LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palmdale Elementary

CDS Code: 19-65854-0000000
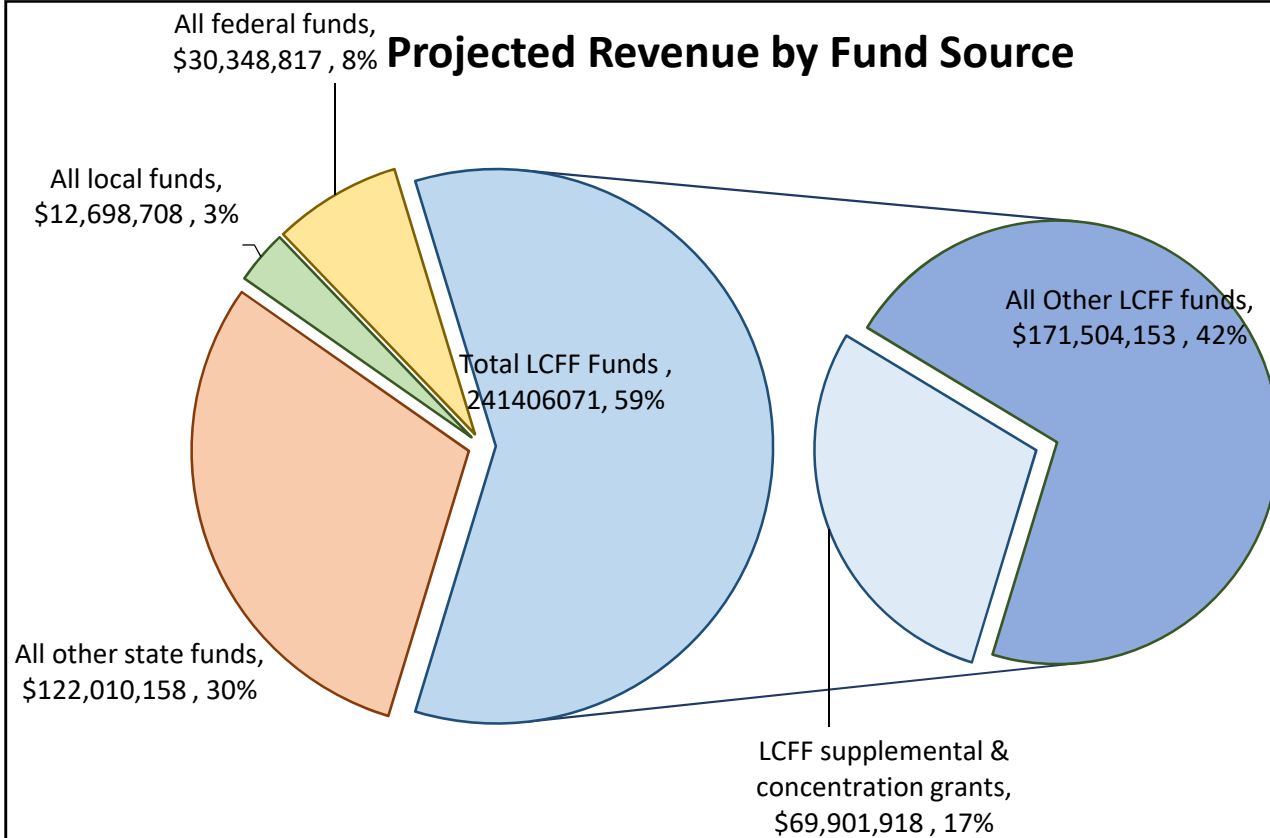
School Year: 2024-2025

LEA contact information: Janet SimonsDirector of LCAP &\ Charter Oversight

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

All federal funds, $30,348,817 , 8%

All local funds, $12,698,708 , 3%

All other state funds, $122,010,158 , 30%

Total LCFF Funds , 241406071, 59%

All Other LCFF funds, $171,504,153 , 42%

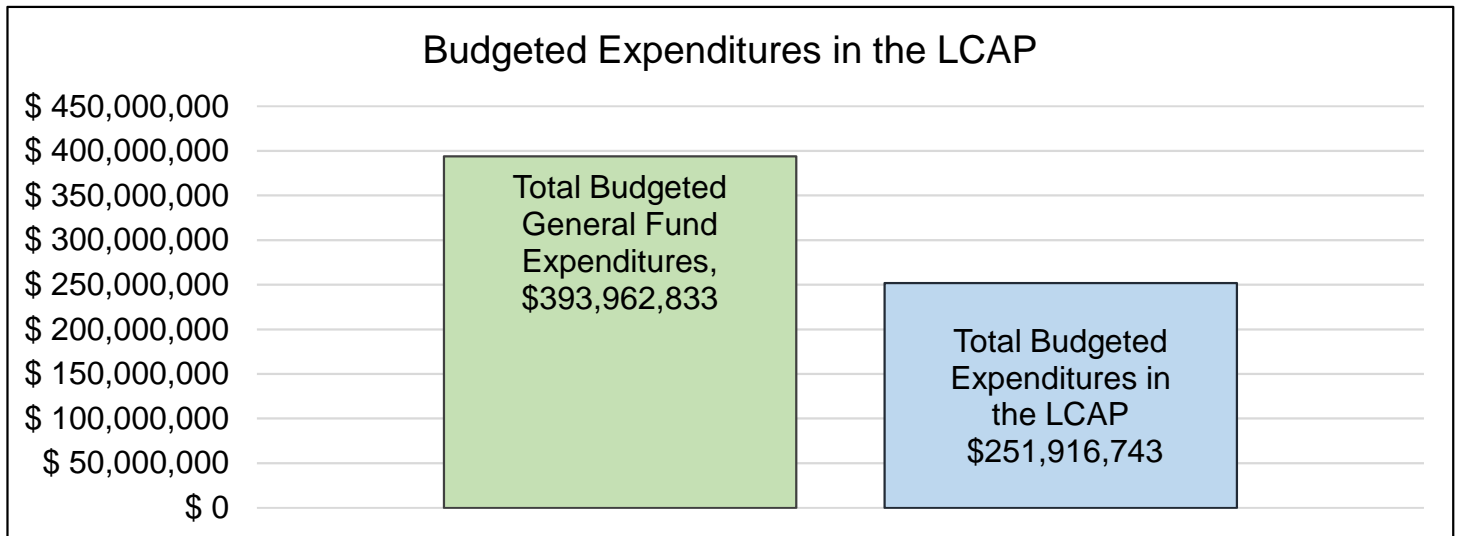LCFF supplemental & concentration grants, $69,901,918 , 17%

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

The text description for the above chart is as follows: The total revenue projected for Palmdale Elementary is $406,463,754.00, of which $241,406,071.00 is Local Control Funding Formula (LCFF), $122,010,158.00 is other state funds, $12,698,708.00 is local funds, and $30,348,817.00 is federal funds. Of the $241,406,071.00 in LCFF Funds, $69,901,918.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 450,000,000	
$ 400,000,000	
$ 350,000,000	Total Budgeted General Fund Expenditures, $393,962,833
$ 300,000,000	
$ 250,000,000	Total Budgeted Expenditures in the LCAP $251,916,743
$ 200,000,000	
$ 150,000,000	
$ 100,000,000	
$ 50,000,000	
$ 0	

This chart provides a quick summary of how much Palmdale Elementary plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palmdale Elementary plans to spend $393,962,833.00 for the 2024-2025 school year. Of that amount, $251,916,743.00 is tied to actions/services in the LCAP and $142,046,090.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
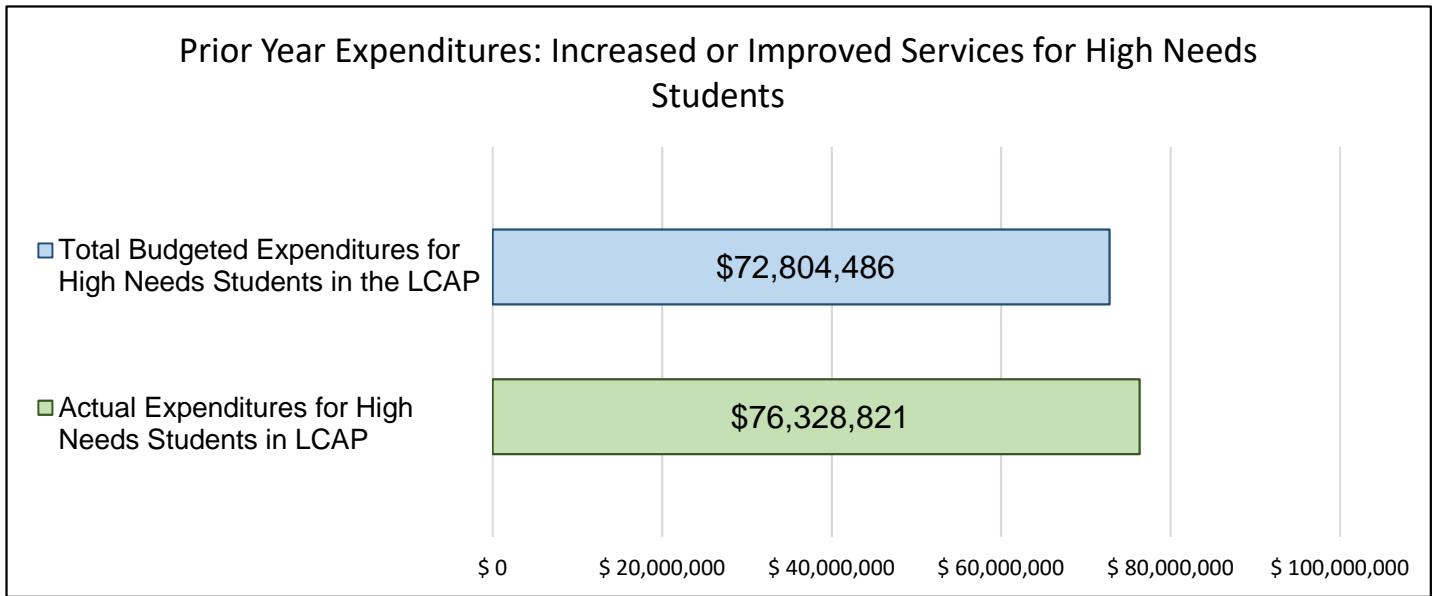
Expenditures utilizing Federal, State and Local funds (such as Title I, II, III, IV; Special Education, Arts & Music in Schools, CA Community Schools Partnership Program, etc.) are not included in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Palmdale Elementary is projecting it will receive $69,901,918.00 based on the enrollment of foster youth, English learner, and low-income students. Palmdale Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Palmdale Elementary plans to spend $74,352,482.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$72,804,486
☐ Actual Expenditures for High Needs Students in LCAP	$76,328,821

$ 0 $ 20,000,000 $ 40,000,000 $ 60,000,000 $ 80,000,000 $ 100,000,000

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

The text description of the above chart is as follows: In 2023-2024, Palmdale Elementary's LCAP budgeted $72,804,486.00 for planned actions to increase or improve services for high needs students. Palmdale Elementary actually spent $76,328,821.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palmdale School District	Janet Simons Director of LCAP & Charter Oversight	jlsimons@palmdalesd.org (661) 789-6590

Goals and Actions

Goal 1

Goal #	Description
1	High Levels Academic Preparation and College and Career Readiness - All students will demonstrate high levels of academic preparation and college and career readiness through mastery of grade level content as determined by state proficiency levels, with focus placed on ELA and Math. In order to accomplish this goal, we will provide professional development that addresses all aspects of need for our unduplicated students as we seek to prepare them for college and career. Palmdale School District will provide our students with High Quality Personnel - both certificated and classified, Opportunities for equitable learning through specialized programs, educational technology that provides students with access to technology and opportunity to demonstrate 21st century skills, our students will utilize high quality curriculum, receive instruction based on research-based strategies and assessments that can measure our success towards reaching our learning goals. Our unduplicated students will have specific plans to meet their unique needs such as our English Learner Support Plan and Foster Youth Support Plans. We have increased our school days through our Extended Learning Time to allow unduplicated students to receive support and still have at least 1-2 electives at our middle schools. Closing the Achievement Gap is a critical piece to ensuring our students are ready for their future. The future of our students is dependent on their ability to use their voice and learn skills required for a global perspective. Finally, we will use the work implemented at one of our lowest income schools as a model for future learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase overall SBAC proficiency rates for ELA and Math by 3%	2018-19 ELA - All: 32% ● RFEP: 54% ● EL: 6% ● FY: 15% ● LI: 29% ● AA: 18%	Data not available at this time.	2021-22 ELA - All: 29% ● RFEP: 54% ● EL: 10% ● FY: 16% ● LI: 27% ● AA: 18%	2022-23 ELA - All: 27% ● RFEP: 49% ● EL: 5% ● FY: 13% ● LI: 26% ● AA: 16%	Measured through SBAC proficiency rates for ELA and Math, at the rate of 1% per year. ELA - All: 35% ● RFEP: 57%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SWD: 6% Math - All: 20% • RFEP: 35% • EL: 5% • FY: 8% • LI: 18% • AA: 10% • SWD: 4%		• SWD: 5% Math - All: 15% • RFEP: 26% • EL: 5% • FY: 6% • LI: 13% • AA: 7% • SWD: 3%	• SWD: 8% Math - All: 16% • RFEP: 27% • EL: 4% • FY: 5% • LI: 15% • AA: 7% • SWD: 5%	• EL: 9% • FY: 18% • LI: 32% • AA: 21% • SWD: 9% Math - All: 23% • RFEP: 38% • EL: 8% • FY: 11% • LI: 21% • AA: 13% • SWD: 7%
SBAC ELA & Math Gr 3-8, decrease Points from level 3 by 3 points (Status level on CA School Dashboard)	Spring 2019 SBAC Results ELA: -45.9 points below level 3 • RFEP: -3.2 points below level 3 • EL: -59.8 points below level 3 • FY: -87.7 points below level 3 • LI: -51.7 points below level 3 • AA: -79.2 points below level 3 • SWD: -123.3 below level 3 • HL: -77.1 point below level 3 Math: -81.8 points below level 3	Data not available at this time.	2021-2022 SBAC Results ELA: -54.4 points below standard • RFEP: 1.1 points above standard • EL: -71.3 points below standard • FY: -90.8 points below standard • LI: -59.2 points below standard • AA: -84.7 points below standard • SWD: -126.6 below standard • HL: -92.5 point below standard Math: -99.7 points below standard	2022-2023 SBAC Results ELA: -59.5 points below standard • RFEP: -5.1 points below standard • EL: -78.1 points below standard • FY: -100.9 points below standard • LI: -64.2 points below standard • AA: -90.8 points below standard • SWD: -100.9 points below standard • HL: -69.2 points below standard Math: -97.1 points below standard	Measured by the status level on the California School Dashboard, at the rate of 1% per year. ELA: -42.9 points below level 3 • RFEP: -.2 points below level 3 • EL: -56.8 points below level 3 • FY: -84.7 points below level 3 • LI: -48.7 points below level 3 • AA: -76.2 points below level 3 • SWD: -120.3 below level 3 • HL: -74.1 point below level 3

Palmdale School District 2023-2024 LCAP Annual Update

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• RFEP: -44.8 points below level 3 • EL: -93.4 points below level 3 • FY: -116.7 points below level 3 • LI: -87.6 points below level 3 • AA: -117.5 points below level 3 • SWD: -159 points below level 3 • HL: -114.2 points below level 3		• RFEP: -55.4 points below standard • EL: -112.7 points below standard • FY: -130.4 points below standard • LI: -104.5 points below standard • AA: -135.4 points below standard • SWD: -164.5 points below standard • HL: -120.8 points below standard	• RFEP: -53.3 points below standard • EL: -112.3 points below standard • FY: -137.4 points below standard • LI: -102 points below standard • AA: -134.1 points below standard • SWD: -161.7 points below standard • HL: -112.4 points below standard	Math: -78.8 points below level 3 • RFEP: -41.8 points below level 3 • EL: -90.4 points below level 3 • FY: -113.7 points below level 3 • LI: -84.6 points below level 3 • AA: -114.5 points below level 3 • SWD: -156 points below level 3 • HL: -111.2 points below level 3
Increase percentage of students achieving met or exceeded standard for Science on CAST by 2%	2021-2022 13.34%			2022-2023 13.64%	Increase percentage of students achieving met or exceeded standard for Science on CAST by 2%.
Increase overall percentage of students at benchmark and above in ELA and Math by 3% (LPM)	2018-19 ELA - 38% • RFEP: 57% • EL: 19% • FY: 26% • LI: 36% • AA: 30% • SWD: 15% • HL: 25% Math - 60%	2021-22 Q1-Q3 LPM Average ELA - 45% • RFEP: 68% • EL: 32% • FY: 33% • LI: 44% • AA: 36% • SWD: 26% • HL: 30% Math - 57%	2022-23 Q1-Q3 LPM Average ELA - 46% • RFEP: 68% • EL: 31% • FY: 34% • LI: 44% • AA: 37% • SWD: 24% • HL: 41% Math - 59%	2023-24 Q1-Q3 LPM Average ELA - 46% • RFEP: 69% • EL: 32% • FY: 38% • LI: 45% • AA: 37% • SWD: 25% • HL: 38% Math - 57%	Measured through results from the LPMs for ELA and Math, at the rate of 1% per year. ELA - 41% • RFEP: 60% • EL: 22% • FY: 29% • LI: 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• RFEP: 75% • EL: 48% • FY: 47% • LI: 58% • AA: 49% • SWD: 34% • HL: 51%	• RFEP: 75% • EL: 48% • FY: 47% • LI: 56% • AA: 47% • SWD: 40% • HL: 37%	• RFEP: 78% • EL: 50% • FY: 51% • LI: 58% • AA: 48% • SWD: 41% • HL: 51%	• RFEP: 75% • EL: 48% • FY: 51% • LI: 58% • AA: 49% • SWD: 38% • HL: 48%	• AA: 33% • SWD: 18% • HL: 28% Math - 63% • RFEP: 78% • EL: 51% • FY: 50% • LI: 61% • AA: 52% • SWD: 37% • HL: 54%
Increase the percentage of students in K-2nd grade mastering foundational skills in mathematics by 3% (LPM)	2018-19 Kinder - 90% Grade 1 - 79% Grade 2 - 70%	2021-22 Q1-Q3 LPM Average Kinder - 86% Grade 1 - 67% Grade 2 - 64%	2022-23 Q1-Q3 LPM Average Kinder - 86% Grade 1 - 72% Grade 2 - 67%	2023-24 Q1-Q3 LPM Average Kinder - 88% Grade 1 - 71% Grade 2 - 71%	Measured through results from the LPMs for Math, at the rate of 1% per year. Kinder - 90% Grade 1 - 82% Grade 2 - 73%
Increase percentage of students in K-2nd grade reading by 3rd grade by 3% (ELA LPM)	2018-19 Grade 3 – 35%	2021-22 Q1-Q3 LPM Average Grade 3 – 39%	2022-23 Q1-Q3 LPM Average Grade 3 – 43%	2023-24 Q1-Q3 LPM Average Grade 3 – 41%	Measured through results from the LPMs for ELA, at the rate of 1% per year. Grade 3 – 38%
Increase in overall English Learner reclassification rate by 3%, as determined through PSD reclassification policy.	2018-19 10.4%	2021-22 4.41% (182 students reclassified this year, currently PSD has 3,942 English Learners) Data from ELLevation	2022-23 14.0% (475 students reclassified this year, currently PSD has 3,605 English Learners) Data from ELLevation	2023-2024 13.3% (480 students reclassified this year, currently PSD has 3,602 English Learners) Data from ELLevation	As determined through PSD reclassification policy, at the rate of 1% per year. 13.4%

