providing them with the necessary tools and resources to improve their academic performance and engagement.	
1.7	Action: School Innovation	Supplemental services to include technology, libraries, media resources and school innovation will be employed to enhance the learning	

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	Need: The needs assessment reveals several critical areas requiring attention: 1. Academic Performance: EL, FY, and LI students are significantly below standard in both ELA and Math, indicating a need for robust academic support. 2. Engagement and Motivation: Many of our unduplicated students lack engagement and motivation, which are crucial for academic success. 3. Access to Innovative Educational Opportunities: There is a need for modern technology, innovative school programs, and strategic planning to stimulate interest and learning among unduplicated students. Educational Partner Feedback Educational partners, including teachers, parents, community members, and students, have provided valuable feedback: 1. Teachers: Emphasized the need for improved access to innovative teaching methods to better support unduplicated students. 2. Parents: Highlighted the importance of engaging learning experiences in keeping students motivated. 3. Community Members: Supported initiatives to integrate innovative programs and technological resources to enhance educational equity.	experience at each school site. A districtwide approach to addressing the overall arching need to increase academic literacy will be specifically designed to address the students of Adelanto. Action to Address Needs: Technology, School Innovation, and Strategic Planning To address the unique needs of our unduplicated student groups, AESD is implementing a comprehensive plan that includes technology enhancement, school innovation, and strategic planning across all grade levels. This action is principally directed towards unduplicated student groups, providing them with the necessary tools and resources to improve their academic performance and engagement. How the Action Addresses Needs: 1. Personalized Instruction: Access to modern technology allows teachers to deliver more personalized and differentiated instruction, addressing the diverse learning needs of EL, FY, and LI students. 2. Enhanced Engagement: Innovative teaching methods and tools help create more engaging and interactive learning environments, fostering student motivation and participation. 3. Increased Opportunities for Differentiation: Utilizing technology enables more frequent and effective use of small group work and differentiated learning activities, essential for meeting the varied academic needs of our student population.	

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	4. Students: Expressed a desire for more interactive and engaging learning materials and environments facilitated by technology and innovation. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. Scope: LEA-wide	4. Improved Access to Resources: Providing access to advanced educational tools ensures that all students, regardless of socioeconomic status, can benefit from comprehensive learning experiences. 5. Strategic Planning: Through careful strategic planning, the district can ensure that resources are allocated effectively and that innovative programs are implemented to meet the specific needs of unduplicated students. Why Provided LEA-wide: 1. Equitable Access: Ensuring that innovative programs, and strategic planning are implemented LEA-wide guarantees that all students, regardless of their school or grade level, benefit from these educational enhancements. 2. Consistency in Instruction: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy and math. 3. Broad Impact: Educational partner feedback highlights that access to modern educational resources and innovative teaching methods significantly impacts student achievement and motivation. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations. 4. Holistic Support: The LEA-wide approach to enhancing technology, school innovation, and strategic planning promotes an inclusive and supportive educational environment that fosters academic and social-emotional development for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	Action: Professional Learning to Support Grade-Level Standards in English Language Arts and Math Need: The needs assessment reveals several critical areas requiring attention: 1. Academic Performance: FY, and LI students are significantly below standard in both ELA and Math, indicating a need for robust academic support. 2. Engagement and Motivation: Many of our unduplicated students lack engagement and motivation, which are crucial for academic success. 3. Access to Innovative Educational Opportunities: To stimulate interest and learning among unduplicated students, it's crucial to prioritize professional learning that empowers educators with expertise in modern technology and innovative school programs, with a specific emphasis on research-based math strategies (e.g., conceptual understanding, spaced practice) and evidence-based English Language Arts strategies (e.g., explicit phonics instruction, reciprocal teaching). This must be coupled with the implementation of research-based practices and strategic planning, ensuring that all initiatives are grounded in evidence to	By implementing comprehensive professional development LEA-wide, we aim to create an educational setting that not only addresses the specific needs of FY and LI students but also enhances the overall academic experience for every student in our district, including students with disabilities. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy outcomes for all. A comprehensive learning growth plan will be implemented during the school year to address learning opportunities for all personnel. Opportunities for professional growth in all subjects but specifically in literacy and math will be a primary focus of the district. The data inquiry cycle will be utilized at least three times of the year utilizing the data to monitor and reevaluate the teaching within the classroom. Professional Learning will be the primary vehicle to drive the learning plan forward. Implementing Professional Learning across all grades ensures a consistent approach to teaching and learning, crucial for building strong foundational skills, especially in literacy. Ongoing professional learning facilitates better teacher-student interactions, enabling the personalized attention essential for the success of our FY and LI students. At every grade level, from TK through 8th grade, teachers benefit from professional	M1.2, M1.3, M1.6, M1.7, M1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	maximize their impact on student engagement and achievement in these critical areas. Educational Partner Feedback Educational partners, including teachers, parents, community members, and students, have provided valuable feedback: 1. Teachers specifically highlighted the need for improved access to innovative teaching methods to better support unduplicated students, directly correlating this with their academic progress in mastering core concepts. 2. Parents emphasized the importance of engaging learning experiences in keeping students motivated, recognizing that sustained engagement is key to consistent academic growth and achievement. 3. Community members supported initiatives to integrate innovative programs and technological resources to enhance educational equity, seeing these as vital tools to bridge achievement gaps and accelerate academic success. 4. Students themselves expressed a desire for more interactive and engaging learning materials and environments facilitated by technology and innovation, believing these would make learning more effective and directly contribute to their academic performance.	development through more individualized instruction techniques, increased engagement strategies, and greater opportunities for small group work and differentiated learning activities. Research consistently shows that effective professional learning positively impacts student achievement, particularly in the early grades. By implementing this initiative LEA-wide, we are addressing the academic needs of our most vulnerable populations while benefiting the entire student body. This holistic support fosters an inclusive and nurturing educational setting, driving significant improvements in literacy and overall academic performance. The LEA-wide implementation of professional learning underscores our commitment to providing every student, regardless of background or circumstance, with the opportunity to achieve academic success. Addressing Needs: 1. Personalized Instruction: Professional development allows teachers to learn and implement more personalized and differentiated instruction, addressing the diverse learning needs of FY and LI students. 2. Enhanced Engagement: With ongoing professional development, teachers can engage more effectively with each student, fostering a supportive and interactive learning environment. 3. Increased Opportunities for Differentiation: Professional development enables more frequent and effective use of small group work and differentiated learning activities, essential for	

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	The rationale for enhancing services stems from the disparities in 2023 CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, Low-Income (LI), and Foster Youth (FY) with LI at -79.8 DFS and FY at -113.7 DFS have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with LI at -79.8, and FY at -113.7. In Math, All Students are -115.3 DFS, with LI at -118.8 and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. Scope: LEA-wide	meeting the varied academic needs of our student population. 4. Improved Teacher-Student Interactions: Professional development enhances the quality of interactions, enabling teachers to identify and support individual student needs more effectively. Why Provided LEA-wide: 1. Equitable Access: Ensuring that professional learning is implemented LEA-wide guarantees that all teachers, regardless of their school or grade level, benefit from high-quality instructional practices and the associated academic advantages. 2. Consistency in Instruction: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy. 3. Broad Impact: Research indicates that effective professional learning significantly impacts student achievement. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations. 4. Holistic Support: The LEA-wide approach to professional learning promotes an inclusive and innovative educational environment that supports academic and social-emotional development for all students.	
2.2	Action: Music and Art	Personnel will provide a comprehensive program in music, art, and various electives aimed at building school attendance and enhancing	This action will be measured by the metrics

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	Need: The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of 47.1%. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates, particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated	cognitive skills. These programs will be tailored to stimulate different areas of the brain, which are crucial for memory and retention of new knowledge. Specifically, the district will: 1. Music and Art Programs: -English Learners (ELs): Use music and art to support language acquisition and cultural expression, thereby increasing engagement and attendance. -Low-Income (LI) Students: Provide equitable access to music and art programs to foster creativity and cognitive development, leading to improved academic outcomes. -Foster Youth (FY): Offer consistent and supportive environments through music and art, helping to build resilience and emotional stability. 2. Electives to Enhance Cognitive Skills: -English Learners (ELs): Offer electives that incorporate language support strategies, promoting language development alongside content learning. -Low-Income (LI) Students: Design electives that include project-based learning and real-world applications to make learning more relevant and engaging. -Foster Youth (FY): Provide electives that offer mentorship opportunities and life skills training, contributing to a sense of belonging and purpose. 3. Master Schedule of Electives: -English Learners (ELs): Ensure that the master schedule includes electives that cater to diverse interests and support language development, helping ELs to thrive academically.	identified in the action description.