Palmdale School District 2023-2024 LCAP Annual Update

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of EL students at Level 4 on the ELPAC by 3%.	2018-19 16%	2021-22 11.8% (370 students) Data from ELLevation	2022-23 13.3% (89 students) Data from ELLevation	2023-24 14.2% (581 students) Data from ELLevation Revised numbers for 2022-2023 were 13.3% (564 students)	Measured by results for the ELPAC Test, at the rate of 1% per year. 19%
Decrease the number of Long-Term English Learners by 3% in each category, as evidenced through district evaluation criteria.	2018-19 4-5 Years - 21.4% 6 or More Years - 26.5%	2021-22 4-5 Years – 25.2% 6 or More Years – 23.6% Data from ELLevation	2022-23 4-5 Years – 22.2% 6 or More Years – 25.4% Data from ELLevation	2023-24 4-5 Years – 19.5% 7 or More Years – 18.5% Data from ELLevation	As evidenced through district evaluation criteria. 4-5 Years - 18.4% 6 or More Years - 23.5%
Increase the percentage of technology fluency of teachers, students, and administrators to access 21st century learning skills by 3%, as evidenced through the annual technology survey.	2018-19 Teacher – 77% Student – 80% Administrator - 78%	2021-22 Not Available (Technology survey was changed to better assess use of educational technology, so the metric will change for 2021-22. See new Technology metrics below.	2022-2023 (Technology survey was changed to better assess use of educational technology in 2021-2022, so the metric was changed. See new Technology metrics below.)	2023-24 (Technology survey was changed to better assess use of educational technology in 2021-2022, so the metric was changed. See new Technology metrics below.)	Measured by surveying Teachers, Students, and Administrators annually. Teacher – 80% Student – 83% Administrator - 81%
Maintain the total number of professional development hours accumulated by teachers through district training at a minimum of 32,000	2018-19 32,345	2021-22 1,784	2022-2023 33,662	2023-24 17,679	The total number of professional development hours accumulated by teachers through district training will be maintained at a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
hours, as evidenced through sign-in sheets.					minimum of 32,000 hours.
Physical Education Assessment to be Determined Due to State Equity Study	TBD	Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2021-22.	Data not available at this time due to State Equity Study. Assessment was administered but only participation was reported at 99% in all 5 zones.	Data not available at this time due to State Equity Study.	TBD
Decrease percentage of students, teachers, and administrators reporting poor internet access at school that inhibits learning by 2%, as reported in the Technology Survey.	2021-22 Students: 65.4% Teachers: 57.1% Administrators: 52.8%	2021-22 Students: 65.4% Teachers: 57.1% Administrators: 52.8%	2022-2023 Students: 86.9% Teachers: 45.4% Administrators: 40.9%	2023-2024 Students: 80.8% Teachers: 43.8% Administrators: 38.8%	The percentage of students, teachers, and administrators reporting poor internet access at school that inhibits learning will be decreased by 2%, as reported in the Technology Survey. Students: 63.4% Teachers: 55.1% Administrators: 50.8%
Increase the number of students reporting using a device at school daily or at least once per week by 2%, as reported in the Technology Survey.	2021-22 83.5%	2021-22 83.5%	2022-2023 Grades 3-5 80.2% Grades 6-8 91.4%	2023-2024 Grades 3-5 82.3% Grades 6-8 91.6%	The number of students reporting using a device at school daily or at least once per will increase by 2%, as reported in the Technology Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					85.5%
Receive a Rating Scale of 4 – Full Implementation or better in progress in providing professional learning for teaching to the adopted academic standards and/or framework – ELA, as determined by the CDE Local Indicator Survey.	New metric added in 2023-24

4 – Full Implementation | | | 2023-2024

5 – Full Implementation and Sustainability | Maintain at 4 – Full implementation or increase to 5- Full Implementation and Sustainability progress in providing professional learning for teaching to the adopted academic standards and/or framework – ELA, as reported from Local Indicators Survey. |
| Receive a Rating Scale of 4 – Full Implementation or better in progress in providing professional learning for teaching to the adopted academic standards and/or framework –ELD, as determined by the CDE Local Indicator Survey. | New metric added in 2023-2024

4 – Full Implementation | | | 2023-2024

4 – Full Implementation | Maintain at 4 – Full implementation or increase to 5- Full Implementation and Sustainability progress in providing professional learning for teaching to the adopted academic standards and/or framework – ELA, as reported from Local Indicators Survey. |
| Receive a Rating Scale of 4 – Full Implementation or better in progress in providing professional learning for teaching to the adopted academic standards and/or | New metric added in 2023-2024

4 – Full Implementation | | | 2023-2024

4 – Full Implementation | Maintain at 4 – Full implementation or increase to 5- Full Implementation and Sustainability progress in providing professional learning for teaching to the adopted academic |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
framework – Mathematics, as determined by the CDE Local Indicator Survey.					standards and/or framework – ELA, as reported from Local Indicators Survey.
Receive a Rating Scale of 4 – Full Implementation or better in progress in providing professional learning for teaching to the adopted academic standards and/or framework – Next Generation Science, as determined by the CDE Local Indicator Survey.	New metric added in 2023-2024 3 – Initial Implementation			2023-2024 3 – Initial Implementation	Maintain at 4 – Full implementation or increase to 5- Full Implementation and Sustainability progress in providing professional learning for teaching to the adopted academic standards and/or framework – ELA, as reported from Local Indicators Survey.
Receive a Rating Scale of 4 – Full Implementation or better in providing professional learning for teaching to the adopted academic standards and/or framework – History-Social Science, as determined by the CDE Local Indicator Survey.	New metric added in 2023-2024 4 – Full Implementation			2023-2024 4 – Full Implementation	Maintain at 4 – Full implementation or increase to 5- Full Implementation and Sustainability progress in providing professional learning for teaching to the adopted academic standards and/or framework – ELA, as reported from Local Indicators Survey.
Receive a Rating Scale of 4 – Full Implementation or better in the	New metric added in 2023-2024 CTE - 3- Initial Implementation			2023-2024 CTE - 1- Exploration and Research Phase	Receive a Rating Scale of 4 – Full Implementation or better in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards in CTE, Health, PE, VAPA, and World Languages, as determined by the CDE Local Indicator Survey.	Health – 3 – Initial Implementation PE – 4 – Full Implementation VAPA – 3 – Initial Implementation World Languages – 1 Exploration and Research Phase			Health – 3 – Initial Implementation PE – 4 – Full Implementation VAPA – 4 – Full Implementation World Languages – 2 – Beginning Development	Implementation of State Standards in CTE, Health, PE, VAPA, and World Languages, as determined by the CDE Local Indicator Survey.
Receive a Rating Scale of 4 – Full Implementation or better in the Implementation of State Standards – Engagement of School Leadership, as determined by Walkthrough Tool and reported on the CDE Local Indicator Survey.	New metric added in 2023-2024 Teachers and staff as a whole – 3 – Initial Implementation Individual Teachers – 4 – Full Implementation Standards not yet mastered – 4 – Full implementation			2023-2024 Teachers and staff as a whole – 4 – Full Implementation Individual Teachers – 5 – Full Implementation and Sustainability Standards not yet mastered – 4 – Full implementation	Receive a Rating Scale of 4 – Full Implementation or better in the Implementation of State Standards – Engagement of School Leadership, as determined by Walkthrough Tool and reported on the CDE Local Indicator Survey.

Goal Analysis

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

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

The overall implementation of these actions for Goal #1 was fully/partially/minimally implemented.

  11 out of 14 actions were implemented fully with no substantive differences in the actual implementation of these actions.
  2   out of 14 actions were implemented fully as described and then expanded in the 2023-2024 school year.
  1 out of 14 actions were partially implemented in the 2023-2024 school year.
  0 out of 14 actions were minimally implemented.

Fully Implemented: Actions 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14 were fully implemented with no substantive differences in the actual implementation of these actions.

Palmdale School District 2023-2024 LCAP Annual Update

Fully Implemented as described and expanded: Actions 9 and 10 were fully implemented and expanded in the 2023-2024 school year.

Partially Implemented: Action 4 was partially implemented in the 2023-2024 school year.

Successful Implementation of Actions:

Action 1 – Supporting Students and Closing the Achievement Gap: - PSD continues to include professional development centered around Doug Fisher's PLC + Playbook, looking at visible evidence of learning and providing teachers and staff with strategies that they could immediately implement in their classrooms. The success of our percentage of students at Benchmark in ELA, both district-wide and for separate student subgroups was a great success.

Action 2 – Professional Learning Communities: contributed to the increase in ELA on benchmark, based on Local Progress Monitoring results, district-wide (from 38% to 46% for a total of 8% increase) and all student subgroups (RFEP students increased by 12%, EL students by 13%, FY by 12%, LI students by 9%, AA students by 7%, SWD by 10%, and HL students by 13%).

Action 3 – Supplemental Curriculum, Instruction, and Assessment: Recognizing that state adopted curriculum is often short in certain areas, the PSD curriculum and instruction team have created supplemental materials to fill in these areas of need such as Mastery Guides of Foundational literacy skills, or purchasing materials that address phonics skills. All of these supports led to an increased percentage of students at Benchmark in ELA.

Action 5 – Equitable Learning – Schools of Choice: The Schools of Choice allow unduplicated students to choose a middle school with an emphasis that matches their interests and future goals. The middle schools and K-8 schools in this program offer choices of focus on Dual Immersion, Law and Government, Medical, Visual and Performing Arts, and STEAM programs. Across the middle schools, 80 electives were offered. The Schools of Choice options benefit students as they follow interests, expand areas of creativity, and are increasingly engaged in school.

Action 6 – Sites Support High Levels of Academic Preparation and College and Career Readiness: School sites continue to provide staffing for before and after school activities that support academic achievement, supplemental curriculum to support school activities, and incentives to encourage student attendance.

Action 7: Access to Curriculum Through Technology – The technology supported learning for unduplicated students through specific programs designed to meet their needs, create engaging lessons, and provide virtual field trips. The success of this action is evident in number of students reporting using a device at school daily or at least once per week, as reported in the Technology Survey, increased in grades 3-5 from 80.2% in 2022-2023 to 82.3% in 2023-2024; then increased in grades 6-8 from 91.4% in 2022-2023 to91.6 in 2023-2024. Funds were increased to replace iPADS with touchscreen Chromebooks for students in grades 3-4, including a rollover for grades TK - 1. In addition, the administrators reporting poor internet access at school that inhibits learning decreased from 52.8% (2021-2022) to 38.8% in 2023-2024.

Action 8: Rigorous Physical Fitness Program through Curricular Collaboration - While we are still assessing students through Physical Fitness testing, the state is not requiring us to report out the results, instead we are reporting on participation. We do not have the 2023-2024 participation rates at the time of writing.

Action 9 – Language Development and Implementation of the English Learner Support Plan: Increased the EL reclassification rate by 2.9% and decreased the number of LTELs 4-5 years by 1.9% and the number of LTELs 6+ years by 8%. Increased number of students receiving tutoring support.

Action 10 – Wraparound Services, Extracurricular Activities through the Foster Youth Support Plan: Provided programs and supplies/materials to ensure foster students are able to participate in a variety of intervention programs and services. These programs support

the social-emotional, behavioral and academic success of our foster youth. Due to these supports our FY were able to increase the percentage of students at benchmark in ELA by 12% and by 4% in Math in 2022-2023. Increased the number of FY receiving tutoring and contracted for a drumming course.

Action 11- Extended Learning Opportunities and Access to Broad Curriculum – PSD continued to provide additional 24 minutes to the school day to allow English learners, foster youth, and low-income students the opportunity to take additional elective classes which they would not normally have access to as they are often taking AVID, ELD or other academic support classes instead of electives that address their interests. This ensures access to Broad Curriculum for our unduplicated students.

Action 12 – Intensive Academic, Social-Emotional, and Behavioral Support through Renaissance Model at Tamarisk Elementary: For the years that the Tamarisk Renaissance Model has been in effect we have seen steady growth in academics - particularly Reading/Phonics and ELD. We have seen a dramatic change in the culture of the school. Originally the school was to utilize this model for a two year period which was extended to an additional three years, as we wanted to make sure we did not remove the supports too early. However, moving into the 2024-2025 school year we will remove the Renaissance Model supports.

Action 13 – Student Engagement Programs and Activities: While we had planned to provided needed improvements to programs and equipment for the PSD Planetarium, we were not able to finish the final improvements during the 2023-2024 school year. It is planned that minimal funding will be needed in the 2024-2025 school year to complete the final stage of the planetarium. While waiting to complete the final phase students were given opportunities to view numerous science films in an IMAX setting related to grade level standards, resulting in slightly higher scores on the CAST. In addition, Action 13 ensures that EL, Foster and LI students are able to participate in Robotics competitions, Mathletes, Science Olympiad and other competitions.

Action 14 – Closing the Achievement Gap - EL, FY, LI: Action 14 provided opportunities for students to continue to practice skills in ELA and Math, develop relationships, learn new academic vocabulary and enjoy new ways of learning such as through Project Lead the Way, all of which can be incorporated into several other actions, as such Action 14 will be removed from the LCAP moving forward.

The most challenging aspects of our implementation of these actions has been, as follows:

Action 4 – Equitable Learning – Summer "STEAM" Camp: Minimal implementation for the Summer "STEAM" Camp during the 2023 summer due to other summer school activities offered and staffing issues. This action will be removed for the 2024-2027 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.

Action 2 – Professional Learning Communities: Planned $5,786,329, Est Actual $7,119,636 - salary increases

Action 4 - Equitable Learning – Summer "STEAM" Camp: Planned $315,738, Est Actual $254,139 - representing salaries. This action will be removed for the 2024-2027 LCAP.

Action 5 – Equitable Learning – Schools of Choice: Planned $419,845, Est Actual $332,310 - budgeted $250,000 for magnet support, only spent $120,000. With the use of final MSAP grant funding, we spent less than planned.

Action 9 – Language Development and Implementation of the English Learner Support Plan: Planned $1,100,410, Est Actual $1,973,752 - salary increases, increased tutoring cost

Action 10 – Wraparound Services, Extracurricular Activities through the Foster Youth Support Plan: Planned $150,000, Est Actual $246,232 - contract to provide drumming course for foster students, increased tutoring cost

Action 13 – Student Engagement Programs and Activities: Planned $400,000, Est Actual $741,621 - planetarium upgrades that were not completed in 2022-2023 and rolled into the 2023-2024 school year.

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

Action 1 – Supporting Students and Closing the Achievement Gap: Professional Development opportunities for teachers focus on increasing understanding of best practices, provide collaboration time, inform instructional decisions, and develop MTSS targeted actions to support academic achievement. All of these professional development build capacity for our teachers providing them with the tools needed to fully support our unduplicated students. We are seeing that it is effective in providing best first instruction as evidenced by the huge growth our students have made in ELA per LPM data.

Action 2 – Professional Learning Communities: Teachers and staff participate in Professional Learning Communities in order to collaborate using data, both formative and summative, to inform instructional decisions, and develop and plan for small group support in order to increase academic achievement for low income, foster youth, and English learner student groups. We have seen the benefit of these focused learning communities as teachers are increasingly using small group instruction, having a better understanding of data, as well as, understanding the importance of fully teaching grade level standards. Another area that was brought to our attention was that the LPMs do not always align to the state testing. As such we will be revising some of the tools used in data collection.

Action 3 – Supplemental Curriculum, Instruction, and Assessment: District and Site Personnel have made a concerted effort to address the need for supplemental curriculum, instruction and assessments to fill curricular gap with materials that are relevant, culturally responsive, and address the specific needs of our English learners, foster youth, and low-income students. Materials and supplies may be developed or purchased in order to meet academic goals and to fully support our unduplicated students. This has become more important and relevant when understanding that the LPMs do not always align to the state testing. As such we need to find data that better aligns to state testing results so the data can give us the best information for utilizing small groups and individual supports.

Action 4 – Equitable Learning – Summer "STEAM" Camp: This action will be removed in the 2024-2025 school year as we have had limited responses to this program.

Action 5 – Equitable Learning – Schools of Choice: Dual Immersion Schools/Academies, International Baccalaureate, and Magnet Middle Schools, provide opportunities for English learners, Foster youth, and Low-income students to attend schools that meet their interests, academic focus, social-emotional and behavioral needs. Participation in Schools of Choice has encouraged attendance, supported academic success, and enhance learning experiences. By providing a wide range of study students can better find classes that align to their interests and to build relationships with others of similar passions. This has helped with reducing suspensions and chronic absenteeism.

Action 6 – Sites Support High Levels of Academic Preparation and College and Career Readiness: School Sites provide additional staffing, extra duty hours for extended learning, before and after school interventions, supplemental instructional materials and supplies to meet site goals for English learners, foster youth, and low-income students to address learning loss and academic gaps. One measure of success is the number of students and families requesting these services. In addition we can see the number of areas where we see growth, including in areas of chronic absenteeism which has reduced during the 2023-2024 school year.

Action 7 – Access to Curriculum through Technology: Accessing Curriculum through use of Technology allows a variety of software and hardware that meet the specific needs of our unduplicated students. It encourages teachers to integrate teaching strategies through technology for students growing up in a digitalized world. We have provided students with WiFi capabilities while riding the bus so they can get work done prior to getting home - where in some cases students do not have access to technology.

Action 8 – Rigorous Physical Fitness Program through Curricular Collaboration: Not only does the Physical Fitness Program align P.E. to other disciplines it encourages unduplicated students to understand the importance of healthy living. While it is difficult to get PFT results due to the state study, we do see more students participating in a variety of sports including competition teams through the district. In addition, it is an area that families are requesting more opportunities for students to participate in as they complete district and site surveys.

Action 9 – Language Development and Implementation of the English Learner Support Plan: PSD teachers and EL Instructional Coaches have provided a systematic and intentional focus on addressing the individual English learner students' language development needs throughout the instructional day and beyond. This has resulted in an increase in reclassification rates by 2.9%, a decrease in LTELs 4-5 years by 1.9%, and a decrease in LTELs 6+ years by 8%.

Action 10 – Wraparound Services, Extracurricular Activities through the Foster Youth Support Plan: This action continues to be an area of focus due to staff lack of understanding of what this job entails. We will continue to include this action in professional development activities.

Action 11 – Extended Learning Opportunities and Access to Broad Curriculum: The addition of minutes to the school day continues to support students at the middle schools in their ability to take elective courses even if they need AVID, ELD and or other academic support classes. For elementary school unduplicated students the additional minutes allow for student to receive intervention classes and time for small group instruction without impacting core instruction required times.

Action 12 – Intensive Academic, Social-Emotional, and Behavioral Support through Renaissance Model at Tamarisk Elementary: It was very effective in moving students forward in Reading and Math; providing social emotional support, etc. We have implemented the program for two years longer that initially planned, so we will be removing this action going forward.

Action 13 – Student Engagement Programs and Activities: Some of the Student Engagement Programs include Robotics, Mathletes, and Science Olympiad, to name a few activities. These competitions encourage deeper learning for unduplicated students in the STEAM areas, expand interests, multicultural perspectives and academic understanding all through engaging activities.

Action 14 – Closing the Achievement Gap - EL, FY, LI: This was a duplicate of other actions/services and is currently incorporated throughout the LCAP. Action 14 provided opportunities for students to continue to practice skills in ELA and Math, develop relationships, learn new academic vocabulary and enjoy new ways of learning such as through Project Lead the Way, all of which can be incorporated into several other actions.

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

Revised/Removed/New Metrics for the 2024-2025 School Year:

- "Increase overall SBAC proficiency rates for ELA and Math by 2%." Revised metric to increase the rate for 3 years to 6% for both ELA and Math. Divided metric into two parts (ELA and Math).
- "SBAC ELA and Math, Grades 3-8, decrease points from level 3 by 3 points." Revised metrics to decrease the points for 3 years to 9 for both ELA and Math. Divided metric into two parts (ELA and Math).
- "Increase overall percentage of students at benchmark and above in ELA and Math by 2%." Revised metric to increase the rate for 3 years to 6% for both ELA and Math. Divided metric into two parts (ELA and Math).
- "Increase the percentage of students in K-2nd grade mastering foundational skills in mathematics by 3%." Revised metric to increase the rate for 3 years to 6%.
- "Increase percentage of students in K-2nd grade reading by 3rd grade by 3%." Revised metric to increase the rate for 3 years to 15%.

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- "Increase percentage of students achieving met or exceeded standard for Science on CAST by 2%." Revised metric to increase the rate for 3 years to 6%.
- "Increase in overall English Learner reclassification rate by 3%." Revised metric to increase the rate for 3 years to 7.5%.
- "Increase percentage of EL students at Level 4 on the ELPAC by 3%." Revised metric to increase the rate for 3 years to 7.5%.
- New Metric - "Increase the percentage of English learner students making progress towards English language proficiency by 7.5% - CA School Dashboard (increase by 2.5% per year)."
- "Decrease the number of Long-Term English Learners by 3% in each category." Revised metric to decrease the rate for 3 years to 7.5%.
- Removed the metric for, "Increase the percentage of technology fluency of teachers, students, and administrators to access 21st century learning skills by 3%, as evidenced through the annual technology survey." This metric was removed and replaced with new technology metrics.
- Removed the metric for, "Maintain the total number of professional development hours accumulated by teachers through district training at a minimum of 32,000 hours."
- New PE Metric, "Increase to 65% students showing growth toward meeting California PE standards – CA Fitnessgram and LPMs."
- Removed the metric for, "Decrease percentage of students, teachers, and administrators reporting poor internet access at school that inhibits learning by 2%.
- Removed the metric for, "Increase the number of students reporting using a device at school daily or at least once per week by 2%."
- New Metric - "Increase collaboration among students through the use of technology and digital tools by 12%."
- Combined the metrics for, "Receive a Rating Scale of 4 – Full Implementation or better in progress in providing professional learning for teaching to the adopted academic standards and/or framework for ELA, ELD, Mathematics, NGSS, and History-Social Science.
- Moved partial metric for VAPA to Goal 2, "Receive a Rating Scale of 4 – Full Implementation or better in the Implementation of State Standards in CTE, Health, PE, VAPA, and World Languages."

Revised Actions for the 2024-2025 School Year:

Action 1 – Supporting Students and Closing the Achievement Gap: This action will be divided into 2 parts, one with an elementary focus and the other with a middle school focus **(Action 2)**.

Action ~~2~~(3) – Professional Learning Communities:

Action ~~3~~ (4) – Supplemental Curriculum, Instruction, and Assessment:
- Removed Required Goal 6, Students with Disabilities Support Plan and incorporated into Goal 1, Action 4.

Action ~~4~~ – Equitable Learning – Summer "STEAM" Camp: Removing this action

Action 5 – Equitable Learning – Schools of Choice: No changes

Action 6 – Sites Support High Levels of Academic Preparation and College and Career Readiness: No changes

Action 7 – Access to Curriculum through Technology: No changes

Action 8 – Rigorous Physical Fitness Program through Curricular Collaboration: No changes

Action 9 – Language Development and Implementation of the English Learner Support Plan: No changes

New Action (10) - Long Term English Learners: Professional learning for staff includes increasing awareness of LTELs and the specific needs of LTELs, including socio-emotional, academic, literacy, and language proficiency. Staff uses data to identify local problems of practice within systems around LTELs in grades 6–12 and to design local goals with innovative strategies to improve practice and co-create LTEL goals with reclassification in mind. Professional Tutoring services will be offered to LTEL students to improve academic success and reclassification rates. (This is a non-contributing item as it will be paid from LREGB funds.)

New Action ~~10~~ (11) – Wraparound Services, Extracurricular Activities through the Foster Youth Support Plan: changed title to "Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan.

New Action ~~11~~ (12) – Extended Learning Opportunities and Access to Broad Curriculum: changed Action number.

Action ~~12~~ – Intensive Academic, Social-Emotional, and Behavioral Support through Renaissance Model at Tamarisk Elementary: removed action

Action 13 – Student Engagement Programs and Activities: no changes

Action ~~14~~ – Closing the Achievement Gap - EL, FY, LI: removed action

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.

Goal 2

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase district-wide rate of attendance by 0.5%, as evidenced through A2A data.	2018-19 94.6%	2021-22 88.65%	2022-23 90.49%	2023-24 91.43%	District-wide rate of attendance will be 95.1%, as evidenced through A2A data.
Decrease district-wide rate of chronic absenteeism by 2%, as evidenced through A2A data.	2018-19 17%	2021-22 11.11%	2022-23 36.6% **See Goal Analysis Prompt 4	2023-24 28.30%	District-wide rate of chronic absenteeism will be at 15%, as evidenced through A2A data.
Decrease/Maintain the district-wide 8th grade dropout rate as determined through A2A reports	2018-19 0%	2021-2022 0%	2022-2023 0%	2023-24 0%	District-wide 8th grade dropout rate will be maintained at 0%. As determined through A2A reports.
Reduce district-wide suspension rate by 2% as determined through Educlimber	2018-19 7.44%	2021-22 7.39%	2022-23 9.2% **See Goal Analysis Prompt 4	2023-24 7.4%	District-wide attendance rate will be reduced to 5.44% as determined through Educlimber.
Reduce district-wide African American male student suspension rate by 2%, as determined through Educlimber	2018-19 30.92%	2021-22 40.61%	2022-23 40.47% **See Goal Analysis Prompt 4	2023-24 22.0%	District-wide African American male student suspension rate will be reduced to 28.92%, as determined through Educlimber

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain district-wide expulsion rate, as determined through Educlimber reports	2018-19 0.01%	2021-22 0.08%	2022-23 0.04%	2023-24 0.0004% (total of 8 expulsions)	District-wide expulsion rate will be maintained at 0.01%, as determined through Educlimber
Increase student positive engagement and school connectedness by 2%, as evidenced in the California Healthy Kids Survey.	2018-19 Grade 5 – 67.5% Grade 7 – 55.5%	2021-22 Grade 5 – 67.3% Grade 7 – 47.1%	2022-23 Grade 5 – 62.2% Grade 7 – 46.7%	2023-24 Grade 5 – 63.7% Grade 7 – 46.2%	Positive student engagement and connectedness will increase as measured by California Healthy Kids Survey as follows: Grade 5: 69.5% Grade 7: 57.5%
Increase percentage of parents that strongly agree or agree that the school provides a safe, welcoming, and healthy environment for their child, by 2%, as evidenced in Title I/LCAP Parent Survey.	2019-20 Title I/ LCAP Parent Survey: 83.27%	2021-22 Title I /LCAP Parent Survey: 81.45%	2022-23 Title I/LCAP Parent Survey: 80.47%	2023-24 Title I/LCAP Parent Survey: 71.82%	Percentage of parents that strongly agree or agree that the school provides a safe, welcoming, and healthy environment for their child, will increase by 2%, as evidenced in Title I/LCAP Parent Survey: 85.27%.
Increase student perception of safety at school by 2%, as evidenced in the California Healthy Kids Survey.	2018-19 Grade 5 – 75.0% Grade 7 – 86.4%	2021-22 Grade 5 – 76.6% Grade 7 – 84.0%	2022-23 Grade 5 – 72.3% Grade 7 – 66.0%	2023-24 Grade 5 – 71.3% Grade 7 – 80.1%	Student perception of safety at school will increase by 2% as measured on the California Healthy Kids Survey as follows: Grade 5: 77.0% Grade 7: 88.4%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease priority level of safety at school by 2%, as evidenced in the LCAP Educational Partner Survey	2018-19 LCAP Educational Partnership Survey: 83.27%	2021-22 LCAP Educational Partnership Survey: 76.86%	2022-23 LCAP Educational Partnership Survey: No Data Available. This question was inadvertently left off of the 2022-23 LCAP Educational Partnership Survey.	2023-24 LCAP Educational Partnership Survey: 79.26%	Priority level of safety at school will decrease by 2%, as evidenced in the LCAP Educational Partner Survey to 85.27%.
Increase percentage of parents that strongly agree or agree that this school is a safe place for their child, as evidenced in the CA School Parent Survey.	2018-19 CA School Parent Survey: 89%	2021-22 CA School Parent Survey: 84%	2022-23 CA School Parent Survey: 84%	2023-24 CA School Parent Survey: 83%	Percentage of parents that strongly agree or agree that the school is a safe place for their child will increase by 2%, as evidenced in the CA School Parent Survey: 91%
Increase percentage of School Staff and students that strongly agree or agree that the school is a safe place by 2%, as evidenced in the CA School Staff Survey for Students: Staff:	2018-19 CA School Staff Survey: Students – 83.0% Staff – 82.0%	2021-22 CA School Staff Survey: Students – 89.0% Staff – 90.0%	2022-23 CA School Staff Survey: Students – 89.0% Staff – 86.0%	2023-24 CA School Staff Survey: Students – 92% Staff – 89%	Percentage of School Staff that strongly agree or agree that the school is a safe place by 2%, as evidenced in the CA School Staff Survey for Students: 85% Staff: 84%
Increase student social-emotional learning and strength of body, mind, and character by 2%, as evidenced in the	2018-19 Grade 5 – 78.0% Grade 7 – 50.7%	2021-22 Grade 5 – 76.0% Grade 7 – N/A*	2022-23 Grade 5 – 71.5% Grade 7 – 43.0%	2023-24 Grade 5 – 71.5% Grade 7 – 43.0%	Student social-emotional learning and strength of body, mind and character will increase by 2% as measured by the

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey.		*The School Climate Module was inadvertently left off of the survey.			California Healthy Kids Survey as follows: Grade 5: 80% Grade 7: 52.7%
Increase the number of foster youth and parent/caregiver engagement and training by 2	2018-19 1	2021-22 0	2022-2023 2	2023-24 0	The number of foster youth and parent/caregiver engagement training will increase by 2 as evidenced in training agenda and sign in sheets, for a total of three meetings.

Goal Analysis

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

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

The overall implementation of these actions for Goal #2 was fully/partially/minimally implemented.

   _11_ out of 16 actions were implemented fully with no substantive differences in the actual implementation of these actions.
   _3_ out of 16 actions were implemented fully as described and then expanded in the 2023-2024 school year.
   _2_ out of 16 actions were partially implemented in the 2023-2024 school year.
   _0_ out of 16 actions were minimally implemented.

Fully Implemented: Actions 1, 2, 3, 5, 6, 7, 11, 12, 13, 14, and 15 were fully implemented with no substantive differences in the actual implementation of these actions.

Fully Implemented as described and expanded: Actions 4, 8, and 16 were fully implemented and expanded in the 2023-2024 school year.

Partially Implemented: Actions 9 and 10 was partially implemented in the 2023-2024 school year.

Successful Implementation of Actions:

Action 1 – Student Health: District personnel continue to provide health services for unduplicated students that support their unique health needs and provide community resource referrals.

Action 2 – Social-Emotional Well-Being: District personnel continue to support students and school sites through implementation of Restorative Justice, MTSS and PBIS programs addressing behavior issues. This has been quite successful as we have reduced the District-wide suspension rate by 0.04%, and African American male suspensions were reduced by 8.92%. District-wide there were only 8 expulsions in the 2023 - 2024 school year.

Action 5 – Student Design Projects: Students participating in the Student Design Projects are excited about the opportunity to work with professionals to create special projects on their school sites. The projects will sometimes include field trips that spark creativity or give historical background to a project. Students learn about art, engineering, mechanics and various other disciplines depending on the project.

Action 7 – Foster Youth Support Plan: The addition of Social Emotional Learning Specialists to staff has been important to the district's ability to monitor case status for Foster students, conduct home visits, participate in SARB meetings that support attendance, mental health and academic success.

Action 8 – Student Engagement Activities - Sports: This program has been a huge success as evidenced by the numbers of students participating and the number of requests to expand the program.

Action 9 – School Site Support for Social-Emotional Well-Being: School sites continue to focus on addressing the behavioral and social-emotional goals on their campuses through additional staffing, extra duty hours for club meetings/activities, and materials and supplies that support these activities.

Action 10 – Learning Gardens: Students and families are enjoying the learning gardens. At sites that do not have them, there have been numerous requests to expand to other sites.

Action 12 – Home to School Transportation: Continues to be a much needed service that supports Foster and Low-Income students in their efforts to get to school safely and in a timely manner.

Action 13 – Access to Specialized Program Opportunities - VAPA: The costs associated with this program doubled in the last year. Students and families are taking every opportunity to participate in the various VAPA programs offered around the district; everything from Art, Theatre, Dance, etc. The VAPA program supports culturally and linguistically relevant art programs. The Palmdale School District is becoming very well known for its VAPA programs within the community.

Action 14 – Access to Specialized Program Opportunities - Music: Music programs across the district have grown exponentially within the last year. Orchestras have grown from beginning to advanced and several classes have been added at each site. We are looking to introduce Mariachi at some of the middle schools moving forward. We have drum lines at several sites. Students are quite excited to be able to play a variety of instruments.

Action 15 – Access to Specialized Program Opportunities - GATE: The program has been implemented as planned with parents requesting additional resources, field trips, additional STEM activities, etc.

Action 16 – Student Leadership, 21st Century and Global Skills: This was a very successful action as we were able to increase the number of students and staff attending meetings, conferences, and workshops, such as Leadership Development Day, and CADA conferences, etc. The Student PROMISE Ambassadors spent a second year focusing on being good leaders and utilizing the skills they learned to improve their school sites through social, civic and/or environmental projects.