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	programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. Music and art, along with engaging electives, are essential to utilizing the right brain of engagement, empowering the academic success of AESD learners. These programs foster creativity and holistic development, enhancing the overall educational experience and contributing to students' academic and personal growth. Educational partners expressed support for student access to the arts, and for eSports electives (through surveys, etc.). Educational partners including parents, teachers, administrators, and community members believe opportunities to access art, music, and electives will improve student engagement and increase attendance. The needs and assets of Music, Art, and Electives in AESD is as follows: Enhancement of Cognitive Skills: Music and art education stimulates different areas of the brain, enhancing cognitive abilities such as memory, spatial-temporal skills, and creative thinking. Engaging in these subjects helps develop critical thinking and problem-solving skills.	-Low-Income (LI) Students: Develop a master schedule that offers a variety of electives to engage students in their areas of interest, thus reducing absenteeism and improving retention. -Foster Youth (FY): Create a flexible and supportive master schedule that accommodates the unique needs of foster youth, promoting consistency and stability in their education. By implementing these strategies on an LEA-wide basis, the district aims to create a more inclusive and engaging learning environment that addresses the specific needs of ELs, LI students, and FY. These actions are expected to produce the intended student outcomes of improved attendance, enhanced cognitive skills, and increased engagement in learning, ultimately leading to better academic performance and overall well-being.	

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	Emotional and Social Development: Participation in music and art fosters emotional expression, empathy, and social interaction. These activities provide students with opportunities to collaborate, communicate, and build self-esteem. Improved Academic Performance: Studies have shown that students involved in music and art programs often perform better academically. The skills gained from these subjects, such as discipline, focus, and perseverance, translate into improved performance in core subjects like math, reading, and science. Cultural Awareness and Appreciation: Music and art education exposes students to diverse cultures and historical contexts, promoting cultural awareness and appreciation. This broadens students' perspectives and helps them develop a more inclusive worldview. By integrating music, art, and engaging electives into the curriculum, AESD can provide a more holistic education that addresses the diverse needs and talents of its students, fostering both academic and personal success. Scope: LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	Action: Mental Health and Social-Emotional Counseling Need: The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of 47.1%. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates, particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups. AESD has identified two significant causes for the low attendance rate and high chronic absenteeism rate. The two identified causes were student connectedness and lack of engagement. Further barriers to student achievement were determined to be physical and mental health, and the lack of related support. The continuance of the actions listed	AESD understands that a significant aspect of improving student attendance relies on addressing their social and emotional wellness. To achieve this, the district will provide students with comprehensive access to mental and physical health services, social-emotional learning (SEL) programs, and counseling. These initiatives are designed to meet the specific needs of all students, including English Learners (ELs), Low-Income (LI) students, and Foster Youth (FY), and are expected to significantly reduce the chronic absenteeism rate. Specifically, the district will implement the following strategies: 1. Mental Health Services: -English Learners (ELs): Offer mental health services with language support to ensure effective communication and appropriate care, enhancing emotional well-being and attendance. -Low-Income (LI) Students: Provide accessible mental health services to address stressors related to economic hardships, promoting regular school attendance. -Foster Youth (FY): Ensure consistent access to mental health services to address trauma and emotional instability, fostering a sense of safety and belonging that encourages regular attendance. 2. Social-Emotional Learning (SEL): -English Learners (ELs): Integrate culturally responsive and language-accessible SEL programs to help ELs develop social skills and emotional resilience, supporting regular school attendance.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	above is supported by community feedback (survey data), and observational data about student usage of these services. Scope: LEA-wide	-Low-Income (LI) Students: Implement SEL programs that address specific challenges faced by LI students, helping them build coping strategies and stay engaged in their education. -Foster Youth (FY): Provide SEL programs that offer the tools to manage emotions and build positive relationships, encouraging regular participation in school. 3. Counseling Services: -English Learners (ELs): Offer counseling services with bilingual counselors to help navigate academic and personal challenges, promoting consistent attendance. -Low-Income (LI) Students: Ensure access to counseling services to support stress management and overcome barriers to attendance. -Foster Youth (FY): Provide dedicated counseling services to address unique emotional and psychological needs, fostering a stable and supportive school environment. By implementing these strategies on an LEA-wide basis, AESD aims to ensure equitable access to essential support and resources for all students. This cohesive and inclusive approach is anticipated to significantly reduce chronic absenteeism, promoting the well-being and academic success of every student in the district.	
2.5	Action: Social Emotional Wellness Need: The rationale for enhancing services stems from the disparities in CAASPP scores for	AESD understands that a significant aspect of improving student attendance relies on addressing their social and emotional wellness. To achieve this, the district will provide students with comprehensive access to mental and physical health services, social-emotional learning (SEL)	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of 47.1%. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates,	programs, and counseling. These initiatives are designed to meet the specific needs of all students, including English Learners (ELs), Low-Income (LI) students, and Foster Youth (FY), and are expected to significantly reduce the chronic absenteeism rate. Specifically, the district will implement the following strategies: 4. Mental Health Services: -English Learners (ELs): Offer mental health services with language support to ensure effective communication and appropriate care, enhancing emotional well-being and attendance. -Low-Income (LI) Students: Provide accessible mental health services to address stressors related to economic hardships, promoting regular school attendance. -Foster Youth (FY): Ensure consistent access to mental health services to address trauma and emotional instability, fostering a sense of safety and belonging that encourages regular attendance. 5. Physical Health Services: -English Learners (ELs): Ensure ELs have access to physical health services, including preventive care and treatment, to reduce health-related absences. -Low-Income (LI) Students: Offer physical health services to mitigate health issues that may otherwise lead to absenteeism. -Foster Youth (FY): Provide comprehensive physical health services tailored to their unique needs, promoting overall well-being and consistent school attendance.	

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	particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups. AESD has identified two significant causes for the low attendance rate and high chronic absenteeism rate. The following two reasons justify the need to continue the services: 1) student connectedness and lack of engagement and 2) Further barriers to student achievement were determined to be physical and mental health, and the lack of related support. The continuance of the actions listed above is supported by community feedback (survey data), and observational data about student usage of these services. Scope: LEA-wide	6. Social-Emotional Learning (SEL): -English Learners (ELs): Integrate culturally responsive and language-accessible SEL programs to help ELs develop social skills and emotional resilience, supporting regular school attendance. -Low-Income (LI) Students: Implement SEL programs that address specific challenges faced by LI students, helping them build coping strategies and stay engaged in their education. -Foster Youth (FY): Provide SEL programs that offer the tools to manage emotions and build positive relationships, encouraging regular participation in school. 7. Counseling Services: -English Learners (ELs): Offer counseling services with bilingual counselors to help navigate academic and personal challenges, promoting consistent attendance. -Low-Income (LI) Students: Ensure access to counseling services to support stress management and overcome barriers to attendance. -Foster Youth (FY): Provide dedicated counseling services to address unique emotional and psychological needs, fostering a stable and supportive school environment. By implementing these strategies on an LEA-wide basis, AESD aims to ensure equitable access to essential support and resources for all students. This cohesive and inclusive approach is anticipated to significantly reduce chronic absenteeism, promoting the well-being and academic success of every student in the district.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	Action: Social Emotional Learning Need: The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of 47.1%. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates, particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued	AESD understands that a significant part of student attendance relies on social and emotional wellness. Therefore, the district is committed to providing comprehensive professional development to support access to mental and physical health services, social-emotional learning (SEL), and counseling. These efforts will address the specific needs of all students, including identified groups such as English Learners (ELs), Low-Income (LI) students, and Foster Youth (FY), ultimately reducing the chronic absenteeism rate. Through professional development, the district will address the following areas for staff to better support the unique needs of English Learners (ELs), Low-Income (LI) students, and Foster Youth (FY): 1. Mental Health Services -English Learners (ELs): Staff will receive training on how to provide mental health services with integrated language support, ensuring ELs can communicate their needs effectively and receive culturally responsive care. This training will emphasize the importance of understanding language barriers and cultural contexts, which will lead to improved emotional well-being and attendance for EL students. -Low-Income (LI) Students: Professional development will focus on equipping staff with the skills and resources to offer accessible mental health services for LI students, addressing the unique stressors of economic hardship. Training will cover strategies to promote resilience and	This action will be measured by the metrics identified in the action description.