The most challenging aspects of our implementation of these actions has been, as follows:

Action 3 – Assistant Principals - Oversight of Wraparound Services for English Learner and Foster Youth: We will continue to work with Assistant Principals to provide support as they work with EL and Foster Youth Support Plans and monitor students to ensure they are receiving

appropriate supports. As new Assistant Principals are hired we need to be systematic in providing them with information regarding available programs and services relating to EL and Foster students.

Action 4 – Campus Security: While many parents, staff and community members appreciate the level of security on our campuses as reported through meetings and anecdotally, we still find that results from various surveys give contradictory results. Percentage of parents that strongly agree/agree that their school provides a safe, welcoming, and healthy environment for their child, decreased by 11.45%, evidenced by Title I / LCAP parent Survey. Student perception of safety at school decreased by 3.7% in grade 5 and 6.3% in grade 7, as evidenced in the CA Healthy Kids Survey. Priority level of safety at school decreased by 4.01% as evidenced by the LCAP Educational Partner Survey. Percentage of school staff and students that strongly agree/agree that the school is a safe place increased; students increased 9% and staff increased by 7%, as evidenced by CA School Staff and Student Surveys.

Action 6 – Culturally Responsive Practices - Certificated/Classified Professional Development: This continues to be an area of focus as we have had large turnover of certificated and classified staff in the past several years. We consistently need to offer classes as we hire new staff and then also take professional development to the next level for those previously trained.

Action 11 – Attendance and Truancy: This continues to be an area of concern and focus, In the 2023-2024 school year the district-wide rate of attendance decreased from baseline by 3.17% and chronic absenteeism increased by 11.3%. The district has implemented some new programs late in 23-24 to address these issues going forward.

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

Action 4 – Campus Security: Planned $0, Est Actual $2,159,074 - Using one-time funds we increased our Campus Security costs to include SROs, Campus Security Assistants, Cameras on campuses, Emergency Training for staff.

Action 6 – Culturally Responsive Practices - Certificated/Classified Professional Development: Planned $187,000, Est Actual $142,316 - Cultural Proficiency Training contract was less than planned, did not provide Unconscious Bias Training

Action ~~10~~ – Learning Gardens: Planned $30,000, Est Actual $0 - No funds/purchases were submitted during the 2023-2024 school year. We are removing this goal going into 2024-2025.

Action ~~11~~ (10) – Attendance and Truancy: Planned $828,250, Est Actual $634,315 - Saturday School was funded using 1-time funds

Action 12 – Home to School Transportation: Planned $2,472,475, Est Actual $2,872,026 - salary increases, balance of multi-year contract for the bus routing system that has rolled over from last year

Action 13 – Access to Specialized Program Opportunities - VAPA: Planned $100,000, Est Actual $254,308 - contract with the Youth Cinema Project was more than expected

Action 14 – Access to Specialized Program Opportunities - Music: Planned $25,000, Est Actual $354,831 - reflecting additional salary increases, Quaver renewal, additional purchase of instruments and music supplies for MZ, MQ, PLP, DW, and GP, conferences and PD for music teachers, unplanned opportunities for student field trips such as performing at CABE during 23-24 school year.

Action 15 – Access to Specialized Program Opportunities - GATE: Planned $30,000, Est Actual $54,678 - extra duty and materials for PD, increased cost for Cyberquest, increased cost for CogAt

Action 16 – Student Leadership, 21st Century and Global Skills: Planned $30,000, Est Actual $132,369 - Contract with Anthony Campbell for Aviation program at Shadow Hills and Tumbleweed, Student Leadership training for ASB Students (CASL), ASB Advisors (CADA), and Student Board Members (CSBA)

Action 1 – Student Health: This action has been very effective in meeting the needs of our students and their families through providing vaccinations, health related referrals, and overall keeping school sites healthy.

Action 2 – Social-Emotional Well-Being: This action is very important to meeting the goal of a safe, healthy and welcoming learning environment. As we learned after COVID, the social-emotional needs of students need to be supported before we can begin to focus on academic progress. Providing SELs allow students to learn strategies that help them to handle the difficulties they face. This is also especially as we work with students of trauma. This action reduces the impact of issues causing behavior that leads to suspensions and expulsions. During the 2023-24 school year, suspensions both in general student populations and specifically for African American male students, decreased. Both EL and Foster students improved academically on the SBA in ELA and Math.

Action 3 – Assistant Principals - Oversight of Wraparound Services for English Learner and Foster Youth: Having APs monitor services for EL and Foster youth helps students feel welcomed and supported at their school. This ensures students receive the services they need to be academically successful and to reduce behavioral issues on campus.

Action 4 – Campus Security: Students on PSD campuses are encouraged to have positive relationships with campus security and SROs. Unduplicated students have a person to go to who can help in emergency situations, or in case of bullying, and other behavioral issues. Cameras are an effective deterrent to bullying on campus. Action 4 is an effective action to reduce suspensions and expulsions, creating a safe and welcoming learning environment.

Action 5 – Student Design Projects: Action 5 supports student creativity, interests and passions. It benefits students to see other students that share their interests, helping them to feel included, and encouraged to explore their gifts and talents. It teaches our unduplicated soft skills that will help them as they move forward to careers and college. Working with adult mentors provides a safe place to learn and make mistakes.

Action 6 – Culturally Responsive Practices - Certificated/Classified Professional Development: Action 6 is effective in providing staff with culturally responsive pedagogical practices that meet the needs of our culturally and linguistically diverse population. However, this action continues to be an area of focus as we have had large turnover of certificated and classified staff in the past several years. We consistently need to offer classes as we hire new staff and then also take professional development to the next level for those previously trained.

Action 7 – Foster Youth Support Plan: The Foster Youth Support Plan has been effective in ensuring Foster students are monitored to be sure they are receiving appropriate services, attending school and learning skills to become academically successful.

Action 8 – Student Engagement Activities - Sports: The Sports program is effective in helping our students to learn sportsmanship, play as a team, and feel connected to their school. This is also an area where parents are requesting more opportunities to participate in sports district-wide.

Action 9 – School Site Support for Social-Emotional Well-Being: English learners, Foster youth and low-income students receive additional supports to address behavioral and social-emotional goals. Through additional staffing, extra duty hours for clubs/group meetings, and activities, students learn to develop and maintain relationships, they are taught behavioral strategies, and skills to excel academically and socially.

Action 10 – Learning Gardens: Learning Gardens are a great way for our students to learn how to grow plants and vegetables. Many of our students don't know where food comes from except from a grocery store. As students grow food with their own hands and taste fresh vegetables and fruit, they begin to try new things and develop healthy eating habits. This is yet another area where our families have requested that we expand the program.

Action 11 – Attendance and Truancy: Currently the district-wide rate of attendance (91.43%) is up from 22 - 23 (90.49), but below baseline data from 18-19 (94.6%), so we still have to focus on improving attendance. During 2023-2024, the district implemented several incentives to

celebrate schools with highest attendance, with sites also implementing their own incentive programs. Additional incentive programs and challenges will be implemented in 2024- 2025.

Action 12 – Home to School Transportation: While attendance continues to be an area of weakness, our Home to School Transportation is a safe and effective way to get students to and from school safely. The transportation department has had 0 accidents in the 2023-2024 school year.

Action 13 – Access to Specialized Program Opportunities - VAPA: The Visual and Performing Arts program is a great program for our students to showcase their interests, creativity and passion. The community loves our annual Art Showcase, as it provides an opportunity for students across the district to submit their artwork, with a chance to have it displayed at the district office for a year. Some sites focus on theater, film (through the Youth Cinema Project), and dance.

Action 14 – Access to Specialized Program Opportunities - Music: The Music program is effective in providing a welcoming environment for students who enjoy orchestra, band, drumming, and mariachi music. It supports the Palmdale P.R.O.M.I.S.E. goal of valuing multiculturalism. Students and families enjoy the performances and often request expansion of the program.

Action 15 – Access to Specialized Program Opportunities - GATE: Use of the universal screener CogAt, as part of the GATE identification process, supports a welcoming school environment. It is given to all second grade students, as well as, students who are recommended for testing by a parent or teacher. The results are placed in the students cum file and the asset based results go with the student to their new class and grade level. As an asset based assessment the CogAt provides the new teacher with a picture of each students strengths that can be built upon as the year progresses.

Action 16 – Student Leadership, 21st Century and Global Skills: Action 16 provided approximately 65 students and their advisors from across the district the opportunity to participate in leadership activities. These activities gave them a broader understanding of the district - how it works, initiatives, programs, and the PROMISE goals, values, and beliefs.

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

Revised Metrics for the 2024-2025 School Year:
- "Decrease district-wide rate of chronic absenteeism by 2%." Revised metric to change rate for 3 years to 6%.
- "Decrease/Maintain the district-wide 8th grade dropout rate." Revised to "Maintain the district-wide 8th grade dropout rate."
- "Reduce district-wide suspension rate by 2%." Revised metric to change the rate for 3 years to 3%.
- "Reduce district-wide African American male suspension rate by 2%." Revised metric to change from African American Male Students to African American Students and change the rate for 3 years to 3%.
- "Maintain district-wide expulsion rate" - will be measured by the number of expulsions instead of the percentage.
- "Increase student positive engagement and school connectedness by 2%." Revised metric to increase rate for 3 years to 6%.
- "Increase percentage of parents that strongly agree or agree that the school provides a safe, welcoming, and healthy environment for their child, by 2%." Revised metric to increase rate for 3 years to 6%
- "Increase the percentage of parents that strongly agree or agree that this school is a safe place for their child by 2%." Revised metric to increase the rate for 3 years to 6%.
- "Increase student perception of safety at school by 2%." Revised metric to increase rate for 3 years to 6%.
- Removed Metric - "Decrease priority level of safety at school by 2%."

- "Increase percentage of School Staff and students that strongly agree or agree that the school is a safe place by 2%." Revised metric to increase rate for 3 years to 6%.
- "Increase student social-emotional learning and strength of body, mind, and character by 2%." Revised metric to increase the rate for 3 years to 6%.
- New Metric - "Increase the percentage of students that feel like they can trust school all of the time to keep them safe in a natural disaster or emergency situation by 12%."
- New Metric - "Increase the number of students participating in mentoring/Rites of Passage programs by 5 at each participating school sites and increase the number of schools participating by 3."
- Moved metric to Goal 3: "Increase the number of foster youth and parent/caregiver engagement and training by 2."
- Moved partial metric for VAPA from Goal 1, New Metric: "Receive a Rating Scale of 4 – Full Implementation or better in the Implementation of State Standards in VAPA."
- New Metric - "Increase the percentage of parents that are Very Satisfied or Satisfied with the Health Support at the Schools and District by 6%"
- New Metric - "Increase the percentage of staff and parents that Strongly Agree or Agree that their school appreciates and respects diversity and different cultural beliefs and practices by 6%"
- New Metric - "Monitor the number of unduplicated students that are identified for the GATE Program."
- New Metric - "Increase the percentage of students that feel Very Satisfied or Satisfied with the District Student Leadership Opportunities by 15%"

Revised Actions for the 2024-2025 School Year:

Action 1 – Student Health: No changes.

Action 2 – Social-Emotional Well-Being: No changes.

Action 3 – Assistant Principals - Oversight of Wraparound Services for English Learner and Foster Youth: No changes.

Action 4 – Campus Security: No changes.

Action 5 – Student Design Projects: No changes.

Action 6 – Culturally Responsive Practices - Certificated/Classified Professional Development: No changes.

Action 7 – Foster Youth Support Plan: No changes.

Action 8 – Student Engagement Activities - Sports Programs: No changes.

Action 9 – School Site Support for Social-Emotional Well-Being: No changes.

Action 10 – Learning Gardens: removed action

Action 11 – Attendance and Truancy: changed title to "Attendance and Chronic Absenteeism"

Action 12 – Home to School Transportation: No changes.

Action 13 – Access to Specialized Program Opportunities - VAPA: No changes.

Action 14 – Access to Specialized Program Opportunities - Music: No changes.

| Action 15 – Access to Specialized Program Opportunities - GATE: No changes. |
| Action 16 – Student Leadership, 21st Century and Global Skills: changed title to "Student Voice and Leadership" |

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.

Goal 3

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase district-wide parent participation and engagement by 2% (California School Parent Survey & Title I/LCAP Parent Survey)	2018-19 CSPS – 86.0% Title I – 87.2%	2021-22 CSPS – 80.0% Title I – 79.9%	2022-23 CSPS – 85.0% Title I – 82.3%	2023-24 CSPS – 81.2% Title I – 74.5%	District-wide parent participation and engagement will increase by 2% as evidenced by California School Parent Survey & Title I/LCAP Parent Survey, as follows: CSPS - 88.0% Title I/LCAP Parent Survey - 89.2%
Increase district-wide home/school communication by 2% (California School Parent Survey & Title	2018-19 CSPS – 79.8% Title I – 95.9%	2021-22 CSPS – 75.1% Title I – 78.3%	2022-23 CSPS – 79.3% Title I – 80.4%	2023-24 CSPS – 77.0% Title I – 72.3%	District-wide home/school communication will increase by 2% as measured by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
I/LCAP Parent Survey)					California School Parent Survey & Title I/LCAP Parent Survey, as follows: CSPS - 81.8% Title I/LCAP Parent Survey - 97.9%
Increase the average number of parent academic initiatives and parent classes offered at the school site by 2	2018-19 71	2021-22 41	2022-23 68	2023-24 513	The average number of parent academic initiatives and parent classes offered at the school site will increase by 2, for a total of 73.
Increase the number of community partnership meetings by 2	2018-19 16	2021-22 39	2022-23 41	2023-24 31	The number of community partnership meetings will increase by 2, for a total of 18.
Increase progress in building capacity of and supporting family members to effectively engage in advisory groups, as reported from Local Indicators Survey.	New metric added in 2021-2022.	2021-2022 4 – Full implementation	2022-23 4 – Full Implementation	2023-2024 3 – Initial Implementation	Progress in building capacity of and supporting family members to effectively engage in advisory groups will increase to Level 5- Full Implementation and Sustainability, as reported from Local Indicators Survey.
Increase progress in providing all families with opportunities to participate in decision making and provide	New metric added in 2021-2022.	2021-2022 3 – Initial Implementation	2022-23 3 – Initial Implementation	2023-2024 3 – Initial Implementation	Increase progress in providing all families with opportunities to provide input on policies and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
input on policies and programs, and implementing strategies to reach underrepresented groups in the school community, as reported from Local Indicators Survey.					programs, and implementing strategies to reach underrepresented groups in the school community, as reported from Local Indicators Survey.

Goal Analysis

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

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

The overall implementation of these actions for Goal #3 was fully/partially/minimally implemented.

  _3_ out of 9 actions were implemented fully with no substantive differences in the actual implementation of these actions.
  _3_ out of 9 actions were implemented fully as described and then expanded in the 2023-2024 school year.
  _1_ out of 9 actions were partially implemented in the 2023-2024 school year.
  _2_ out of 9 actions were minimally implemented.

Fully Implemented: Actions 2, 4, and 9 were fully implemented with no substantive differences in the actual implementation of these actions.

Fully Implemented as described and expanded: Actions 1, 3, and 5 were fully implemented and expanded in the 2023-2024 school year.

Partially Implemented: Action 8 was partially implemented in the 2023-2024 school year.

Minimally Implemented: Actions 6 and 7 were minimally implemented in the 2023-2024 school year.

Successful Implementation of Actions:

Action 2 – Personnel to Support Parent Involvement: Fully implemented as planned.

Action 3 – Adult Education and Parent/Community Engagement: Fully implemented as planned and resulted in increased # of community partnership meetings to 31 (2023-2024) over the baseline of 16 (2018-2019). Planned and implemented PSD Wellness Fair, PSD Career Fair.

Action 5 – English Learner Parent Support: Fully Implemented as planned and expanded. In addition to the planned items, we replaced translation devices and supported mini - CABE for parents.

Action 9 – Welcome and Enrollment Center: Fully implemented as planned.

The most challenging aspects of our implementation of these actions has been, as follows:

Action 1 – Communications: Fully implemented as planned. Home to School Communication decreased by 2.8% (CSPS) and by 23.6% (Title I/LCAP Parent Survey).

Action 4 – District Parent Events and Meetings: Fully implemented as planned. However, district-wide parent participation decreased by 4.8% (CA School Parent Survey - CSPS) and by 12.7% (Title I/LCAP Parent Survey).

Action 6 – Foster Youth Parent Support: Minimally implemented as fewer trainings and meetings were held than anticipated.

Action 7 – Professional Development for Classified Staff Supporting Parental Engagement: Minimally implemented as books were purchased for PCLs, but trainings did not occur.

Action 8 – Resources for Site Parent Engagement: Partially implemented as planned due to fewer events held at the sites.

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

Action 1 – Communications: Planned $80,000, Est Actual $251,759 - increased cost for ParentSquare, licenses for TVs in School and DO Lobbies to provide info to parents, PSD Radio Show, LAMAR Advertising

Action 3 – Adult Education and Parent/Community Engagement: Planned $35,000, Est Actual $130,924 - PSD Wellness Fair, PSD Career Fair, Raptor Visitor Management System for Volunteers, CKH Training for Parents

Action 4 – District Parent Events and Meetings: Planned $50,000, Est Actual $172,841 - increased cost for AAPAC Cookout, Black History Gala, and Breakfast w/the Superintendent

Action 5 – English Learner Parent Support: Planned $5,000, Est Actual $48,165 - Overtime and Mileage for staff supporting EL Parent Events, Replacement translation devices, support for mini-CABE for parents

Action 6 – Foster Youth Parent Support: Planned $5,000, Est Actual $0 - fewer meetings and trainings were provided than anticipated.

Action 7 – Professional Development for Classified Staff Supporting Parental Engagement: Planned $5,000, Est Actual $2,205 - purchased books for PCLs, did not provide any other training.

Action 8 – Resources for Site Parent Engagement: Planned $310,800, Est Actual $223,552 - fewer meetings and trainings were provided than anticipated.

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

Action 1 – Communications: While the Title I/ LCAP Parent Survey showed that there was a decrease in Home/ School Communication, another questions regarding parents strongly agreeing or agreeing that they are kept informed about district and school events showed that 80.28% strongly agreed or agreed, Parents get used to certain places to find information and we are trying a variety of methods to better meet their needs. This might be causing confusion. Overall, parents and community are well-informed of the events occuring in the Palmdale School District.

Action 2 – Personnel to Support Parent Involvement: The staff currently supporting district and site through translations, navigation of school and district procedures, leading workshops and meetings, supporting attendance initiatives and much more have proved the importance of this action as well as its effectiveness, as evidenced through a variety of comments included in surveys.

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Action 3 – Adult Education and Parent/Community Engagement: This year's total number of meetings/workshops/trainings have far exceeded the previous years numbers.

Action 4 – District Parent Events and Meetings: These meetings are critical for providing an in-person, two-way meaningful conversation regarding the improvement of actions and services provided across the district. These meetings integrate PSD's strategic plan, P.R.O.M.I.S.E. into discussions reminding our community how all of our actions and services align to our strategic plan. Most importantly it gives them a chance to state where they perceive necessary changes.

Action 5 – English Learner Parent Support: DELAC and ELAC meetings are some of the most well attended meetings within the district. Our English Learner families rely on these meetings to obtain information regarding how the district works with our students, what parents can do at home to support their students, and to provide input, clarify misunderstandings, and develop relationships with district and site personnel.

Action 6 – Foster Youth Parent Support: During the 2023-2024 school year, Action 6 has proven to be very effective in the areas of developing relationships, helping families to understand and participate in programs, initiatives, as well as, providing academic and behavioral supports. However, one of our metrics was to increase parent trainings that would assist parents in advocating for their students regarding academics, behavior, mental health, and other available services. These meetings did not happen during the 2023-2024 school year.

Action 7 – Professional Development for Classified Staff Supporting Parental Engagement: During the 2023-2024 school year, there was limited trainings provided for the classified staff that support parental engagement. Staff were provided with books to ensure all staff had the same pertinent information but no training was provided. This continues to be an area of need.

Action 8 – Resources for Site Parent Engagement: District provided funds for school sites continues to be an important method of meeting the needs of a school community. It allows schools to utilize programs that better meet the needs of their families, as opposed to the district providing a program and requiring all sites to participate.

Action 9 – Welcome and Enrollment Center: The WEC continues to support our Low Income and Foster families in the registration/ enrollment process, providing access to resources, programs, and are often the first faces of the district in building relationships.

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

Revised Metrics for the 2024-2025 School Year:

- "Increase district-wide parent participation and engagement by 2%." Revised metric to increase rate for 3 years to 6%.
- "Increase district-wide home/school communication by 2%." Revised metric to increase rate for 3 years to 6%.
- Moved metric from Goal 2: "Increase the number of foster youth and parent/caregiver engagement and training by 2." Increased number of trainings from 2 to 4 per year
- New Metric - "Increase percentage of parents that feel that site provided meetings and workshops are effective in helping them support their students by 6%. The baseline will be established in the 2024-2025 school year.
- "Increase the number of community partnership meetings by 2." Revised metric to, "Maintain the number of community partnership meetings with a minimum of 40 meetings per year."
- "Increase progress in building capacity of and supporting family members to effectively engage in advisory groups." Revised metric to, "Receive a Rating Scale of 4 – Full Implementation or better in progress in building capacity of and supporting family members to effectively engage in advisory groups."

- "Increase progress in providing all families with opportunities to participate in decision making and provide input on policies and programs, and implementing strategies to reach underrepresented groups in the school community." Revised metric to, "Receive a Rating Scale of 4 – Full Implementation or better in providing all families with opportunities to participate in decision making and provide input on policies and programs, and implementing strategies to reach underrepresented groups in the school community."
- New Metric - "Increase the percentage of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs by 6%"
- New Metric - "Increase the percentage of parents that are Very Satisfied or Satisfied with the Welcome and Enrollment Center by 6%"

Revised Actions for the 2024-2025 School Year:

Action 1 – Communications: No change.

Action 2 – Personnel to Support Parent Involvement: No change.

Action 3 – Adult Education and Parent/Community Engagement: changed title to, "Parent and Community Engagement / Adult Education"

Action 4 – District Parent Events and Meetings: No change.

Action 5 – English Learner Parent Support: No change.

Action 6 – Foster Youth Parent Support: No change.

Action 7 – Professional Development for Classified Staff Supporting Parental Engagement: Removing action for the upcoming school year.

Action 8 – Resources for Site Parent Engagement: No change.

Action 9 – Welcome and Enrollment Center: No change.

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.

Goal 4

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers will be appropriately credentialed for the students that they are assigned to teach per Williams Act Requirements.	2018-19 100%	2021-2022 100%	2022-23 100%	2023-24 100%	Maintain 100% of teachers will be appropriately credentialed for the students they are assigned to teach per Williams Act Requirements.
100% of schools will be providing students with standards-based instructional materials by meeting Williams Act Requirements.	2018-19 100%	2021-2022 100%	2022-23 100%	2023-24 100%	Maintain 100% of schools will be providing students with standards-based instructional materials per Williams Act Requirements.
100% of facilities will be in good repair by meeting Williams Act Requirements	2018-19 98%	2021-2022 100%	2022-23 95.93% (**See Goal Analysis Prompt 1)	2023-24 100%	Increase % of facilities in good repair by 2% so 100% of facilities will be in good repair per Williams Act Requirements.
Increase percentage of parents that strongly agree or	2019-20 Title I/ LCAP Parent Survey:	2021-22 Title I /LCAP Parent Survey:	2022-23 Title I/LCAP Parent Survey:	2023-24 Title I/LCAP Parent Survey:	Percentage of parents that strongly agree or agree that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
agree that the school provides a safe, welcoming, and healthy environment for their child, by 2%, as evidenced in Title I/LCAP Parent Survey.	83.27%	81.45%	80.47%	71.82%	the school provides a safe, welcoming, and healthy environment for their child, will increase by 2%, as evidenced in Title I/LCAP Parent Survey: 85.27%%.
Decrease priority level of safety at school by 2%, as evidenced in the LCAP Educational Partner Survey	2018-19 LCAP Educational Partnership Survey: 83.27%	2021-22 LCAP Educational Partnership Survey: 76.86%	2022-23 LCAP Educational Partnership Survey: No Data Available. This question was inadvertently left off of the 2022-23 LCAP Educational Partnership Survey.	2023-24 LCAP Educational Partnership Survey: 79.26%	Priority level of safety at school will decrease by 2%, as evidenced in the LCAP Educational Partner Survey to 85.27%%.
Increase percentage of parents that strongly agree or agree that this school is a safe place for their child, as evidenced in the CA School Parent Survey.	2018-19 CA School Parent Survey: 89%	2021-22 CA School Parent Survey: 84%	2022-23 CA School Parent Survey: 84%	2023-24 CA School Parent Survey: 83%	Percentage of parents that strongly agree or agree that the school is a safe place for their child will increase by 2%, as evidenced in the CA School Parent Survey: 91%
Increase percentage of School Staff that strongly agree or agree that the school is a safe place by 2%, as evidenced in the CA School Staff Survey for Students:	2018-19 CA School Staff Survey: Students – 83.0% Staff – 82.0%	2021-22 CA School Staff Survey: Students – 89.0% Staff – 90.0%	2022-23 CA School Staff Survey: Students – 89.0% Staff – 86.0%	2023-24 CA School Staff Survey: Students – 92% Staff – 89%	Percentage of School Staff that strongly agree or agree that the school is a safe place by 2%, as evidenced in the CA School Staff Survey for Students: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff:					Staff: 84%
Maintain Priority 7: Broad Course of Study as defined in Ed Code, per Local Indicator Survey results as being MET	2021-2022 MET	2021-2022 MET	2022-23 MET	2023-24 MET	Maintain Priority 7: Broad Course of Study as defined in Ed Code, per Local Indicator Survey results as being MET

Goal Analysis

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

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

The overall implementation of these actions for Goal #4 was fully/partially/minimally implemented.

  _8_ out of 9 actions were implemented fully with no substantive differences in the actual implementation of these actions.
  _1_ out of 9 actions were implemented fully as described and then expanded in the 2023-2024 school year.
  _0_ out of 9 actions were partially implemented in the 2023-2024 school year.
  _0_ out of 9 actions were minimally implemented.

Fully Implemented: Actions 1, 3, 4, 5, 6, 7, 8, and 9 were fully implemented with no substantive differences in the actual implementation of these actions.

Fully Implemented as described and expanded: Action 2, was fully implemented and expanded in the 2023-2024 school year. Expansion was for services.

Successful Implementation of Actions:

Action 1 – Certificated Staffing: Fully implemented as planned.

Action 2 – Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance: Fully implemented with expanded services.

Action 3 – Facility/Operations: Fully implemented as planned.

Action 4 – Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance: Fully implemented as planned.

Action 5 – Basic Transportation: Fully implemented as planned.

Action 6 – Pupil Achievement - Technology: Fully implemented as planned.

Action 7 – Classified Staffing - Health and Safety at School Sites: Fully implemented as planned.

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Action 8 – Classified Staffing - Pupil Engagement and Parent Involvement: Fully implemented as planned.

Action 9 – Classified Staffing - School Climate and Parent Involvement - School Sites: Fully implemented as planned.

The most challenging aspects of our implementation of these actions has been, as follows:

For Actions 1, 6, 7, 8, and 9 the most difficult in implementing the actions is to fill staffing positions. In some cases, positions have remained open for extended periods of time.

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

Action 2 – Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance: Planned $27,655,202, Est Actual $35,667,250 - the differences were mostly in services

Action 3 – Facility/Operations - Planned $16,282,231, Est. Actual $26,231,236 - differences in salaries, supplies, and additional equipment

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

Action 1 – Certificated Staffing: PSD has been effective in filling positions for certificated staff even if required to go outside the country to recruit highly qualified staff.

Action 2 – Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance: Per Williams Act reviews, PSD continues to provide students with standards-based instructional materials by meeting Williams Act Requirements.

Action 3 – Facility/Operations: Per Williams Act reviews, PSD continues to keep facilities /operations in good repair.

Action 4 – Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance: PSD continues to provide basic supplies ensuring unduplicated students have their needs met on campus, for academic, health and emotional well-being.

Action 5 – Basic Transportation: In order to support our unduplicated students, PSD provides transportation enabling students to attend school regularly and participate in classes. The transportation office has had 0 accidents during the 2023-2024 school year, ensuring student safety.

Action 6 – Pupil Achievement - Technology: Technology Support Liaisons are effective in supporting technology in the classroom by ensuring all equipment is in working order, offering demo lessons for teachers using new software, and suggesting hardware and software that meets the needs of students.

Action 7 – Classified Staffing - Health and Safety at School Sites: Palmdale School District provides Health Aides/LVNs, noon duties, and crossing guards to ensure the health and safety of our students.

Action 8 – Classified Staffing - Pupil Engagement and Parent Involvement: PSD provides classified staffing for the Welcome and Enrollment Center to monitor attendance, assist families with enrollment/registration, and support district with record keeping. The WEC is effective in it's support of district reporting needs and assisting families in eliminating delays in receiving services.

Action 9 – Classified Staffing - School Climate and Parent Involvement - School Sites: PSD supports school sites, families and community groups by providing Bilingual office staff at all of our schools. The site office staff support our families and students through multilingual translations, attendance monitoring, and record keeping purposes. Our office staff also develop relationships with our families providing a welcoming environment.

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

Revised Metrics for the 2024-2025 School Year:
- Removed the metric for, "Decrease priority level of safety at school by 2%, as evidenced in the LCAP Educational Partner Survey"
- Removed Priority 7 "Met" or "Not Met" Metric Per LACOE suggestion but included actual metrics in Goals 1 and 2.

Revised Actions for the 2024-2025 School Year:

Action 1 - Certificated Staffing - No change.

Action 2 - Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance - No change.

Action 3 - Facility/Operations - No change.

Action 4 - Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance - No change.

Action 5 - Basic Transportation - No change.

Action 6 - Pupil Achievement – Technology - No change.

Action 7 - Classified Staffing – Health and Safety at School Sites - No change.

Action 8 – Classified Staffing - Pupil Engagement and Parent Involvement: revised action to "Classified Staffing – Support for Student Referrals and Enrollment.

Action 9 – Classified Staffing - School Climate and Parent Involvement - School Sites: revised action to "Classified Staffing – School Communication and Supports for parents – School Sites"

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.

Goal 5

Goal #	Description
5	African American Support Plan. African American students will demonstrate high levels of academic achievement through mastery of grade level content as determined by state proficiency levels, with focus placed on ELA and Math. In order to accomplish this goal, teachers and staff will participate in training in culturally responsive practices and use of culturally relevant curriculum. Social Emotional Learning Specialists will work with AA students to provide skills related to trauma and issues of poverty. The African American Support Plan will utilize recommendations from the African American Blueprint approved by the PSD Board of Trustees to determine actions and services relating to chronic absenteeism and the high suspension/expulsion rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase overall SBAC proficiency rates for ELA and Math by 3%	2018-19 ELA AA: 18% Math AA: 10%	Data not available at this time.	2021-22 ELA AA: 18% Math AA: 7%	2022-23 ELA AA: 16% Math AA: 7%	Measured through SBAC proficiency rates for ELA and Math, at the rate of 1% per year. ELA AA: 21% Math AA: 13%
SBAC ELA & Math Gr 3-8, decrease Points from level 3 by 3 points (Status level on CA School Dashboard)	Spring 2019 SBAC Results ELA AA: -79.2 points below level 3 Math AA: -117.5 points below level 3	Data not available at this time.	Spring 2022 SBAC Results ELA AA: - 84.7 points below standard Math AA: - 135.4 points below standard	Spring 2023 SBAC Results ELA AA: -90.8 points below standard Math AA: -134.1 points below standard	Measured by the status level on the California School Dashboard, at the rate of 1% per year. ELA AA: -76.2 points below level 3 Math AA: -114.5 points below level 3
Increase overall percentage of students at	2018-19 ELA	2021-22 Q1-Q3 LPM Average	2022-23 Q1-Q3 LPM Average	2023-24 Q1-Q3 LPM Average	Measured through results from the LPMs for ELA and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark and above in ELA and Math by 3% (LPM)	AA: 30% Math AA: 49%	ELA AA: 36% Math AA: 47%	ELA AA: 37% Math AA: 48%	ELA AA: 37% Math AA: 49%	Math, at the rate of 1% per year. ELA AA: 33% Math AA: 52%
Reduce district-wide African American male student suspension rate by 2%, as determined through Infinite Campus reports	2018-19 30.92%	2021-22 40.61%	2022-23 40.47%	2023-24 22.0%	District-wide African American male student suspension rate will be reduced to 28.92%, as determined through Infinite Campus reports
Decrease African American rate of chronic absenteeism by 2%, as evidenced through A2A data	2021-22 8.28%	2021-22 8.28%	2022-23 52% **See Goal Analysis Prompt 4	2023-24 37.74%	African American rate of chronic absenteeism will be at 6.28%, as evidenced through A2A data.

Goal Analysis

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

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

The overall implementation of these actions for Goal #5 was fully/partially/minimally implemented.
    _1_ out of 2 actions were implemented fully with no substantive differences in the actual implementation of these actions.
    _0_ out of 2 actions were implemented fully as described and then expanded in the 2023-2024 school year.
    _1_ out of 2 actions were partially implemented in the 2023-2024 school year.
    _0_ out of 2 actions were minimally implemented.

Fully Implemented: Actions 2 was fully implemented with no substantive differences in the actual implementation of these actions.
Partially Implemented: Action 1, was partially implemented as described.
Successful Implementation of Actions:

Action 2 – Mentoring / Rites of Passage: Pilot schools showed some success in a 7% increase academic achievement on LPM in Reading (from 30% in 2018-2019 to 37% in 2023-2024, while Math maintained at 49%.

The most challenging aspects of our implementation of these actions has been, as follows:

Action 1 – African American Support Plan: was challenging due to the large numbers of staff needing training. Attrition has caused almost ⅓ of staff to leave over the last several years meaning there are too many staff to train within one year, so we need to plan to train over a number of years as teachers are hired. In addition, we want to ensure the training is implemented systematically with intentional focus and fidelity to culturally relevant pedagogical practices.

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 – African American Support Plan: Planned $45,000, Est Actual (S&C) $386,993 -Increase in costs reflect the following: additional tutoring at Tamarisk, Equity Academy & Book Study (including additional costs for extra duty), Black College Expo (field trip)

Action 2 – Mentoring / Rites of Passage: Planned $400,000, Est Actual (S&C) $0 Requested $230,870 for Rites of Passage Contract but only approximately $100,000 was paid at this time.

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

Action 1 – African American Support Plan: For the teachers being trained in the 2023 - 2024 school year we know that the training was effective because we saw an increase (increase of 7%, to a total of 37%) in the percentage of AA students at Benchmark on LPMS in Reading. AA students maintained 49% at Benchmark in Math. We also saw suspensions of AA male students decrease by 8.92%.

Action 2 – Mentoring / Rites of Passage: The effectiveness of Action 2 on reducing non-violent suspensions for of African American students, affirming African American culture and dignity, increasing self-discipline and respect for others, and decreasing anxiety, anger, and depression, is evident in the positive impact on academic assessments (increase to total of 37% in Reading, and maintained 49% in Math) and the decrease in suspensions (-8.92%).