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	support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. AESD has identified two significant causes for the low attendance rate and high chronic absenteeism rate. The two identified causes were student connectedness and lack of engagement. Further barriers to student achievement were determined to be physical and mental health, and the lack of related support. The continuance of the actions listed above is supported by community feedback (survey data), and observational data about student usage of these services. Scope: LEA-wide	emotional health, helping these students remain engaged and regularly attend school. -Foster Youth (FY): Training for staff will emphasize providing foster youth with consistent access to mental health services tailored to address trauma and emotional instability. Staff will learn trauma-informed care approaches to help foster youth develop a sense of safety and belonging, ultimately improving their attendance and emotional health. 2. Physical Health Services -English Learners (ELs): Staff will be trained on how to ensure EL students have access to comprehensive physical health services, both preventive care and treatments, which can reduce health-related absences. Training will include information on overcoming language barriers and facilitating equitable access to health resources. -Low-Income (LI) Students: Professional development will guide staff on how to provide physical health services that address the specific health challenges faced by LI students. This will help mitigate the effects of untreated health issues, reducing absenteeism and promoting a healthier school experience. -Foster Youth (FY): Training will focus on ensuring foster youth receive comprehensive, personalized physical health services that address their unique health needs. Staff will be educated on how to identify and respond to health concerns that may affect foster youth, promoting their overall well-being and improving attendance. 3. Social-Emotional Learning (SEL)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		-English Learners (ELs): PD will train staff on integrating social-emotional learning (SEL) practices that consider language and cultural differences. Focusing on will be on creating an inclusive environment where EL students can develop social-emotional skills in ways that resonate with their experiences, helping them build relationships and confidence. -Low-Income (LI) Students: Staff will receive training on SEL strategies that are sensitive to the challenges faced by LI students, such as financial instability. SEL lessons will be designed to build resilience, self-awareness, and coping mechanisms, contributing to better emotional health and engagement in school. -Foster Youth (FY): SEL training for staff will emphasize trauma-informed practices that address the specific emotional and social challenges faced by foster youth. This will include strategies for building trust, promoting self-regulation, and developing a supportive community, helping foster youth feel more connected to their school and peers. These actions are conducted on an LEA-wide basis to ensure that all students, regardless of their background, have equitable access to the support and resources necessary for their success. By addressing the specific needs of ELs, LI students, and FY through targeted mental and physical health services, SEL programs, and counseling, the district anticipates a significant reduction in chronic absenteeism. The implementation of these strategies LEA-wide ensures a cohesive and inclusive approach,	