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

The required Goal is no longer required. This resulted in the following changes for the 2024-2025 school year.

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

Goal 6

Goal #	Description
6	Students with Disabilities Support Plan. Students with Disabilities will demonstrate high levels of academic achievement through mastery of grade level content as determined by state proficiency levels, with focus placed on ELA and Math. In order to accomplish this goal, teachers and staff will participate in training in Project Based Learning – a hands on program that supports academic achievement and student engagement to reduce chronic absenteeism. Teachers and staff will be trained in co-teaching structures and skills. Social Emotional Learning Specialists will work with our SWD to provide skills that support relationship building and problem solving to reduce suspension/expulsion rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase overall SBAC proficiency rates for ELA and Math by 3%	2018-19 ELA SWD: 6% Math SWD: 4%	Data not available at this time.	2021-22 ELA SWD: 5% Math SWD: 3%	2022-23 ELA SWD: 8% Math SWD: 5%	Measured through SBAC proficiency rates for ELA and Math, at the rate of 1% per year. ELA SWD: 9% Math SWD: 7%
SBAC ELA & Math Gr 3-8, decrease Points from level 3 by 3 points (Status level on CA School Dashboard)	Spring 2019 SBAC Results ELA SWD: -123.3 below level 3 Math SWD: -159 points below level 3	Data not available at this time.	Spring 2022 SBAC Results ELA SWD: -126.6 points below standard Math SWD: -164.5 points below standard	Spring 2023 SBAC Results ELA SWD: -100.9 points below standard Math SWD: -161.7 points below standard	Measured by the status level on the California School Dashboard, at the rate of 1% per year. ELA SWD: -120.3 below level 3 Math SWD: -156 points below level 3
Increase overall percentage of students at	2018-19 ELA	2021-22 Q1-Q3 LPM Average	2022-23 Q1-Q3 LPM Average	2023-24 Q1-Q3 LPM Average	Measured through results from the LPMs for ELA and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark and above in ELA and Math by 3% (LPM)	SWD: 15% Math SWD: 34%	ELA SWD: 26% Math SWD: 40%	ELA SWD: 24% Math SWD: 41%	ELA SWD: 25% Math SWD: 38%	Math, at the rate of 1% per year. ELA SWD: 18% Math SWD: 37%
Decrease number of SWD suspensions by 3% as evidenced in Educlimber data.	2021-2022 40%	2021-2022 40%	2022-23 29.79%	2023-24 14.0%	The number of SWD suspensions will decrease by 3% as evidenced in Infinite Campus data. 37%
Decrease SWD rate of chronic absenteeism by 2%, as evidenced through A2A data	2021-22 7.57%	2021-22 7.57%	2022-23 40.2% **See Goal Analysis Prompt 4	2023-24 28.0%	SWD rate of chronic absenteeism will be at 5.57%, as evidenced through A2A data.

Goal Analysis

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

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

The overall implementation of these actions for Goal #6 was fully/partially/minimally implemented.
  _0_ out of 3 actions were implemented fully with no substantive differences in the actual implementation of these actions.
  _0_ out of 3 actions were implemented fully as described and then expanded in the 2023-2024 school year.
  _3_ out of 3 actions were partially implemented in the 2023-2024 school year.
  _0_ out of 3 actions were minimally implemented.

Partially Implemented: Action 1, 2, and 3 were partially implemented as described.

Successful Implementation of Actions:

Action 1 – Special Education Learning Support: The partial implementation of Action 1 allowed us to fully understand where we should focus our support as we move forward in the 2024-2025 school year.

Action 2 – Special Education Assessment: The new assessments resulted in students being appropriately placed.

Action 3 – Co-Teaching: The implementation of the Co-Teaching model resulted in SWD working successfully alongside their non-disabled peers.

The most challenging aspects of our implementation of these actions has been, as follows:

Action 1 – Special Education Learning Support: We were never fully staffed, which created inefficient training sessions.

Action 2 – Special Education Assessment:Lack of permanent staff created inconsistent student data.

Action 3 – Co-Teaching: Due to staffing shortages, most of the school year were without cohesive co-teaching teams.

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 – Special Education Learning Support: Planned $364,279, Est. Actual (S&C) $0

Action 2 – Special Education Assessment: Planned $386,337, Est Actual (S&C) $40,000 - Contract with Linguabee for Translation & Interpreting Services

Action 3 – Co-Teaching: Planned $200,000, Est Actual (S&C) $77,136 - Co-Teaching Trainings, Conference, Handbooks, Extra Duty, Refreshments

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

Action 1 – Special Education Learning Support: Action 1 proved to be effective because we were able to train more staff responsible for serving our students than years prior; consequently, we witnessed a higher level of instructional delivery to our SWD than in prior years.

Action 2 – Special Education Assessment: Action 2 proved to be effective as witnessed by the decrease in student discipline issues, and the increase in student engagement.

Action 3 – Co-Teaching: Action 3 proved to be effective when using years prior as a base, we witnessed a decrease in overall suspensions, an increase in student achievement and attendance.

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

The required Goal is no longer required. This resulted in the following changes for the 2024-2025 school year.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Palmdale School District 2023-2024 LCAP Annual Update

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

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

Goal Analysis

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

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

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

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

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

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

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

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palmdale Elementary	Janet Simons Director of LCAP & Charter Oversight	jlsimons@palmdalesd.org (661) 789-6590

Plan Summary 2024-2025

General Information

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

Palmdale School District (PSD) serves its community by providing a quality educational experience to more than 17,500 children from preschool through 8th grade. With 29 schools and more than 2,000 employees, PSD actively prepares students to be successful in the 21st Century using the district strategic plan, "The Palmdale PROMISE."

The Palmdale PROMISE has five overarching goals and approximately 40 actions that drive the district's vision of "…every student leaves ready for success in high school and beyond: college, career, and the global world."

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

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

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

1) High Level Academic Preparation and College & Career Readiness - aligned to State Priorities 2 (Conditions of Learning), 4 (Pupil Achievement (Outcomes), 7 (Course Access), 8 (Other Pupil Outcomes)
2) Welcoming, Safe and Healthy Learning Environment – aligns to State Priorities 5 (Pupil Engagement), 6 School Climate, Priority 7 (Course Access), 8 (Other Pupil Outcomes)
3) Parent, Family and Community Engagement – aligns to State Priority 3 Parent Involvement (Engagement)
4) Basic Services (Williams Compliance) – aligns to State Priority 1 Conditions of Learning

PSD is located in the Antelope Valley, one of the largest and fastest growing areas in Southern California, a hub for the nation's largest aerospace corporations, and home to

Edwards Air Force Base. Palmdale is northeast of Los Angeles. It has seen unprecedented growth over the past several years, but still offers affordable housing, a small-town atmosphere, and big city amenities. The Antelope Valley attracts families from diverse socioeconomic and ethnic backgrounds. The 2023-2024 student population by ethnicity consists of 77.9% Hispanic/Latino, 13.88% African American, 3.87% White, 0.43% Asian, 0.91% American Indian, 0.63% Filipino, 0.21% Pacific Islander, and 1.95% with more than one race. The district has 90.0% of students on Free or Reduced-Price Meal (FRPM), 16.0% students with disabilities, 3.0% foster youth and 2.0% homeless students. We currently have 21.0% English Language Learners (ELL) and 13.3% Re-designated Fluent English Proficient (RFEP) students.

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

In the 2017-18 school year, PSD transitioned all 4 existing intermediate schools to middle schools and opened up a 5th middle school – SAGE Academy. The addition of 6th grade provides our students three years of academic instruction in our academies, allowing them to have the opportunity to spend three years exploring all the electives and pathways that have been developed. The five middle schools all have Science, Technology, Engineering, Arts and Mathematics (STEAM) focused pathways and include Engineering and Design; Medical, Health, and Technology; Law and Government; Fine Arts; and Space and Aeronautics Academies. As of the 2022-2023 our academies provide electives across the district including Music, AVID, Robotics, Project Lead the Way, ASB, Geometric Design, Lego Robotics, Home Economics, Business Computers, Computer Gaming, Culinary Arts, Business Marketing, Junior Upcoming Medical Professionals (JUMP), as well as focused fitness electives. Increasing our school day by 24 minutes allowed PSD to increase middle school periods from six to seven which gave students the opportunity to take two electives and at least one elective for students who are in intervention or ELD classes. The PROMISE goals are to reduce the isolation of our unduplicated students in the middle school; significantly increase achievement in English Language Arts for African Americans, English Learners, low SES and students with disabilities; create middle school STEAM academies to inspire students; and improve school climate and safety in all of our schools by improving positive school-wide relationships and setting expectations to significantly reduce disproportionate suspension of African American students.

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

In the 2023-2024 school year all of our magnet schools have been nationally certified by Magnet Schools of America and are fully accredited Western Association for Schools and Colleges (WASC). The WASC work helps align all of our activities, training, and goals around student learning and offers the opportunity for outside evaluation (the Visiting Team) through the accrediting process. The WASC process focuses on student learning, closing the learning gap (data), reflection on our practices, and is ultimately valuable feedback for all of our educational partners. Finally, we have aligned our accreditation years with our high school district in an effort to provide opportunities for our districts to collaborate around student learning and achievement.

PSD believes that students should be a part of the decision-making process in their education. Through the Palmdale PROMISE Student Ambassador program, the Inter-school Communication Council, Model United Nations, Mock Trial, and all the Associated Student Body Clubs, we have increased student voice and leadership and have allowed students to design communication strategies for sharing the PROMISE vision, values, and strategic goals with their peers. During the 2023-2024 school year Student PROMISE Ambassadors continued to focus meetings on developing leadership skills using Kouzes and Posner's The Students Leadership Challenge. Student leaders across the district were able to attend leadership conferences through UC Santa Barbara and the California Association of Student Leadership (CASL) and the California Association of Directors of Activities (CADA). PSD middle school students also elect a student board member who serves on the PSD school board and provides a voice for their student constituents. We continue to work with all of our educational partners in an effort to prepare all of our students for their future as lifelong learners and contributing members of society. In addition, our schools offer several before and after school programs that range from yearbook, Arabic classes, intramural sports, choir, tutoring, dance classes and participation in Cyberquest, Mathletes, Science Olympiad, PE Olympiad, and Robotics.

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

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

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

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

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

LCAP Goal #4: Basic Services - Williams Compliance

EQUITY MULTIPLIER SCHOOLS:
 - Innovations Academy
 - Oak Tree Community Day School
 - Palm Tree Elementary
 - SAGE Magnet Academy
 - Yellen learning Center
 - Yucca Elementary

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

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

Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based services and supports are mostly commonly based on educational research and/or metrics of LEA, school and/or student performance. Equity Multiplier funds must be used to supplement, not supplant, funding from other sources provided to Equity Multiplier school sites.

Reflections: Annual Performance

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

Successes:
 - District-wide Chronic Absenteeism declined 5.8%.
 - Decreased by 0.2% in Suspensions
 - Chronic Absenteeism: Foster Youth (FY) and Pacific Islander (PI) students moved up one level.
 - Chronic Absenteeism: African American (AA), American Indian (AI), English Learner (EL), Hispanic (HI), Homeless (HL), Two or More Races (MR), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD) and White (WH) students all moved up two levels.
 - Suspensions: African American (AA), American Indian (AI), Homeless (HL), Students with Disabilities (SWD), all decreased in suspensions.
 - English Language Arts (ELA): Homeless students moved from very low to yellow, a two level increase.
 - English Language Arts (ELA): Filipino students moved from high to blue, a one level increase.

- Mathematics: American Indian (AI) and Homeless (HL) students moved from very low to orange, a one level increase.
- Mathematics: Hispanic students moved from very low to yellow, a two level increase.
- Mathematics: Filipino students moved from low to green, a two level increase.
- Standard Met: Basics: Teachers, Instructional Materials, Facilities on Local Indicator
- Standard Met : Implementation of Academic Standards on Local Indicator
- Standard Met: Parent and Family Engagement on Local Indicator
- Standard Met: Local Climate Survey
- Standard Met: Access to a Broad Course of Study on Local Indicator

Challenges:
- Based on a review of the California School Dashboard and local data, the District and school sites show the following student groups are performing in the red in the areas of English Language Arts/ English Language Development (ELA/ELD), English Learner Performance Indicator (ELPI), Mathematics, Suspensions and Chronic Absenteeism.
- District - ELA/ELD: English Learners (EL), Foster, Students with Disabilities (SWD), African American (AA), American Indian (AI)
- District – Mathematics – All, English Learners, Foster, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Two or More Races (MR).
- District – Suspension Rate: Foster. Socio-economically Disadvantaged (SED), Pacific Islander (PI), Multi-Race (MR) students.
- Barrel Springs – Math: Students with Disabilities (SWD)
- Barrel Springs – Chronic Absenteeism: English Learners (EL), Students with Disabilities (SWD)
- Buena Vista – Chronic Absenteeism: African American (AA), Students with Disabilities (SWD)
- Cactus - ELA/ELD: English Learners (EL)
- Cactus - Mathematics: English Learners (EL), Students with Disabilities (SWD)
- Cactus – Suspension Rate: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA)
- Cimarron – Suspension Rate: African American (AA)
- Cimarron – Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
- Chaparral – ELA/ELD: English Learners (EL), Students with Disabilities (SWD)
- Chaparral – Mathematics: Students with Disabilities (SWD)
- Dos Caminos – ELA/ELD: English Learners (EL), Students with Disabilities (SWD)
- Dos Caminos – Mathematics: English Learners (EL)
- David G. Millan – ELA/ELD: English Learners (EL), Students with Disabilities (SWD), African American (AA)
- David G. Millan – Mathematics: All student rate, English Learners (EL), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
- David G. Millan – Suspension Rate: All student rate, English Learners (EL), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), African American (AA)
- David G. Millan – Chronic Absenteeism: All student rate, English Learners (EL), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), White (WHI)
- Desert Rose – ELA/ELD: English Learners (EL), Socio-economically Disadvantaged (SED), Hispanic (HI)
- Desert Rose – Mathematics: English Learners (EL)
- Desert Rose – Chronic Absenteeism: English Learners (EL), African American (AA)
- Desert Willow – Mathematics: All student rate, Socio-economically Disadvantaged (SED), African American (AA)
- Desert Willow – Chronic Absenteeism: White (WHI)
- Golden Poppy – ELA/ELD: English Learners (EL), Students with Disabilities (SWD)
- Golden Poppy – Mathematics: Students with Disabilities (SWD)
- Golden Poppy – Chronic Absenteeism: African American (AA)
- Innovations Academy – English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
- Innovations Academy – ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
- Innovations Academy – Mathematics: All student rate, Socio-economically Disadvantaged (SED), Hispanic (HI)
- Joshua Hills - English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
- Joshua Hills – ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Hispanic (HI)
- Joshua Hills – Mathematics: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
- Joshua Hills – Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)

- Los Amigos - ELA/ELD: Students with Disabilities (SWD)
- Los Amigos - Mathematics: Students with Disabilities (SWD)
- Los Amigos – Chronic Absenteeism: Socio-economically Disadvantaged (SED)
- Manzanita - English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
- Manzanita – ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
- Manzanita – Mathematics: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Hispanic (HI)
- Mesquite - ELA/ELD: All student rate, Socio-economically Disadvantaged (SED), African American (AA)
- Mesquite – Suspension Rate: African American (AA)
- Mesquite – Chronic Absenteeism: African American (AA), White (WHI)
- Ocotillo – ELA/ELD: Students with Disabilities (SWD), African American (AA)
- Oak Tree – Suspension Rate: Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
- Oak Tree – Chronic Absenteeism: Students with Disabilities (SWD), Hispanic (HI)
- Palmdale Learning Plaza – ELA/ELD: Students with Disabilities (SWD)
- Palmdale Learning Plaza – Mathematics: Students with Disabilities (SWD)
- Palmdale Learning Plaza – Suspension Rate: Hispanic (HI)
- Palm Tree - English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
- Quail Valley – ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
- Quail Valley – Mathematics: African American (AA)
- SAGE - ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
- SAGE – Mathematics: All student rate, Socio-economically Disadvantaged (SED)
- SAGE – Suspension Rate: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
- SAGE – Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), African American (AA)
- Shadow Hills – ELA/ELD: English Learners (EL), Students with Disabilities (SWD), African American (AA)
- Shadow Hills – Mathematics: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
- Shadow Hills – Suspension Rate: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD)
- Shadow Hills – Chronic Absenteeism: English Learners (EL), Foster students
- Summerwind – ELA/ELD: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)
- Summerwind – Mathematics: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
- Tamarisk – ELA/ELD: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)
- Tamarisk – Mathematics: Students with Disabilities (SWD)
- Tamarisk – Suspension Rate: Students with Disabilities (SWD)
- Tamarisk – Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
- Tumbleweed – ELA/ELD: Students with Disabilities (SWD)
- Tumbleweed – Mathematics: African American (AA)
- Tumbleweed – Suspension Rate: Foster students, African American (AA)
- Yellen – Suspension Rates: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
- Yucca - English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
- Yucca – ELA/ELD: Hispanic (HI)
- Yucca – Mathematics: English Learners (EL)
- Yucca – Chronic Absenteeism: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)

Reflections: Technical Assistance

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

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

As part of receiving technical assistance, Palmdale School District has worked with the Los Angeles County Office of Education (LACOE) to develop a Continuous Plan of Action that will address the needs of our Foster Youth, Socioeconomically Disadvantaged and students of Two or More Races that are under performing on the CAASPP in ELa and Math and are high in Suspensions.
The Palmdale School district has been looking at our current LPM's and the process of assessing and monitoring student progress; we have determined that we need to find and/or develop valid, reliable progress monitoring and screening tools to better evaluate student needs, growth, and enrichment opportunities. Integration of mental health supports and practices, within and across content areas continues to be a need for these student groups.

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

All three students groups listed above are performing low on the CAASPP in Mathematics, as such the district will also be reviewing current LPM's and the process of assessing and monitoring student progress in math; we have determined that we need to find and/or develop valid, reliable progress monitoring and screening tools to better evaluate student needs, growth, and enrichment opportunities. In addition to the culturally responsive practices, and professional development through Teacher Clarity and PLC + relating to math; the district is preparing for curriculum adoption for mathematics and determining the process of piloting math curriculum. The district is working with a middle school in our highest poverty area to provide STEM programs.

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

David G. Millen Law and Government Magnet Academy – New to CSI for 2024-2025
Innovations Academy - New to CSI for 2024-2025
Joshua Hills Elementary - New to CSI for 2024-2025
Manzanita Elementary - New to CSI for 2024-2025
SAGE Middle School – Remain in CSI for 2024-2025

Support for Identified Schools

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

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

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

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

After reviewing the needs assessments, a plan was developed to determine how to best meet student needs through interventions, professional development, and building capacity of both parents and staff. Sites used Root Cause analysis charts to help delve deeper into the reasons why certain areas were contributing to learning loss or stagnation. One such tool was provided by Innovate Ed, a consulting group that has worked extensively with district and site leadership to improve student outcomes. Our outside oversight consultant met with District Directors of Curriculum and Instruction and the Director of LCAP who provides fiscal oversight for the CSI schools, site

administrators and leadership teams to review data. The data reviewed included attendance data, chronic absenteeism data, state and local progress monitoring assessments (disaggregated by student groups) and office discipline records. School Plans were reviewed to determine where CSI funds would best be allocated for needed support.

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

All actions and services developed and purchased or contracted, support understanding and implementation of curriculum based on California State standards, ELD and content frameworks.
District fiscal staff meet, at a minimum, two to three times per year to review budget projections and SPSAs to ensure site administrators understand the available funding and their sources, as well as, to ensure understanding of funding source limitations. The Director of LCAP and the outside oversight consultant met with each site administrator to share funding sources and available funds, including available CSI funds. Sites received support in analyzing the root cause, determining what would be included in the CSI plan, determining evidence-based interventions, and how the district could support all CSI schools.

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

Chronic Absenteeism - African American Students in orange, all other groups are in the red. According to the Principal, parents are allowing students to stay home to take care of siblings. Parents unable to get students to come to school. There is a limited understanding of other possible "root causes" for chronic absenteeism. DGM is in need of a system to address the possible underlying reasons for continued high chronic absentee rates and a different approach for addressing chronic absenteeism and general issues of attendance. DGM will identify students who are chronically absent, versus those with attendance issues, and determine the root cause of the students' chronic absenteeism. With that information they will develop specific re-engagement plans for each student. The re-engagement planning process will include making personal connections with each at-risk student. In addition DGM will develop and implement a plan to educate parents and students on the importance of regular school attendance and the implications for students who are chronically absent. Incentives and events will be used to reward attendance.

Need Vision and Culture: DGM has had numerous changes in administration and teaching staff. Staff also feel unsupported with student misbehavior. Building trust between staff and administration will be a focus with Wellness Events, Team building events and family activities. Professional development will provide teachers/staff collaboration and effective classroom management and student engagement strategies. Teachers will also have support from teacher mentors to assist with higher retention rates.

Suspension: Currently DGM has a suspension rate of 13.9% ,which was an increase of 3.4%. White and Hispanic student groups are orange with all other groups in red. Most suspensions are about fighting, with vaping a smaller percentage. Staff does not have clarity on legal reasons for students being suspended. The new Principal at DGM is implementing a progressive discipline policy as part of the systematic school-wide behavior plan. To address the issues of suspensions, DGM will design and implement a tiered support plan for students in the area of behavior. The plan will include data that will be used to identify students at each tier, how the student will be progress monitored and rewarded, and what evidence-based strategies will be used at each tier. DGM will develop, with the staff, a common understanding of what behavior warrants suspension and calibrate other behavior that occurs throughout the school so that there is a common understanding of what kinds of behavior constitutes specific interventions. Staff need outside training for Restorative Justice to better implement practices. The plan includes guest speakers, SEL support, team building activities for students, parent workshops and student clubs.

English Language Proficiency: At DGM, 48.6% of English Learners made progress in gaining English Proficiency, however 24.5% of the English Learners declined.

English Language Arts: Hispanic, White and Socio-economically Disadvantaged students are performing in Orange on the CA Dashboard, while African American, English Learners and Students with Disabilities are performing in the red in ELA.

Mathematics: At DGM all student groups are red on the CA School Dashboard in Mathematics except White students which are in orange.
To improve academics (ELA, ELD and Math) teachers and staff will develop and execute a shared vision promoting student mastery in academics. Instructional Support Consultant utilizing the Cycle of Inquiry, classroom walks, staff book studies and school visits will be utilized to increase academic progress.

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

Root causes of academic, culture/connection to school, EL progress and reclassification issues include:
 - Teachers needing professional development in Teacher Clarity to better understand state standards and develop pacing guides, as well as, virtual/independent study programs,
 - Classroom management model such as CHAMPS through Safe and Civil Schools,
 - Student reading scores are below grade level and need access to materials at homeland virtually,
 - EL students need support and structure to be prepared to ELPAC and reclassification,
 - Culture/connection to school needs to improve by development of enrichment activities on campus.

English Learner Progress - ELPAC tutoring and Bootcamp is provided after school throughout the year. There is a need to provide Innovations Academy with teachers specifically trained in ELD or to provide training for current teachers at the site. When the site had teachers specifically trained in ELD, students performed much better. The site will need to further examine ELPAC data to determine which domains require increased focus. There is also a need to increase language development school wide. Site leadership will meet with the Director for Multilingual Learners to develop a plan that includes both designated and integrated ELD, curriculum and assessment possibilities, and has a heavy focus on four domains. The site is committed to evidence based strategies that work with the specific needs at IA.

English Language Arts (ELA) - Over the last two years, evidence based virtual practices have begun to be implemented. Two days per week, a retired teacher has provided small group intervention; which has been very successful. The small group instruction is most frequently observed in K-3 grades. During the 2023-2024 school year, the school began using Stride Learning Solutions, a curriculum created for virtual independent study programs. Teachers have developed pacing guides using the Stride Learning Solutions curriculum. Appropriate assessments need to be used. The site will consider replacing current assessments with IABs and/or FAIBs. To increase scores in ELA, Innovations will need to provide professional development and opportunities for teachers to develop a greater understanding of the priority standards and how to implement these standards in a virtual setting. They will also need professional development on conducting small group instruction in a virtual setting. Teachers will be trained in strategies that are most effective in virtual settings and to know when and how to use these strategies in place of strategies more conducive to traditional settings. Contract for Virtual Library (EPIC) needs to be expanded beyond 3:00 in the afternoon in order to provide students with extended access. Innovations will also create literacy kits that students can use at home to practice skills.

Math - During the 2023-2024 school year, Innovations Academy began using Stride Learning Solutions. Upper grade teachers, especially teachers working with middle school students, do not have adequate content knowledge to support student learning. A key focus for IA is to provide professional development to increase teacher capacity to understand and teach grade level standards. Teachers should have an understanding of prerequisite standards that students need to be taught /retaught to address the achievement gaps that exist with high priority grade level standards. There is a need to identify and implement more engaging strategies specifically in math and to train teachers in small group instruction so that teachers can provide more specific feedback to students. Middle school math teachers will receive training in small group instruction and establish expectations for implementing small groups. Enrichment activities will be developed and offered during in person training.

Joshua Hills -
Joshua Hills is a K-5 school. It qualified for CSI due to Chronic Absenteeism, English Learner Progress, ELA and Mathematics.

Root causes of academic (ELA and Math), attendance, EL progress and reclassification issues include:
 - Students need incentives to come to school,
 - Teachers need professional development on lesson planning for ELA and Math, K-3 teachers need support with Mastery Guides, appropriate use of Zearn for Math support,

and coaching on Math standards and instructional practices,
 - Manipulatives for small group instruction in Math.

Chronic Absenteeism is red in all subgroups except for EL. Absenteeism is due to lack of student motivation to attend school, as such the plan is to provide incentives, more engaging and dynamic lessons to encourage student attendance. Joshua Hills instituted a PTA to increase parent engagement and encourage parent support in getting students to school. Thinking about Chronic Absenteeism not just as attendance but as a relationship issue. Joshua Hills utilizes Capturing Kids Hearts to support relationship building between staff and families.

English Learner Progress - ELD in red - declined 22 pts. EL students will receive four 3-week cycles of afterschool tutoring during 2024-2025 school year through use of LCAP funds. This will go along with the EL Coach, paid through CSI funds, who will work with teachers to support EL learners.

English Language Arts - All subgroups were red except for SWD, which were in orange. Starting to use data consistently and correctly - utilizing the five questions of protocol, there will be more data talks this year so it can be brought to PLCs in the fall using vertical articulations between grade levels to support development of engaging lessons. Teachers will receive coaching from District Literacy Coach, as well as, professional development on lesson planning, and coaching on use of Mastery Guides.

Mathematics - Every student subgroup was red in Math. Classrooms need math manipulatives for use in small math groups. Teachers will receive professional development in using Zearn for math appropriately and with fidelity. They also need a deeper understanding of Math standards and lesson planning for good first instruction.

Manzanita
Manzanita will become a dual immersion school in 2024-2025 with an increase of 250 students on campus. As such, there will be a need to build a school community that brings these students and the 10 teachers into the Manzanita school culture.

Root causes of academic (ELA and Math), attendance, EL progress and reclassification issues include:
 - Lack of rigorous standards based lessons that include learning intentions that directly connect to the success criteria,
 - Students are not mastering basic reading skills by 3rd grade,
 - Students are not exposed to all language domains during Designated ELD time,
 - Students are not retaining foundational math skills and struggle with math conceptual development,

Chronic Absenteeism - Manzanita has implemented an attendance plan which includes increased interventions such as - Home visits, SARC and SARB meetings; to provide training for parents to reinforce and explain the importance of regular school attendance; address the impact of poor attendance on academics, behavior and social skills development; as well as, teachers to recognize and provide incentives for positive attendance patterns.

Suspension - Manzanita remains focused on PBIS and Capturing Kids' Hearts which support the school-wide goal of establishing relationships with students. The PBIS team has developed a plan and will meet regularly to implement their plan as developed. In addition the school has implemented a progressive discipline system.

English Learner Progress - At Manzanita, it was determined that English Learners are not regularly exposed to different domains of language; as such, staff will examine the current ELPAC data to determine more specific information related to the language domains and levels students are performing in order to design more effective ELD instruction. The site will implement school wide protocols related to ELD instruction, and will follow up with the district staff to review the need for continued EL coaching support. EL Coach will focus on effective ELD strategies for Designated ELD.

English Language Arts (ELA) - Root Cause analysis shows there is an overall lack of rigor at Manzanita caused by not returning to the teaching of power standards post-COVID. Staff need to identify a common definition for rigor. Staff was trained in Teacher Clarity prior to COVID but need to focus on standard deconstruction, language intentions, and revisit the purpose of success criteria and how to use success criteria to assess student learning. Teachers need to use grade level planning days to review data and determine prerequisite skills that may need to be taught or re-taught to ensure success with current grade level standards. Teachers are using Mastery Guide data more effectively and are reteaching skills identified as needing to be retaught, but need training to continue with increased fidelity and student outcomes. Literacy Coach will work with teachers K-3 to focus on Mastery Guides.

Mathematics - There is a lack of fidelity in implementing the district's core instructional program (Eureka), limited small group instruction during math instructional time, and Zearn is not being used effectively to support students with gaps in skills and concepts. To address these issues Manzanita will revisit the implementation of Zearn, provide training and modeling of small group instruction that includes Zearn; as well as, determine an implementation plan for small group instruction.

Space Aeronautics Gateway to Exploration (SAGE) Magnet Academy
SAGE Academy has qualified for CSI in the 2024-2025 school year due to low performance in ELA and Math.

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

English Language Arts (ELA) - SAGE will implement the Learning Lunch Program which will support students (ALL, SED, EL, AA, and HI) by offering time to complete assignments with teacher support, organize planners, and provide guidance. The Lunch program will be led by an ELD teacher which will support ELs by providing opportunities to practice language, focus on EL domains, and interact with peers. AA students will also be able to participate in tutoring services that provide 1:1 support and 95% Intervention Program targeting phonics and phonemic awareness.

Mathematics - NextGenMath Program, Tutoring services, small group support, and Zearn will be offered to improve students (All, SED, AA) math scores. Parent conferences and workshops will be offered to assist parents with strategies for helping students at home.

Suspension - Implementation, with fidelity, of redemptive, restorative discipline will allow students alternative opportunities to redirect and correct issues without suspensions. This is available to ALL students with a focus for SED, SWD, and AA students who are showing higher rates of suspension.

Chronic Absenteeism - Students (ALL, AA, and SED) will be a focus of improved chronic absentee rates through use of incentives, parent conferences/ workshops regarding consequences of chronic absenteeism. A focus will be placed on improving the school culture and creating engaging lessons that create a desire for students to attend school.

The Palmdale School district personnel will support SAGE through providing intensive professional development that ensures teachers have deep understanding of state standards in ELA and Math, assist the site in developing a system of "connection" that responds to students experiencing trauma, and as it works to build a culture of high academic expectations. The SAGE CSI Plan includes providing training for staff on the importance of asset-based approach to working with middle school students.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
PSD Cabinet Meetings	The Superintendent meets with all cabinet members on a weekly basis throughout the year. Cabinet members routinely review the LCAP strategies and services in order to provide input on program adjustments and enhancements. The Superintendent is committed to the high achievement of all students and the nurturing of a respectful and collaborative district culture as highlighted in the district's strategic initiative, the Palmdale P.R.O.M.I.S.E. The P.R.O.M.I.S.E. Project Managers were tasked with creating and monitoring the implementation of action plans and the LCAP provided the resources and support to improve unduplicated students' capacities and close the achievement gap. Cabinet members attended the monthly meetings with the PROMISE action leads and co-leads to prioritize and monitor goals and actions. The Cabinet members reflect upon formal and informal educational partnership input and review the California Dashboard to discuss performance levels and achievement gaps to better inform allocation of resources for programs. (The LCAP was discussed at 9 Meetings: September 11, 2023, October 2, 2023, November 13, 2023, December 4, 2023, February 5, 2024, March 4, 2024, April 1, 2024, May 6, 2024, and May 27, 2024.)
Palmdale PROMISE Team	The Palmdale P.R.O.M.I.S.E. Team leads met monthly, to analyze progress regarding the goals of the Palmdale P.R.O.M.I.S.E. The goals of the Palmdale P.R.O.M.I.S.E. directly tie to the goals of the LCAP and help to streamline our initiatives. We partnered with an outside agency, Provocative Practice, to help drive the work with an extended team which included principals, assistant principals, district coaches, teachers, learning support teachers, students, parents, classified staff, bargaining unit representatives and leadership, and members of cabinet. Facilitators helped guide the discourse with regard to engaging pedagogy and equitable practices. Francisca Sanchez, the chief facilitator, worked directly with members of cabinet and the P.R.O.M.I.S.E. team to help guide our implementation efforts and to foster leadership and communication practices for the team. (The P.R.O.M.I.S.E. Team met 6 times during the school year: September 21, 2023, October 26, 2023, January 18, 2024, February 15, 2024, April 18, 2024, and May 16, 2024.)
School Leadership Teams (SLT)	PSD continues to support the SLT process wherein school leadership teams, site administration, and district officials focused upon the development of highly-individualized school plans based upon the specific data-driven needs of the sites. This process of utilizing teacher-voice to drive structural change at the school sites has created a culture of "leading from the middle" which is a key component of lasting cultural and structural change. Principals and assistant principals also help shape the engagement process by engaging their SLTs, student leadership teams, School Site Councils (SSC), English Learner Advisory Councils (ELAC) and their African American Parent Advisory Councils (AAPAC). The administrators, with input from educational partners, align their Single Plan for Student Achievement to LCAP goals.
LCAP Educational Partnership Meetings	The LCAP Educational Partnership committee is comprised of individuals from all areas and departments of the school district. It includes students, parents, certificated teachers, district and site administrators, bargaining unit representatives, classified personnel, and community business owners. Community business owners have shared their interest in participating on the LCAP committee, they are then notified of meetings via a LCAP Educational Partnership calendar of meeting dates and times and emailed reminders. The LCAP Educational Partnership also includes representatives from DELAC, Parent Advisory Councils, various departments such as Technology, Special Education and Student Services, Human Resources, Educational Services, and Health Services. Four LCAP meetings were held this year to monitor/review the previous year's LCAP and develop the LCAP for 2024-2025, with a focus upon the needs of our unduplicated students, and to gather input and recommendations from partners. The LCAP Educational Partnership