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		promoting the well-being and academic success of every student in the district.	
2.7	Action: Transportation Services Need: The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. The chronic absenteeism data reveals disparities among different student groups. The overall rate of chronic absenteeism is 45.1%, with low-income (LI) students showing a higher rate of 47.1%, indicating a significant challenge for this group. English learners (EL) and foster youth (FY) have lower chronic	AESD expects to see improvement in student attendance and connectedness by addressing and removing barriers that impact student participation and engagement. Specifically, the district will focus on: 1. Access to Transportation: -Each Learner Group: Provide staff to support transportation (e.g., Transportation Supervisor, Transportation Coordinator, Transportation Dispatcher, support staff, etc.) -Provide transportation (i.e., additional district transportation, curb-to-curb service, and city bus passes) -English Learners (ELs): Providing reliable transportation ensures that ELs can consistently attend school and participate in after-school programs that support language acquisition and academic growth. -Low-Income (LI) Students: Removing transportation barriers will increase attendance rates for LI students, allowing them to access the full range of educational opportunities available. -Foster Youth (FY): Ensuring transportation stability for foster youth helps maintain consistent school attendance despite potential changes in living situations. 2. Transportation Services: -English Learners (ELs): Enhanced transportation services ensure that ELs can participate in	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism rates at 38.3% and 39.2%, respectively, but still exceed desirable levels. These discrepancies highlight the need for targeted transportation to address the underlying causes of absenteeism, particularly for low-income students who face the highest rates. Tailored interventions are essential to support these student groups and reduce chronic absenteeism across the board. Data points indicate a need for actions that are principally directed at reducing the chronic absenteeism rate for all students. Along with the state data indicating this need, educational partners expressed a critical need for transportation services, and a focus on attendance. Scope: LEA-wide	supplementary educational programs and activities that support language and academic development. -Low-Income (LI) Students: Reliable transportation services help LI students access educational and extracurricular activities, promoting a sense of belonging and engagement in school. -Foster Youth (FY): Providing specialized transportation services for foster youth ensures their attendance and participation in school activities, fostering a sense of stability and connectedness. By implementing these actions on an LEA-wide basis, AESD aims to create an inclusive environment that addresses the specific needs of ELs, LI students, and FY. These targeted actions are expected to produce the intended student outcomes of improved attendance, enhanced connectedness, and better overall academic performance. Conducting these actions LEA-wide ensures that all students, regardless of their background, have equitable access to the support and resources necessary for their success.	
2.8	Action: Counseling Need: The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential	AESD understands that a huge part of student attendance relies on student social and emotional wellness. By providing students with access to mental and physical health, social emotional services and learning with counseling will reduce the chronic absenteeism rate. By offering comprehensive support services such as mental health resources, social-emotional learning (SEL), and counseling, AESD aims to create an environment where students feel supported, connected, and mentally well. As	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for further improvement with continued support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. The chronic absenteeism data reveals disparities among different student groups. The overall rate of chronic absenteeism is 45.1%, with low-income (LI) students showing a higher rate of 47.1%, indicating a significant challenge for this group. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, but still exceed desirable levels. These discrepancies highlight the need for targeted actions to address the underlying causes of absenteeism, particularly for low-income students who face the highest rates. Tailored interventions are essential to support these student groups and reduce chronic absenteeism across the board. Scope: LEA-wide	students are more likely to attend school regularly. This holistic approach can help reduce chronic absenteeism by ensuring that students have the tools and resources they need to thrive both in and out of the classroom. Specific Strategies for Identified Student Groups: 1. Mental Health Resources: -English Learners (ELs): Provide mental health services with language support to ensure effective communication and care, which enhances emotional well-being and attendance. -Low-Income (LI) Students: Offer accessible mental health services to address stressors related to economic hardships, promoting regular school attendance. -Foster Youth (FY): Ensure consistent access to mental health services to address trauma and emotional instability, fostering a sense of safety and belonging that encourages regular attendance. 2. Social-Emotional Learning (SEL): -English Learners (ELs): Implement culturally responsive and language-accessible SEL programs to help ELs develop social skills and emotional resilience, supporting regular school attendance. -Low-Income (LI) Students: Provide SEL programs that address specific challenges faced by LI students, helping them build coping strategies and stay engaged in their education. -Foster Youth (FY): Offer SEL programs that provide tools to manage emotions and build	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		positive relationships, encouraging regular participation in school. 3. Counseling Services: -English Learners (ELs): Offer counseling services with bilingual counselors to help navigate academic and personal challenges, promoting consistent attendance. -Low-Income (LI) Students: Ensure access to counseling services to support stress management and overcoming barriers to attendance. -Foster Youth (FY): Provide dedicated counseling services to address unique emotional and psychological needs, fostering a stable and supportive school environment. LEA-Wide Implementation: -Equity and Inclusion: Conducting these actions on an LEA-wide basis ensures that all students, regardless of their background, have equitable access to the support and resources necessary for their success. -Holistic Approach: A comprehensive, district-wide approach ensures consistency in the support provided, creating a unified and inclusive environment that addresses the needs of all students, including ELs, LI students, and FY. -Improved Outcomes: By addressing the specific needs of these identified student groups through targeted mental health services, SEL programs, and counseling, the district aims to see improved academic outcomes, reduced suspension rates, and increased attendance rates.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		By implementing these strategies on an LEA-wide basis,	
2.9	Action: Engaging Electives Need: The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. Music and art, along with engaging electives, are essential to utilizing the right brain of engagement, empowering the academic success of AESD learners. These programs foster creativity and holistic development, enhancing the overall educational experience	Personnel will provide music, art, and a variety of electives to build school attendance and enhance cognitive skills, stimulating different areas of the brain, including memory and retention of new knowledge. Establishing these courses and generating a master schedule of electives will significantly enhance student engagement and foster an active role in their learning. Specifically, the district will implement the following strategies: 1. Music and Art Programs: -English Learners (ELs): Use music and art to support language acquisition and cultural expression, increasing engagement and attendance by making learning more accessible and enjoyable. -Low-Income (LI) Students: Provide equitable access to music and art programs to foster creativity and cognitive development, leading to improved academic outcomes and regular attendance. -Foster Youth (FY): Offer consistent and supportive environments through music and art, helping to build resilience and emotional stability, which encourages regular school attendance. 2. Electives to Enhance Cognitive Skills: -English Learners (ELs): Offer electives that incorporate language support strategies, promoting language development alongside	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and contributing to students' academic and personal growth. Educational partners expressed support for student access to the arts, and for eSports electives (through surveys, etc). Educational partners including parents, teachers, administrators, and community members believe opportunities to access art, music, and electives will improve student engagement and increase attendance. The needs and assets of Music, Art, and Electives in AESD is as follows: Improved Academic Performance: Studies have shown that students involved in music and art programs often perform better academically. The skills gained from these subjects, such as discipline, focus, and perseverance, translate into improved performance in core subjects like math, reading, and science. Cultural Awareness and Appreciation: Music and art education exposes students to diverse cultures and historical contexts, promoting cultural awareness and appreciation. This broadens students' perspectives and helps them develop a more inclusive worldview. Creative Expression and Innovation: Electives in music, art, and other areas provide a creative outlet for students, encouraging them to express themselves and think innovatively. This creativity is crucial for personal development and can lead to future success in various fields.	content learning, resulting in improved academic performance -Low-Income (LI) Students: Design electives that include project-based learning and real-world applications, making learning more relevant and engaging, thereby reducing absenteeism and improving retention. -Foster Youth (FY): Provide electives that offer mentorship opportunities and life skills training, contributing to a sense of belonging and purpose, which encourages consistent school attendance. 3. Master Schedule of Electives: -English Learners (ELs): Ensure the master schedule includes electives that cater to diverse interests and support language development, helping ELs to thrive academically and attend school regularly. -Low-Income (LI) Students: Develop a master schedule that offers a variety of electives to engage students in their areas of interest, reducing absenteeism and improving overall retention. -Foster Youth (FY): Create a flexible and supportive master schedule that accommodates the unique needs of foster youth, promoting consistency and stability in their education. By implementing these strategies on an LEA-wide basis, AESD aims to create an inclusive environment that addresses the specific needs of all students, particularly ELs, LI students, and FY. These targeted actions are expected to produce the intended student outcomes of improved attendance, enhanced cognitive skills, and increased engagement in learning. Conducting these actions LEA-wide ensures that all students, regardless of their background, have equitable	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Stress Relief and Mental Health: Engaging in music and art can be therapeutic, reducing stress and anxiety. These activities provide a positive outlet for emotions and contribute to overall mental well-being. Development of Fine Motor Skills: Art activities, such as drawing and painting, improve fine motor skills and hand-eye coordination. These skills are important for everyday tasks and can benefit academic performance. Lifelong Learning and Appreciation: Exposure to music, art, and diverse electives instills a lifelong appreciation for these disciplines. Students are more likely to pursue these interests outside of school, leading to a well-rounded, enriched life. Enhanced Engagement and Motivation: Electives allow students to explore their interests and passions, increasing engagement and motivation in school. When students are interested in what they are learning, they are more likely to excel academically and personally. Preparation for Future Careers: Music, art, and electives can pave the way for future careers in creative industries. Skills learned in these subjects, such as creativity, collaboration, and communication, are highly valued in the job market.	access to the support and resources necessary for their success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	By integrating music, art, and engaging electives into the curriculum, AESD can provide a more holistic education that addresses the diverse needs and talents of its students, fostering both academic and personal success. Scope: LEA-wide		
3.1	Action: Family Engagement Need: The following data supports the identified need: AESD recognizes a continued need to increase parent attendance at district workshops, training, courses, etc. For the 2022-2023 school year, 652 parents attended parent group meetings, and 111 parents were approved as parent volunteers. In 2024 parent participation increased to 2,287 participants. The district offered a wide range of parent engagement opportunities. Educational partner feedback and district observation communicated that the district did a great job in the area of family engagement, however, we would like to do better and increase opportunities for parents of English Learners, Foster Youth, and Socioeconomically Disadvantaged students to participate in training, workshops and courses. These actions are intended to continue the	The district expects that providing more opportunities for family engagement, continuing to offer parent trainings to families and caretakers, providing additional support for bilingual families, and increasing communication about programs that benefit unduplicated students will lead to improved academic outcomes, such as higher grades and better performance on the CAASPP in ELA and Math. These initiatives are also expected to reduce suspension rates and increase attendance rates, particularly for English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students. Specifically, the district will implement the following strategies: 1.Opportunities for Family Engagement: -English Learners (ELs): Organize culturally responsive family engagement events that encourage EL families to participate actively in their children's education, fostering a supportive home environment that promotes academic success.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	development of relationships between district staff and families, and to build parent and caretaker capacity to support students in a way that will lead to a decreased suspension rate and improved attendance rate. The identification of this need as well as the support expressed for these actions by educational partners justifies their continuance. Scope: LEA-wide	-Low-Income (LI) Students: Host community-based family engagement activities to strengthen the connection between LI families and schools, providing a platform for parents to become more involved in their children's learning and school community. -Foster Youth (FY): Create tailored family engagement opportunities that include foster families and caretakers, ensuring they have the resources and support needed to advocate for and support foster youth's educational progress. 2. Parent Trainings for Families/Caretakers: -English Learners (ELs): Provide training sessions in multiple languages to help EL families understand the educational system, support their children's learning at home, and navigate school resources effectively. -Low-Income (LI) Students: Offer workshops focused on strategies for academic support, homework assistance, and understanding curriculum standards to empower LI families to support their children's educational journey. -Foster Youth (FY): Develop specialized training programs for foster families to address the unique needs of foster youth, including trauma-informed care and educational advocacy, fostering a stable and supportive environment. 3. Additional Support for Bilingual Families: -English Learners (ELs): Implement bilingual support services to assist families in accessing school information, understanding academic expectations, and communicating effectively with teachers and staff, thereby enhancing student support at home and school. -Low-Income (LI) Students: Ensure that bilingual support is available for LI families, helping them to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		overcome language barriers and actively participate in their children's education, leading to improved academic outcomes. -Foster Youth (FY): Provide bilingual resources and support for foster families who speak languages other than English, ensuring they can fully engage with the educational system and support their foster children's academic progress. 4. Increased Communication about Programs Benefiting Unduplicated Students: -English Learners (ELs): Enhance communication channels to keep EL families informed about programs and services specifically designed to support EL students, encouraging their participation and engagement. -Low-Income (LI) Students: Develop targeted communication strategies to inform LI families about available resources and programs that can assist in overcoming economic barriers to education, promoting greater involvement and support. -Foster Youth (FY): Ensure clear and consistent communication with foster families about programs and services tailored to the needs of foster youth, fostering a sense of inclusion and support within the school community. By implementing these strategies on an LEA-wide basis, the district aims to create a more inclusive and supportive educational environment that addresses the specific needs of ELs, LI students, and FY. These targeted actions are expected to result in improved academic outcomes, reduced suspension rates, and increased attendance rates, thereby promoting the overall success and	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		well-being of all students. This action is also targeting the needs students with disabilities and Hispanic students. A major focus will be the increase of parent and family engagement to increase the communication between home and school through parent engagement meetings and increasing the communication to all educational partners.	
3.2	Action: Communication Need: The following data supports the identified need: AESD recognizes a continued need to increase parent attendance at district workshops, training, courses, etc. For the 2022-2023 school year, 652 parents attended parent group meetings, and 111 parents were approved as parent volunteers. In 2024 parent participation increased to 2,287 participants. In considering the needs, conditions, and circumstances of English Learners, Foster Youth, and Socioeconomically Disadvantaged students, the district identified strong parent engagement and communication as an area of need. Educational partner feedback and district observation communicated that the district did a great job in the area of family engagement and communication, however, we would like to do better and increase opportunities for parents of English Learners, Foster Youth, and Socioeconomically Disadvantaged students to participate in	The district expects that by providing more opportunities for family engagement, continuing to offer parent training to families and caretakers through clear and concrete communication, providing additional support for bilingual families, and increasing communication about programs that benefit unduplicated students, there will be improved academic outcomes. These outcomes include higher grades and better performance on the CAASPP in ELA and Math, as well as reduced suspension rates and increased attendance rates, specifically for English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students. Specifically, the district will implement the following strategies: 1. Increased Opportunities for Family Engagement: English Learners (ELs): Organize culturally responsive family engagement events that encourage EL families to actively participate in their children's education, fostering a supportive home environment that promotes academic success.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	training and workshops. This action is intended to continue the development of relationships between district staff and families, and to build parent and caretaker capacity to support students in a way that will lead to a decreased suspension rate and improved attendance rate. The identification of this need as well as the support expressed for these actions by educational partners justifies their focus. The action is principally directed toward and effective in meeting the identified needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students surrounding family engagement. Research shows that the most significant determining factor in student academic success is the presence of one involved caretaker. Scope: LEA-wide	2. Low-Income (LI) Students: Host community-based family engagement activities to strengthen the connection between LI families and schools, providing a platform for parents to become more involved in their children's learning and school community. 3. Foster Youth (FY): Create tailored family engagement opportunities that include foster families and caretakers, ensuring they have the resources and support needed to advocate for and support foster youth's educational progress. 4. Parent Training for Families/Caretakers through Concrete Communication: English Learners (ELs): Provide training sessions in multiple languages to help EL families understand the educational system, support their children's learning at home, and navigate school resources effectively. 5. Low-Income (LI) Students: Offer workshops focused on strategies for academic support, homework assistance, and understanding curriculum standards to empower LI families to support their children's educational journey. 6. Foster Youth (FY): Develop specialized training programs for foster families to address the unique needs of foster youth, including trauma-informed care and educational advocacy, fostering a stable and supportive environment. 7. Additional Support for Bilingual Families: 8. English Learners (ELs): Implement bilingual support services to assist families in accessing school information, understanding academic expectations, and communicating effectively with teachers and staff, thereby enhancing student support at home and school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		9. Low-Income (LI) Students: Ensure that bilingual support is available for LI families, helping them to overcome language barriers and actively participate in their children's education, leading to improved academic outcomes. 1Foster Youth (FY): Provide bilingual resources and support for foster families who speak languages other than English, ensuring they can fully engage with the educational system and support their foster children's academic progress. 4. Increased Communication about Programs Benefiting Unduplicated Students: -English Learners (ELs): Enhance communication channels to keep EL families informed about programs and services specifically designed to support EL students, encouraging their participation and engagement. -Low-Income (LI) Students: Develop targeted communication strategies to inform LI families about available resources and programs that can assist in overcoming economic barriers to education, promoting greater involvement and support. -Foster Youth (FY): Ensure clear and consistent communication with foster families about programs and services tailored to the needs of foster youth, fostering a sense of inclusion and support within the school community. By implementing these strategies on an LEA-wide basis, the district aims to create a more inclusive and supportive educational environment that addresses the specific needs of ELs, LI students, and FY. These targeted actions are expected to result in improved academic outcomes, reduced	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		suspension rates, and increased attendance rates, thereby promoting the overall success and well-being of all students. A major focus will be the increase of parent and family engagement to increase the communication between home and school through parent engagement meetings and increasing the communication to all educational partners.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	Action: English Learner Student Achievement supports Need: The following data supports the identified need: ELPI indicates a 47.2% making progress; local reclassification rates for ELs - 6.7% and LTELs 3.8%, ELA CAASPP at EL -104.3 PBS and Math CAASPP at -133.7 PBS. English Learners testing and reclassification results merit a focus on language development that fosters English Language Development for both EL and Long Term English Learners.	A Literacy Plan for English Learners will encompass equitable services for each level of language development. Personnel will meet with each English Learner to generate a literacy goal for the year and track progress toward reclassification. A monitoring cycle will ensure regular connections with students, parents, and teachers. English Language Development lessons, goal-setting activities, and academic intervention programs will drive the learning and advancement of English Learners.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Research based intervention programs along with first best ELD instruction will support the foundational skills for language mastery. Analysis of the data reveals several key areas of need: 1. Progress and Reclassification: The relatively low percentage of ELs making progress and the reclassification rates for both ELs and LTELs indicate a significant need for enhanced language development programs. 2. Academic Performance: The performance gaps in ELA and Math CAASPP scores underscore the necessity of focused academic interventions to support ELs in achieving grade-level proficiency. Scope: Limited to Unduplicated Student Group(s)	To address these needs, the district will implement the following strategies based on educational partner feedback: 1. Enhanced Language Development Programs: -First Best ELD Instruction: Implement research-based instructional practices that prioritize English Language Development (ELD) for both ELs and LTELs. This includes integrating language development into all content areas to ensure comprehensive language acquisition. -Targeted Intervention Programs: Utilize evidence-based intervention programs tailored to the specific needs of ELs and LTELs. These programs will focus on foundational language skills, including vocabulary development, reading comprehension, and writing proficiency. 2. Professional Development for Educators: -ELD Instruction Training: Provide ongoing professional development for teachers on effective ELD instructional strategies. This training will equip educators with the skills and knowledge needed to support language development in their classrooms. -Cultural Competency: Offer training on cultural competency to help teachers create inclusive and supportive learning environments that recognize and value the diverse backgrounds of ELs. 3. Increased Family and Community Engagement: -Educational Partner Feedback: Actively seek feedback from families, caretakers, and community members regarding the needs and challenges faced by ELs and LTELs. This feedback will inform the development and implementation of language development programs.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		-Bilingual Support Services: Enhance communication and support services for bilingual families to ensure they are fully informed and engaged in their children's education. This includes providing resources and training in multiple languages. These targeted strategies, developed with input from educational partners, are designed to support the identified needs of ELs and LTELs. By focusing on language development, utilizing research-based interventions, and enhancing family engagement, the district aims to improve academic outcomes and close the achievement gaps for these student groups.	
2.1	Action: Foster Youth Services Need: The following data supports the identified need: Dataquest- 2022-2023- Unexcused absences; FY 34.4%. Chronic Absenteeism Rate- CA Dashboard- District Level- FY 39.2%. Suspension Rate - CA Dashboard - District Level; All 9%; FY 16.9%. Foster Youth Support Services – There are gaps in the suspension rate between all students and Foster Youth. The actions above are limited to Foster Youth students surrounding social-emotional learning support and mental health. We are looking forward to fully implementing these actions	The district expects that providing more opportunities for Social Emotional Learning the effects would produce positive outcomes for our struggling students. AESD will provide additional support for our Foster Youth students to improve the academic outcomes (higher grades, higher performance on the CAASPP in ELA and Math), as well as reduced suspension rates and increased attendance rates, specifically for Foster Youth. In considering the needs, conditions, and circumstances of our Foster Youth students, the district identified access to curriculum with the addition of two Foster Youth Counselors that will be responsible for providing access to academic services, physical and emotional health, and mental wellness.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	because they show promising practices for our students. We saw an increase in the amount of referrals, both in district and out of district to meet the mental health needs of the students. The actions described above are specifically tailored to support Foster Youth students through social-emotional learning (SEL) and mental health services. Based on analysis of student achievement data, we recognize the critical need for these supports. Key Findings and Actions: - Increased Referrals: We observed a rise in both in-district and out-of-district referrals to address the mental health needs of Foster Youth. This indicates a growing recognition of the importance of mental health services for this group. - Promising Practices: The implementation of SEL and mental health support practices shows significant promise in improving the well-being and academic outcomes of Foster Youth students. Educational Partner Feedback: - Need for Comprehensive Support: Feedback from educational partners highlights the necessity of comprehensive mental health and SEL programs tailored to the unique challenges faced by Foster Youth.	In conclusion, Foster Youth Services – Foster Youth Counselors will serve as the district’s Foster youth liaisons, and will connect Foster Youth and families to physical and mental health services. These Counselors will conduct progress monitoring, and regular check-ins, and will connect Foster youth to academic support services (tutoring). This action is targeted toward supporting the district’s identified need to support Foster Youth academically, socially, emotionally, and mentally. Educational partner feedback indicates that additional support is needed for Foster Youth.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• Collaboration and Input: Ongoing collaboration with families, caretakers, and community organizations is essential to ensure these programs effectively address the needs of Foster Youth. Planned Actions: 1. Enhanced SEL Programs: Implementing robust SEL programs to help Foster Youth develop emotional resilience, social skills, and coping strategies. 2. Mental Health Services: Expanding access to mental health services, including counseling and therapy, to support the psychological well-being of Foster Youth. 3. Professional Development: Providing training for educators and staff on trauma-informed practices and the specific needs of Foster Youth. 4. Family and Community Engagement: Strengthening partnerships with families and community organizations to ensure a holistic approach to supporting Foster Youth. We are committed to fully implementing these actions as they have shown promising results in addressing the social-emotional and mental health needs of Foster Youth. By leveraging the insights gained from educational partner feedback and student achievement data, we aim to create a supportive and effective environment that		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	fosters the success and well-being of Foster Youth students. Scope: Limited to Unduplicated Student Group(s)		
3.3	Action: Home Language Access for Family Engagement & Services Need: There is a gap between overall student CAASPP performances (76.5 points below standard in ELA, 115.3 points below standard in Math), and performance on the CAASPP for English Learners (104.3 points below standard in ELA and 133.7 points below standard in Math). The English Learner Progress Indicator indicates 47.2% making progress towards English language proficiency with a decline of 2% of 1,114 English Learners districtwide. These data points indicate a need for the district to direct services to English Learners, to support their academic achievement. The action was developed to meet the unique needs of the district's diverse community. According to the 2023 California Dashboard there was a decline of 2% of students making progress towards English Language proficiency.	District Staff will coordinate and increase efforts of communication to support language acquisition and goal attainment for students. This includes frequent and constant communication with parents and family members. Additional support for students include tutoring services and parent/family training and support for students in the areas of standards attainment and homework completion. Additionally, bilingual supports include access and opportunity for training in the areas of mental health services.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational Partner Feedback: Educational partner feedback also supports the implementation of the limited action indicated. The district expects the implementation of this action to lead to gradual increases in academic performance for English Learners. Scope: Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

The additional funding will be used to increase or retain qualified staff and support staff from the local area with comparable salaries and benefits. The increase in staff support such as paraprofessionals, aides, and other directly supporting staff will assist in the students' overall achievement data by connecting and supporting the students' social-emotional development and assisting them with mental health needs (Action 2.1, 2.3).

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$78,615,322	24,482,074	31.142%	9.901%	41.043%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$32,598,132.00	\$7,141,705.00	\$45,000.00	\$0.00	\$39,784,837.00	\$28,681,324.00	\$11,103,513.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class Size Reduction and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$13,047,666.00	\$0.00	\$13,047,666.00				\$13,047,666.00	
1	1.2	Supplemental Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,268,839.00	\$700,000.00	\$1,968,839.00				\$1,968,839.00	
1	1.3	Instructional Jumpstart	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$710,793.00	\$710,793.00				\$710,793.00	
1	1.4	English Learner Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$103,723.00	\$50,000.00	\$153,723.00				\$153,723.00	
1	1.5	Instructional Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$371,054.00	\$256,326.00	\$627,380.00				\$627,380.00	
1	1.6	Library and Media Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,245,431.00	\$209,247.00	\$1,454,678.00				\$1,454,678.00	
1	1.7	School Innovation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$714,456.00	\$805,664.00	\$1,520,120.00				\$1,520,120.00	
1	1.8	English Learner Student Achievement supports	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	2024-2027	\$113,088.00	\$2,000.00	\$115,088.00				\$115,088.00	

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
					Group(s)											
1	1.9	Professional Learning to Support Grade-Level Standards in English Language Arts and Math	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$245,399.00	\$215,768.00	\$461,167.00				\$461,167.00	
2	2.1	Foster Youth Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2027	\$428,763.00	\$0.00	\$34,913.00	\$393,850.00			\$428,763.00	
2	2.2	Music and Art	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$690,159.00	\$55,247.00	\$745,406.00				\$745,406.00	
2	2.3	Mental Health and Social-Emotional Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,113,155.00	\$100,000.00	\$148,302.00	\$2,064,853.00			\$2,213,155.00	
2	2.4	Attendance and Engagement	All	No				2024-2027	\$257,045.00	\$75,000.00	\$332,045.00				\$332,045.00	
2	2.5	Social Emotional Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$48,532.00	\$348,005.00	\$396,537.00				\$396,537.00	
2	2.6	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$176,176.00	\$50,000.00	\$226,176.00				\$226,176.00	
2	2.7	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$3,858,485.00	\$2,747,540.00	\$6,606,025.00				\$6,606,025.00	
2	2.8	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$383,609.00	\$256,439.00	\$461,168.00	\$178,880.00			\$640,048.00	
2	2.9	Engaging Electives	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$870,258.00	\$470,000.00	\$1,340,258.00				\$1,340,258.00	
3	3.1	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$0.00	\$1,619,790.00	\$1,619,790.00				\$1,619,790.00	

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
						Low Income										
3	3.2	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$98,582.00	\$88,953.00	\$187,535.00				\$187,535.00	
3	3.3	Home Language Access for Family Engagement & Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$298,599.00	\$141,924.00	\$440,523.00				\$440,523.00	
4	4.1	Tiered Support Program Personnel	All Low-Income, Hispanic	No			Specific Schools: Adelanto Elementary School TK-5	2024-2027	\$28,694.00	\$10,000.00		\$38,694.00			\$38,694.00	
4	4.2	Additional Standards-Based Practice-Supplemental Materials	All Low-Income, Hispanic	No			Specific Schools: Adelanto Elementary School Tk-5	2024-2027	\$0.00	\$65,000.00		\$65,000.00			\$65,000.00	
4	4.3	ELA/Literacy and Math Professional Development	English Learners	No			Specific Schools: Adelanto Elementary School TK-5	2024-2027	\$40,000.00	\$35,000.00		\$75,000.00			\$75,000.00	
4	4.4	Academic Intervention Support	All Low-Income, Hispanic	No			Specific Schools: Adelanto Elementary School TK-5	2024-2027	\$70,000.00	\$0.00		\$70,000.00			\$70,000.00	
4	4.5	Socio-Emotional and Behavior Intervention Support	All Students with Disabilities English Learners, Low-Income, African American, Hispanic	No			Specific Schools: Adelanto Elementary School TK-5	2024-2027	\$0.00	\$75,897.00		\$75,897.00			\$75,897.00	
4	4.6	Indirect Costs	All	No			Specific Schools: Adelanto Elementary School	2024-2027	\$0.00	\$25,675.00		\$25,675.00			\$25,675.00	

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
							TK-5									
5	5.1	Wellness supports	English Learners, Foster Youth, Two or More Races, African American	No			Specific Schools: Bradach Tk-5	2024-2027	\$0.00	\$135,000.00		\$135,000.00			\$135,000.00	
5	5.2	Social emotional supports	English Learners, Foster Youth, Two or More Races, African American	No			Specific Schools: Bradach TK-5	2024-2027	\$129,132.00	\$0.00		\$129,132.00			\$129,132.00	
5	5.3	Professional Development and Intervention supports	All English Learners, Low-Income, Hispanic	No			Specific Schools: Bradach TK-5	2024-2027	\$70,000.00	\$0.00		\$70,000.00			\$70,000.00	
5	5.4	Intervention supports	All English Learners, Low-Income, Hispanic	No			Specific Schools: Bradach TK-5	2024-2027	\$0.00	\$51,596.00		\$51,596.00			\$51,596.00	
5	5.5	Professional Development for ELA, Math & Restorative Practices	All English Learners, Low-Income, Hispanic, Foster Youth, Two or More Races	No			Specific Schools: Bradach TK-5	2024-2027	\$10,000.00	\$15,000.00		\$25,000.00			\$25,000.00	
5	5.6	Coaching supports	All English Learners, Low-Income, Hispanic	No			Specific Schools: Bradach TK-5	2024-2027	\$10,000.00	\$15,000.00		\$25,000.00			\$25,000.00	
5	5.7	Intervention services	All English Learners, Low-Income, Hispanic	No			Specific Schools: Bradach Elementary TK-5	2024-2027	\$30,000.00	\$0.00		\$30,000.00			\$30,000.00	
5	5.8	Indirect Costs	All	No			Specific Schools:	2024-2027	\$0.00	\$37,604.00		\$37,604.00			\$37,604.00	

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
							Bradach Elementary TK-5									
6	6.1	ELA and Writing Intervention Personnel	All Students with Disabilities English Learners, Low-income, African American, Hispanic	No			Specific Schools: Theodore Vick Elementary School TK-5	2024-2027	\$100,000.00	\$94,115.00		\$194,115.00			\$194,115.00	
6	6.2	Professional Development for Literacy and Writing - Contracted Services/Consultant	All Students with Disabilities English Learners, Low-Income, Hispanic, African American	No			Specific Schools: Theodore Vick Elementary School TK-5	2024-2027	\$30,000.00	\$50,000.00		\$80,000.00			\$80,000.00	
6	6.3	ELA and Writing Intervention	All Students with Disabilities English Learners, Low-income, Hispanic, African American	No			Specific Schools: Theodore Vick Elementary School TK-5	2024-2027	\$131,443.00	\$0.00		\$131,443.00			\$131,443.00	
6	6.4	Professional Development for ELA & Math	All Students with Disabilities English Learners, Low-income, Hispanic, African American	No			Specific Schools: Theodore Vick Elementary School	2024-2027	\$30,000.00	\$50,000.00		\$80,000.00			\$80,000.00	
6	6.5	Indirect Costs	All	No			Specific Schools: Theodore Vick Elementary School TK-5	2024-2027	\$0.00	\$45,386.00		\$45,386.00			\$45,386.00	
6	6.6	Wellness Support Space and Personnel	All	No			All Schools Specific Schools: Theodore Vick Elementary School Tk-5	2024-2027	\$40,000.00	\$0.00		\$40,000.00			\$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.1	ELA and Math Professional Development-Contracted Services/Consultant	All Students with Disabilities Low-income, Hispanic, African American	No			Specific Schools: West Creek Elementary TK-5	2024-2027	\$10,000.00	\$15,000.00		\$25,000.00			\$25,000.00	
7	7.2	Literacy Coaching	All Students with Disabilities English Learners, Low-income, Hispanic, African American	No			Specific Schools: West Creek Elementary TK-5	2024-2027	\$216,105.00	\$0.00		\$216,105.00			\$216,105.00	
7	7.3	Case Management Supports	All Students with Disabilities Low-income, Hispanic, White	No			Specific Schools: West Creek Elementary TK-5	2024-2027	\$67,000.00	\$3,000.00		\$70,000.00			\$70,000.00	
7	7.4	Intervention Small Group Instruction	All Students with Disabilities English Learners, Low-income, Hispanic, African American	No			Specific Schools: West Creek Elementary TK-5	2024-2027	\$70,000.00	\$0.00		\$70,000.00			\$70,000.00	
7	7.5	Supplemental Materials for ELA and Math	All Students with Disabilities English Learners, Low-income, Hispanic, African American	No			Specific Schools: West Creek Elementary TK-5	2024-2027	\$0.00	\$54,261.00		\$54,261.00			\$54,261.00	
7	7.6	Home Visits to increase connections with parents/guardians	All Students with Disabilities English Learners, Low-income, Hispanic, African American	No			Specific Schools: West Creek Elementary TK-5	2024-2027	\$10,000.00	\$5,000.00		\$15,000.00			\$15,000.00	
7	7.7	Additional Support Personnel for Program Implementation	All Students with Disabilities English Learners, Low-income, Hispanic, African American	No			Specific Schools: West Creek Elementary TK-5	2024-2027	\$0.00	\$6,000.00		\$6,000.00			\$6,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.8	Mentoring, Tutoring, and Resource Support - Consultant	All Students with Disabilities English Learners, Low-income, Hispanic, African American	No			Specific Schools: West Creek Elementary TK-5	2024-2027	\$0.00	\$61,785.00		\$61,785.00			\$61,785.00	
7	7.9	Indirect Costs	All	No			Specific Schools: West Creek Elementary TK-5	2024-2027	\$0.00	\$33,073.00		\$33,073.00			\$33,073.00	
8	8.1	ELA and Math Professional Development-Contracted Services/Consultant	All Students with Disabilities English Learners, Low-income, Hispanic, African American, LTEL	No			Specific Schools: Columbia Middle School 6-8	2024-2027	\$20,000.00	\$46,451.00		\$66,451.00			\$66,451.00	
8	8.2	Literacy Coaching	All Students with Disabilities English Learners, Low-income, Hispanic, African American, LTEL	No			Specific Schools: Columbia Middle School 6-8	2024-2027	\$182,031.00	\$0.00		\$182,031.00			\$182,031.00	
8	8.3	Chronic Absenteeism Case Management	African Americans	No			Specific Schools: Columbia Middle School 6-8	2024-2027	\$67,000.00	\$3,000.00		\$70,000.00			\$70,000.00	
8	8.4	Intervention Small Group Instruction	All Students with Disabilities English Learners, Low-income, Hispanic, African American, LTEL	No			Specific Schools: Columbia Middle School 6-8	2024-2027	\$67,000.00	\$0.00		\$67,000.00			\$67,000.00	
8	8.5	Supplemental Materials for ELA and Math	All Students with Disabilities English Learners, Low-income, Hispanic, African	No			Specific Schools: Columbia Middle School 6-8	2024-2027	\$0.00	\$160,000.00		\$160,000.00			\$160,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			American, LTEL													
8	8.6	Home Visits to increase connections with parents/guardians	All Students with Disabilities English Learners, Low-income, Hispanic, African American, LTEL	No			Specific Schools: Columbia Middle School 6-8	2024-2027	\$10,000.00	\$5,000.00		\$15,000.00			\$15,000.00	
8	8.7	Program Implementation Additional Supports	All Students with Disabilities English Learners, Low-income, Hispanic, African American, LTEL	No			Specific Schools: Columbia Middle School 6-8	2024-2027	\$6,000.00	\$0.00		\$6,000.00			\$6,000.00	
8	8.8	Mentoring, Tutoring, and Resource Support - Consultant	All Students with Disabilities English Learners, Low-income, Hispanic, African American, LTEL, FY, Two or More Races, White	No			Specific Schools: Columbia Middle School 6-8	2024-2027	\$15,000.00	\$45,000.00		\$60,000.00			\$60,000.00	
8	8.9	Indirect Costs	All	No			All Schools Specific Schools: Columbia Middle School 6-8	2024-2027	\$0.00	\$48,286.00		\$48,286.00			\$48,286.00	
8	8.10	Professional Development - Consultants for ELA and Math	All	No			All Schools Specific Schools: Columbia Middle School 6-8	2024-2027	\$15,000.00	\$55,000.00		\$70,000.00			\$70,000.00	
8	8.11	Intervention-Instructional Personnel	All	No			All Schools Specific Schools: Columbia Middle School	2024-2027	\$60,000.00	\$0.00		\$60,000.00			\$60,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							6-8									
9	9.1	ELA and Math Professional Development - Contracted Services/Consultant	All Students with Disabilities English, Learners LTEL, Low-income, African American, Hispanic	No			Specific Schools: Mesa Linda Middle School 6-8	2024-2027	\$25,000.00	\$115,000.00		\$140,000.00			\$140,000.00	
9	9.2	Literacy Coaching	All Students with Disabilities English, Learners LTEL, Low-income, African American, Hispanic	No			Specific Schools: Mesa Linda 6-8	2024-2027	\$145,443.00	\$0.00		\$145,443.00			\$145,443.00	
9	9.3	Personnel for Chronic Absenteeism Case Management	All Students with Disabilities English, Learners, Low-income, African American, Hispanic, Foster Youth, White, Two or More Races	No			Specific Schools: Mesa Linda 6-8	2024-2027	\$67,000.00	\$3,000.00		\$70,000.00			\$70,000.00	
9	9.4	Intervention Small Group Instruction	All Students with Disabilities English, Learners LTEL, Low-income, African American, Hispanic	No			Specific Schools: Mesa Linda Middle School 6-8	2024-2027	\$67,000.00	\$0.00		\$67,000.00			\$67,000.00	
9	9.5	Supplemental Materials for ELA and Math	All Students with Disabilities English, Learners LTEL, Low-income, African American, Hispanic	No			Specific Schools: Mesa Linda 6-8	2024-2027	\$0.00	\$293,359.00		\$293,359.00			\$293,359.00	
9	9.6	Home Visits to increase connections with parents/guardians	All Students with Disabilities	No			Specific Schools: Mesa Linda 6-8	2024-2027	\$10,000.00	\$5,000.00		\$15,000.00			\$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
9	9.7	Additional Intervention Instructional Support Personnel	All Students with Disabilities English, Learners LTEL, Low-income, African American, Hispanic	No			Specific Schools: Mesa Linda 6-8	2024-2027	\$6,000.00	\$0.00		\$6,000.00			\$6,000.00	
9	9.8	Mentoring, Tutoring, and Resource Support - Consultant	All Students with Disabilities English, Learners LTEL, Low-income, African American, Hispanic, FY,, Two or More Races, White	No			Specific Schools: Mesa Linda 6-8	2024-2027	\$15,000.00	\$45,000.00		\$60,000.00			\$60,000.00	
9	9.9	Indirect Costs	All	No			Specific Schools: Mesa Linda 6-8	2024-2027	\$0.00	\$52,455.00		\$52,455.00			\$52,455.00	
10	10.1	Tiered Support Program Personnel	All Low-income Hispanic	No			Specific Schools: Adelanto Virtual Academy K-8	2024-2025	\$37,000.00	\$0.00		\$37,000.00			\$37,000.00	
10	10.2	Professional Development in English Language Arts and Math	All Low-income, Hispanic	No			Specific Schools: Adelanto Virtual Academy K-8	2024-2027	\$15,000.00	\$0.00		\$15,000.00			\$15,000.00	
10	10.3	Mentoring, Tutoring, and Resource Support	All Low-income, Hispanic	No			Specific Schools: Adelanto Virtual Academy K-8	2024-2027	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
10	10.4	Office Support Personnel for Parents and Students-Community Resource	All Low-income, Hispanic, African American	No			Specific Schools: Adelanto Virtual Academy	2024-2027	\$34,054.00	\$0.00		\$34,054.00			\$34,054.00	

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
							K-8									
10	10.5	Supplemental Materials	All Low-income, Hispanic	No			Specific Schools: Adelanto Virtual Academy K-8	2024-2027	\$0.00	\$21,834.00		\$21,834.00			\$21,834.00	
10	10.6	Connections with parents/guardians support	All Low-income, Hispanic	No			Specific Schools: Adelanto Virtual Academy K-8	2024-2027	\$1,000.00	\$0.00		\$1,000.00			\$1,000.00	
10	10.7	Indirect Costs	All	No			Specific Schools: Adelanto Virtual Academy K-8	2024-2027	\$0.00	\$10,141.00		\$10,141.00			\$10,141.00	
11	11.1	Culturally Responsive Family Engagement Events	English Learners, Two or More Races	No			Specific Schools: Westside Park TK-5	2025-2027	\$80,000.00	\$60,000.00		\$140,000.00			\$140,000.00	
11	11.2	Attendance prevention and support workshops	English Learners, Two or More Races	No			Specific Schools: Westside Park TK-5	2025-2027	\$90,000.00	\$90,000.00		\$180,000.00			\$180,000.00	
11	11.3	Before- and after-school tutoring programs	English Learners, Two or More Races	No			Specific Schools: Westside Park TK-5	2025-2027	\$141,403.00	\$100,000.00		\$241,403.00			\$241,403.00	
11	11.4	Indirect Costs	All	No			Specific Schools: Westside Park TK-5	2025-2027	\$0.00	\$35,834.00		\$35,834.00			\$35,834.00	
12	12.1	Intervention Supports	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2024-2027	\$20,000.00	\$10,000.00		\$30,000.00			\$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
12	12.2	Supplementary supports in English Language Arts	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2024-2027	\$0.00	\$43,882.00		\$43,882.00			\$43,882.00	
12	12.3	Literacy Support and Services	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2024-2027	\$45,000.00	\$0.00			\$45,000.00		\$45,000.00	
12	12.4	Supervision Supports	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2024-2027	\$15,000.00	\$0.00		\$15,000.00			\$15,000.00	
12	12.5	Structured Recess Supports	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2024-2027	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
12	12.6	School Culture and Climate Supports	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2024-2027	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
12	12.7	Indirect Costs	All	No			Specific Schools: El Mirage School K-8	2024-2027	\$0.00	\$9,183.00		\$9,183.00			\$9,183.00	

2025-26 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
\$78,615,322	24,482,074	31.142%	9.901%	41.043%	\$32,266,087.00	0.000%	41.043 %	Total:	\$32,266,087.00
								LEA-wide Total:	\$31,675,563.00
								Limited Total:	\$590,524.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Class Size Reduction and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,047,666.00	
1	1.2	Supplemental Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,968,839.00	
1	1.3	Instructional Jumpstart	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$710,793.00	
1	1.4	English Learner Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$153,723.00	
1	1.5	Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$627,380.00	
1	1.6	Library and Media Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,454,678.00	

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	1.7	School Innovation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,520,120.00	
1	1.8	English Learner Student Achievement supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$115,088.00	
1	1.9	Professional Learning to Support Grade-Level Standards in English Language Arts and Math	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$461,167.00	
2	2.1	Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$34,913.00	
2	2.2	Music and Art	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$745,406.00	
2	2.3	Mental Health and Social-Emotional Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$148,302.00	
2	2.5	Social Emotional Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$396,537.00	
2	2.6	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$226,176.00	
2	2.7	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,606,025.00	
2	2.8	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$461,168.00	
2	2.9	Engaging Electives	Yes	LEA-wide	Low Income	All Schools	\$1,340,258.00	
3	3.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,619,790.00	
3	3.2	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,535.00	

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 (%)
3	3.3	Home Language Access for Family Engagement & Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$440,523.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$48,020,729.00	\$34,434,957.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Class Size Reduction and Retention	Yes	\$4,681,413.00	\$14,144,947
1	1.2	Supplemental Technology	Yes	\$4,041,522.00	\$1,336,296
1	1.3	Instructional Jumpstart	Yes	\$715,684.00	\$10,767
1	1.4	Professional Development	Yes	\$4,498,483.00	\$581,740
1	1.5	Instructional Leadership	Yes	\$2,712,324.00	\$363,779
1	1.6	Library and Media Access	Yes	\$2,061,203.00	\$1,218,205
1	1.7	School Innovation	Yes	\$2,150,008.00	\$1,586,075
1	1.8	English Learner Student Achievement	Yes	\$641,756.00	\$112,832
2	2.1	Foster Youth Services	Yes	\$815,059.00	\$34,229
2	2.2	Music and Art	Yes	\$1,494,896.00	\$676,626
2	2.3	Mental Health and Social-Emotional Counseling	Yes	\$1,280,275.00	\$46,532

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Attendance and Engagement	No	\$336,111.00	\$742,202
2	2.5	Social Emotional Wellness	Yes	\$773,882.00	\$47,582
2	2.6	Social Emotional Learning	Yes	\$3,365,366.00	\$650
2	2.7	Transportation Services	Yes	\$6,043,334.00	\$5,888,260
2	2.8	Counseling	Yes	\$452,126.00	\$8,915
2	2.9	Engaging Electives	Yes	\$5,126,588.00	\$3,354,774
3	3.1	Family Engagement	Yes	\$1,812,939.00	\$771,769
3	3.2	Communication	Yes	\$183,858.00	\$95,711
3	3.3	Bilingual Education	Yes	\$431,885.00	\$259,826
4	4.1	Tiered Support Program Personnel	No	\$60,000.00	\$175,583
4	4.2	Additional Standards-Based Practice- Supplemental Materials	No	\$65,000.00	\$66,780
4	4.3	ELA/Literacy and Math Professional Development	No	\$75,000.00	\$31,500
4	4.4	Academic Intervention Support	No	\$70,000.00	\$18,017

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	Socio-Emotional and Behavior Intervention Support	No	\$75,897.00	\$0
4	4.6	Indirect Costs	No	\$25,675.00	\$15,442
5	5.1	Wellness Center	No	\$225,000.00	\$0
5	5.2	Wellness Room Support - Personnel	No	\$80,000.00	\$1,225
5	5.3	Professional Development and Intervention- Personnel	No	\$70,000.00	\$276,830
5	5.4	Intervention Materials	No	\$51,596.00	\$156,161
5	5.5	Professional Development for ELA, Math & Restorative Practices	No	\$25,000.00	\$63,888
5	5.6	Professional Development - Consultants for ELA and Math	No	\$25,000.00	\$81,581
5	5.7	Intervention- Instructional Assistants	No	\$30,000.00	\$3,525
5	5.8	Indirect Costs	No	\$37,604.00	\$33,805
6	6.1	ELA and Writing Intervention Personnel	No	\$280,000.00	\$315,932
6	6.2	Professional Development for Literacy and Writing - Contracted Services/Consultant	No	\$80,000.00	\$1,045
6	6.3	ELA and Writing Intervention	No	\$131,443.00	\$162,599
6	6.4	Professional Development for ELA & Math	No	\$80,000.00	\$7,995

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)
6	6.5	Indirect Costs	No	\$45,386.00	\$33,923
6	6.6	Wellness Support - Personnel	No	\$40,000.00	\$0
7	7.1	ELA and Math Professional Development- Contracted Services/Consultant	No	\$25,000.00	\$65,677
7	7.2	Literacy Coaching	No	\$280,000.00	\$224,134
7	7.3	Case Management	No	\$70,000.00	\$0
7	7.4	Intervention Small Group Instruction	No	\$70,000.00	\$149
7	7.5	Supplemental Materials	No	\$54,261.00	\$309,560
7	7.6	Home Visits and increased connections with parents/guardians	No	\$15,000.00	\$0
7	7.7	Additional Support Personnel for Program Implementation	No	\$6,000.00	\$0
7	7.8	Mentoring, Tutoring, and Resource Support - Consultant	No	\$50,000.00	\$0
7	7.9	Professional Development - Consultants for ELA and Math	No	\$50,000.00	\$0
7	7.10	Indirect Costs	No	\$46,041.00	\$29,022
8	8.1	ELA and Math Professional Development- Contracted Services/Consultant	No	\$66,451.00	\$41,562

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)
8	8.2	Literacy Coaching	No	\$280,000.00	\$432,043
8	8.3	Chronic Absenteeism Case Management	No	\$70,000.00	\$471
8	8.4	Intervention Small Group Instruction	No	\$67,000.00	\$4,297
8	8.5	Supplemental Materials	No	\$160,000.00	\$115,937
8	8.6	Home Visits and increased connections with parents/guardians	No	\$15,000.00	\$0
8	8.7	Additional Support Personnel for Program Implementation	No	\$6,000.00	\$4,530
8	8.8	Mentoring, Tutoring, and Resource Support - Consultant	No	\$60,000.00	\$8,100
8	8.9	Indirect Costs	No	\$63,425.00	\$35,635
8	8.10	Professional Development - Consultants for ELA and Math	No	\$70,000.00	\$0
8	8.11	Intervention- Instructional Personnel	No	\$60,000.00	\$0
9	9.1	ELA and Math Professional Development - Contracted Services/Consultant	No	\$140,000.00	\$36,047
9	9.2	Literacy Coaching	No	\$280,000.00	\$102,078
9	9.3	Chronic Absenteeism Case Management	No	\$70,000.00	\$177,204
9	9.4	Intervention Small Group Instruction	No	\$67,000.00	\$1,685

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)
9	9.5	Supplemental Materials	No	\$293,359.00	\$95,558
9	9.6	Home Visits and increased connections with parents/guardians	No	\$15,000.00	\$0
9	9.7	Additional Support Personnel for Program Implementation	No	\$6,000.00	\$221
9	9.8	Mentoring, Tutoring, and Resource Support - Consultant	No	\$60,000.00	\$0
9	9.9	Intervention - Instructional Personnel	No	\$25,000.00	\$0
9	9.10	Indirect Costs	No	\$70,989.00	\$21,911
10	10.1	Tiered Support Program Personnel	No	\$67,000.00	\$1,588
10	10.2	Professional Development and Intervention Coordination Program Facilitator	No	\$15,000.00	\$0
10	10.3	Additional Support Classes	No	\$67,000.00	\$0
10	10.4	Mentoring, Tutoring, and Resource Support - Consultant	No	\$12,000.00	\$0
10	10.5	Intervention	No	\$10,000.00	\$0
10	10.6	Support for parents and students - Community Resource personnel limited term assignment	No	\$15,000.00	\$0
10	10.7	Supplemental Materials	No	\$8,834.00	\$0

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)
10	10.8	Home Visits and increased connections with parents/guardians	No	\$4,000.00	\$0
10	10.9	Additional Support Personnel for Program Implementation	No	\$4,000.00	\$0
10	10.10	Indirect Costs	No	\$15,056.00	\$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$24,769,188	\$40,688,293.00	\$30,539,515.00	\$10,148,778.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Class Size Reduction and Retention	Yes	\$4,681,413.00	\$14,144,947	0	0
1	1.2	Supplemental Technology	Yes	\$4,041,522.00	\$1,336,296	0	0
1	1.3	Instructional Jumpstart	Yes	\$715,684.00	\$3,354,774	0	0
1	1.4	Professional Development	Yes	\$4,227,065.00	\$581,740	0	0
1	1.5	Instructional Leadership	Yes	\$614,343.00	\$363,779	0	0
1	1.6	Library and Media Access	Yes	\$2,061,203.00	\$1,218,205	0	0
1	1.7	School Innovation	Yes	\$2,150,008.00	\$1,586,075	0	0
1	1.8	English Learner Student Achievement	Yes	\$641,756.00	\$112,832	0	0
2	2.1	Foster Youth Services	Yes	\$815,059.00	\$34,229	0	0
2	2.2	Music and Art	Yes	\$1,494,896.00	\$676,626	0	0
2	2.3	Mental Health and Social-Emotional Counseling	Yes	\$1,280,275.00	\$46,532	0	0
2	2.5	Social Emotional Wellness	Yes	\$773,882.00	\$47,582	0	0
2	2.6	Social Emotional Learning	Yes	\$3,365,366.00	\$650	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Transportation Services	Yes	\$6,043,334.00	\$5,888,260	0	0
2	2.8	Counseling	Yes	\$452,126.00	\$8,915	0	0
2	2.9	Engaging Electives	Yes	\$5,126,588.00	\$10,767	0	0
3	3.1	Family Engagement	Yes	\$1,588,030.00	\$771,769	0	0
3	3.2	Communication	Yes	\$183,858.00	\$95,711	0	0
3	3.3	Bilingual Education	Yes	\$431,885.00	\$259,826	0	0

2024-25 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)
\$76,792,949	\$24,769,188	17.415%	49.670%	\$30,539,515.00	0.000%	39.769%	\$7,603,165.07	9.901%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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:

- 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).

California Department of Education
November 2024