	Committee met 4 times during the school year: November 9, 2023, January 23, 2024, March 26, 2024, and May 23, 2024.)
Teacher and Staff	A significant action in our LCAP is providing time for teachers to engage in the work of Professional Learning Communities (PLCs). Through the PLC process, teacher teams analyze data and collaborate on best practices to meet the needs of students. Teacher leadership teams, which are made up of one teacher per grade level, meet monthly to collaborate with administration on the School Implementation Plan and the LCAP aligned Single Plan for Student Achievement. These meetings allow for the dissemination of data, as well as, teacher feedback to administration. Teachers and staff are also asked to complete the LCAP end of year survey for the annual update.
SELPA Consultation	The LCAP Director and Director of Special Education met with the SELPA on several occasions throughout the year with a final consultation on May 6, 2024 to discuss plans for the 2024 -2025 school year.The CCEIS Plan was discussed pertaining to the African American students disproportionality in discipline - suspensions, least restrictive environments, and over-identification for special education services. In order to address these issues Palmdale School District has contracted with Tribesy to conduct various forums to determine root cause of disproportionality and to determine areas of focus. We continue to train teachers on the AA Blueprint in connection with the CCEIS plan. PSD has added two Teachers on Special Assignment (TOSA) to conduct training in MultiTiered Systems of Support and as an Equity Coach for school staff. In addition, as part of the CCEIS Plan we are piloting PBL at three sites (1 K-5 school, 1 special needs school K-8, and 1 middle school) to increase engagement. Consultation with the SELPA director led to discussions of the current plan to support students – Project Based Learning, Identification training to reduce over-identification in OHI and ED, and the Co-Teaching Model. The SELPA Director provided district staff with areas of concern which PSD was in the process of addressing, leading to additional conversations and support from the SELPA.
Students	In addition to student representatives at the district LCAP Educational Partnership Committee meetings, the Middle School ASBs established an Interschool Communication Council (ICC), where representatives from each of the middle schools and K-8 schools meet quarterly to ensure student voices are heard. We met two times during the 2023-2024 school year with our Student P.R.O.M.I.S.E. Ambassadors to build their capacity regarding Leadership and to discuss the LCAP and how it supports students. Students were provided with a survey to provide additional input as to actions and services needed during the 2024-2025 school year.
Parents	Parents are able to participate in a variety of advisory groups that have an impact on measuring the effectiveness of current LCAP programs, as well as, providing input into future LCAP plans. Superintendent's Parent Advisory Committee (SPAC): The SPAC is an advisory group of over 50 parents with representatives from all 28 schools in the district and reflects the UDP students who make policy recommendations to the Board of Trustees. They serve as a formal mechanism for parental involvement and also make policy recommendations to the Board of Education. Parents at the Advisory Committee include parents of students who are classified as English Learners (EL), Foster Youth (FY), Socio-economically disadvantaged (SED), Gifted and Talented Education (GATE) and Special Education Students (SPED). They met with the LCAP director on two occasions to review LCAP progress and to make final recommendations for the 2024-2025 LCAP Plan. (January 16th and May 21, 2024). District English Learner Advisory Committee (DELAC): The DELAC also serves as a formal district committee for our English Learner parent representatives and leaders. They meet monthly and LCAP updates were shared with DELAC two times during the year. Through engagement and surveys, parents gave feedback and final recommendations for the 2024-2025 LCAP. (February 13 and May 10, 2024) Breakfast with the Superintendent: The Superintendent and Director of LCAP attended meetings to give each site updates on the LCAP, answer questions, and request input as to the needs of our foster, low-income, and English learner students at each school site. These breakfasts were held on the following dates: August 11, 2023 (First Steps), August 18, 2023 (David G. Millen), August 22, 2023 (Palmdale Discovery Center), August 25, 2023 (Yellen and Palmdale Learning Plaza), August 29, 2023 (Yucca), September 5, 2023 (Chaparral and Oak Tree), September 7, 2023 (Cimarron and Desert Willow), September 8, 2023 (Tamarisk and SAGE Academy), September 21, 2023 (Summerwind and Barrel Springs), September 26, 2023 (Tumbleweed), September 29, 2023 (Desert Rose and Shadow Hills), October 3, 2023 (Dos Caminos), October 5, 2023 (Los Amigos, and Ocotillo), October 13, 2023 (Manzanita and Cactus), October 19, 2023 (Joshua Hills), October 24, 2023 (Golden Poppy), October 27, 2023 (Palm Tree), November 28, 2023 (Quail Valley and Buena Vista), and December 8, 2023 (Mesquite and Innovations Academy).
Community	Members of the public are invited to attend our strategic planning meetings and Board meetings for the LCAP updates. At the Board

	meetings, the public is offered the opportunity to submit comments at the public hearing. Contact information for the LCAP Director is available on the district website where community members can submit written comments regarding specific actions and expenditures in the LCAP. The community was also invited to complete the educational partnership survey that was posted on the district website where they could answer multiple choice questions; as well as, submit comments.
LCAP Educational Partnership Survey	In addition to the engagement with various groups, PSD developed, launched and analyzed parent, teacher/staff, student, and community surveys on Survey Monkey. The surveys focused on measures of satisfaction/input about programs as well as how to increase and improve student engagement and achievement focused on the needs of our English Learners, Foster/Homeless youth, and students from limited income backgrounds.
SAGE Magnet Academy	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/30/2024. Received preliminary plan for review from site on May 21, 2024. Contacted outside consultant for additional information.
Innovations Academy	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/30/2024. Met with site principal, on Monday, May 13, 2024, to review initial plan, discuss concerns, and completion of plan requirements.
Palm Tree Elementary	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/30/2024. Met with the Principal to discuss the final plan and obtain results of site meetings.
Yucca Elementary	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/30/2024. Follow-up Zoom meeting was held on 5/13/2024. The Follow-up meeting allowed for a review of the initial plan, support for completing the template and any questions regarding the plan and outcomes. Phone conference with Principal for clarification of plan items 5/15/2024.
Oak Tree Community Day School	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/30/2024. Met with staff for follow-up meeting on Friday, May 10, 2024 to determine a plan which includes using Equity Multiplier funds to increase staff to full time for Counselor, Psychologist and SEL. This supports the social-emotional needs of Oak Tree students. Revisited plan 5/14/2024, to increase to full time both the Counselor and the SEL. Teachers will work with the outside consultant to develop the SEL program, the Cadet Corps Program, including pacing guide, lessons, curriculum and assessments..
Yellen Learning Center	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/30/2024. Meetings were held with an outside consultant, principal, and staff to determine a plan utilizing root cause analysis developed with site staff, teachers, administration and families to finalize Equity Multiplier Plan.
LCAP Public Hearing and Approval Process	Partners were notified at each meeting that they were able to provide direct or indirect (written) responses to the LCAP regarding actions and services, as well as, funding allocations. The annual LCAP Survey and the LCAP Educational Partners Surveys (which were provided to the group and then placed on the district website) allowed anonymous feedback both in checking answers and providing comments. Public notice was posted in the newspaper in accordance with Notification to the Public requirements. LCAP Public Hearing and Approval Process: - January 16, 2024 – Superintendent's Parent Advisory Council – LCAP Presentation - February 6, 2024 – LCAP Mid-Year Update - February 13, 2024 – Presented LCAP Mid-Year Update to District English Learner Advisory Council - May 21, 2024 – Presented Final Draft of LCAP to Superintendent Parent Advisory Council - May 21, 2024 – Presented Final LCAP to District English Learner Advisory Council - May 23, 2024 – Presented Final LCAP to LCAP Educational Partnership Group - May 25, 2024 – Notice of Public Hearing on PSD Website - May 25, 2024 – Notice of Public Hearing in the Antelope Valley Press Newspaper - May 31, 2024 – LCAP Draft available for public review - June 4, 2024 – Public Hearing – LCAP - June 5, 2024 – June 14, 2024 - Revised LCAP based on public input - June 18, 2024 – Final Adoption of LCAP and Budget - June 20, 2024 – Submit LCAP to LACOE

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

The LCAP plan was presented to DELAC, the Superintendent's Parent Advisory Council and LCAP Educational Partnership groups, as well as, families throughout the district at the Breakfast with the Superintendent meetings, providing multiple opportunities to understand the changes to LCAP reporting this year, sharing ideas, determining changes to actions and services, and which areas need to increase, decrease or maintain funding. In addition to meeting with these groups, a survey was created and placed on the district website to obtain additional input from the community. At the SPAC and DELAC meetings on May 21, 2024 there were no questions regarding the LCAP for 2024-2025.

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

During the 2023-2024 school year, the LCAP Educational Partnership meetings covered the following topics:

November 9, 2023 – The team reviewed the guiding principles of LCAP, the development process of the LCAP, and reviewed the 2023- 2024 LCAP to determine progress on goals and actions based on metric updates from Quarter #1. The team also determined needs, actions and goals for the 2024 – 2025 through 2026-2027 LCAP based on current metrics (Quarter #1). It was important to receive feedback regarding needs, new and updated actions, new and updated metrics. The team then reviewed the LCAP to make necessary changes in the Goal descriptions, Metrics and Actions for the 2024-2025 through 2026 – 2027.

January 23, 2024 – The LCAP Educational Partnership Team was presented with the Mid-Year LCAP Updates for review. They were able to see the changes to the fiscal outlook based on the Updates to the Budget Overview for Parents, updates to Mid-Year Student Data- Goals #1-6, and updates to Mid-Year Expenditures – Goals # 1-6. Finally, at this meeting the team made additional updates to Goal Descriptions, Metrics and Actions for the 2024-2025 through 2026-2027.

March 26, 2024 – At this meeting the team reviewed the Quarter 2 metric updates, to determine if the Metric and Action changes made at the January meeting continued to be appropriate changes. Metrics were revised and some new metrics were added. Actions were reviewed to determine if they were appropriate based on Quarter 2 Metrics and some new actions were added. Time was provided for team members to take the Local Indicator survey.

May 23, 2024 – The LCAP Educational Partnership Team will review the proposed 2024-2025 through 2026-2027 LCAP prior to submitting to the Palmdale School District Board of Trustees. The proposed LCAP will reflect the changes submitted from various partners, in addition to the team, as well as, budget updates based on the Governor's May Revise. There were no recommended changes requested at this meeting.

Specific Feedback from Educational Partners
LCAP Educational Partnership:
 - Actions were changed, updated or removed from the 2024-2025 LCAP Plan
 - Metrics were changed, updated or removed to better reflect changes to Actions.
 - Percentage of improvement for Goals were increased based on feedback from LCAP Educational Partnership, including student participants.
 - With changes to Actions, some previous Actions were moved to other Goals which better represented the changes.
 - Current LPM's and the process of assessing and monitoring student progress has been determined that we need to find and/or develop valid, reliable progress monitoring and screening tools to better evaluate student needs, growth, and enrichment opportunities.

GATE Parents:
 - More resources that will challenge our G.A.T.E. students. opportunities for students.
 - More exposure to S.T.E.M. projects and science experiments.
 - More opportunities for G.A.T.E. students to work on projects with other G.A.T.E. students.
 - Offer G.A.T.E. Parent classes that will bring awareness to parents of the different types of gifted students, how their brains work, and how parents can help their G.A.T.E. students at home.
 - More field trips for GATE students.
 - Additional afterschool enrichment programs/activities.
 - Schools should offer Robotics and/or Lego Club.

Breakfast with the Superintendent Parent Survey Responses:

Goal #1 –
70% of those surveyed were satisfied or very satisfied with student Access to Curriculum through Technology.
65% were satisfied or very satisfied with the Rigorous P.E. program at the school sites.
61% were satisfied or very satisfied with the following programs: Dual Immersion, Tutoring Support for ELs, as well as, student engagement activities such as Mathletes, Robotics and Science Olympiad.

Goal #2 –
69% of those surveyed were satisfied or very satisfied with Social-Emotional Wellbeing actions such as, Capturing Kids Hearts, use of Social-emotional Learning Specialists and SEL programs and actions.
67% were satisfied or very satisfied with Health supports at both the site and district levels.
61% were satisfied or very satisfied with the following programs: Campus Security and Student Leadership actions and services.

Goal #3 –
79% of those surveyed were satisfied or very satisfied with Parent and Community Meetings and Events.
74% were satisfied or very satisfied with the methods used by the district and sites to communicate information.
72% were satisfied or very satisfied with the support received through the Welcome and Enrollment Center.

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

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

District Certificated / Classified Staff Survey:
Goal 1: Academic Preparation/ College and Career Readiness
The top five priorities were:
 - Increase the number of students reading on grade level by the end of 3rd grade at 81.4%
 - Increase the number of students who are proficient and can apply the mathematical standards at grade level by the end of 5th and 8th grade at 75.6%
 - Decrease learning gaps among lower performing student groups at 59.9%

- Decrease the learning gaps for lower performing students by providing culturally relevant instruction to students, intervention and enrichment programs, and professional development for staff at 52.1%
- Increase student success with core curriculum (with particular emphasis on low-income students, English learners, and foster youth) by providing interventions and enrichment opportunities both during and outside of the school day at 48.8%

Goal 2: Welcoming, Safe and Healthy Learning Environment
The top 5 priorities were:
- Provide a safe, secure, and operationally efficient school environment at 79.3%
- Reduce truancy and chronic absenteeism rates at 62.4%
- Increased behavioral support / MTSS at 52.3%
- Provide enrichment and extended learning opportunities such as team sports, child care, art, music, and clubs outside of the school day to students in preschool through 8th grade at 48.9%
- Increase social and emotional learning by providing programs and services at 47.7%

Goal 3: Family and Community Engagement
Top 3 priorities were:
- Increased Parent Participation / Community Engagement at 50.2%
- Use multiple platforms/forums for communication, including technology to build positive relationships and increase engagement and communication with parents, guardians, and the community at 46.5%
- Connect parents to community resources by providing parent resource centers, parent workshops, liaisons, translation, and leadership opportunities at 46.47%.

Equity Multiplier Schools:
- Sites have a lack of clarity regarding what staff is expected to teach related to the standards and intervention within multiple grade level classes and students with significant learning gaps. Students should be able to articulate what they are learning and why.
- Current LPM's and the process of assessing and monitoring student progress has been determined that we need to find and/or develop valid, reliable progress monitoring and screening tools to better evaluate student needs, growth, and enrichment opportunities.
- Sites need to implement consistent instructional structure which includes small group instruction within the school day.
- Sites have high numbers of students experiencing social-emotional trauma.

Title I/ LCAP Parent and Guardian Feedback Survey 2023-2024:
The Title I /LCAP Parent and Guardian Feedback Survey given in the Spring of 2024 continues to underscore the pathway that the Palmdale School District is on as it attempts to meet the needs of our students and families.

Key areas of success:
- Of the respondents to the survey, 81.54% strongly agree or agree that their child's school gives parents information about joining parent committees, such as School site Council (SSC), English Learner Advisory Committee (ELAC), PTA/PTO, or other parent groups.
- 80.86% strongly agree or agree that students understand consequences of breaking school rules.
- 80.28% strongly agree or agree that they are kept informed about district and school events.
- 78.53% strongly agree or agree that their child's school offers opportunities for parents to be involved at school; such as through volunteering, parent committees, parent education, etc.
- 78.14% strongly agree or agree their child is happy to be at their school.

Key areas of concern are as follows:
- Of the respondents to the survey, 62.52% strongly agree or agree that their school has high-level academics and is preparing their child for college/career.
- 63.61% strongly agree or agree that if their child struggles academically, the school will provide extra help.
- 63.92% strongly agree or agree that their child's school provides them with information and ideas on how to help their child at home.
- 64.73% strongly agree or agree that their school creates strong parent, family, and community relationships.
- 64.87% strongly agree or agree that their school offers opportunities for their child to participate in extracurricular activities, such as athletics, clubs, afterschool programs, assemblies, etc.

Goals and Actions

Goal

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

State priorities address by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

The Palmdale School District established the goal of High Levels of Academic Achievement and Career Readiness as a result of evidence provided through various metric data, and in keeping with the Palmdale PROMISE. This goal is also supported by various educational partnership groups as evidenced in the LCAP Educational Partner Survey and the annual LCAP survey. The metrics chosen to be reviewed are all in line with monitoring High Levels of Academic Achievement. They include both State required data and Local Progress Monitoring assessments. The Local Program Monitoring assessments allow us to redirect teaching to meet the needs of each individual student and in particular the needs of our unduplicated students. We believe that quality professional development can lead to strong and effective first time teaching which can reduce the need for interventions and clinic. It ensures we have well trained staff who are able to meet the specific needs of our students including students with disabilities,

Foster/Homeless youth, English Learners, and low-income students. Our Equitable Learning/Specialized Program Opportunities ensure we have highly qualified personnel with extensive knowledge on how to best support our unduplicated students in reaching their goals and ensuring their futures. We know that Physical Education and a healthy body is critical to a healthy mind. Our low-income students and Foster/Homeless youth have little opportunities to participate in organized sports. Providing PE teachers allows for a solid physical education program and afterschool sports. Educational Technology provides our low-income students, Foster/Homeless students with access to the technology necessary to compete in college and career. It is crucial that students have access to supplemental curriculum, instructional strategies and materials to support individuals and to differentiate for their specific needs. The English Learner Support Plan is specifically designed to meet the needs of our EL population and provide training for teachers on how best to accommodate their learning goals and skills. Just as the English Learner Support Plan focuses on the English Learner, the Foster Support Plan is geared towards the needs of the foster and homeless population. It provides these students with the opportunity to attend and have access to programs like the Outdoor Science School, and a Dance program allowing them to express their social-emotional state of mind. Extended Learning benefits all of our unduplicated students requiring extra supports, but it is most beneficial to ELs in middle school so they have access to at least one elective choice. Closing the Achievement Gap is one way to ensure our teachers receive training in MTSS, PBIS, and have access to conferences and training that provide cultural relevancy from knowledgeable consultants. In addition to providing technology for 21st Century skills, providing students with the opportunity to participate in programs like the Model U.N. and the Inter-School Communication Council allow them to see the way governance works and provides opportunities for them to share their voice with the district. These programs build confidence and a sense of relevancy in our underrepresented students. EL students and students with disabilities are able to practice communication skills. Low-income, foster and homeless youth begin to understand what governance is about and what it means to be successful in solving problems on a global scale. We also believe that the Tamarisk Renaissance Model provides our lowest income school the support, training and time to develop systems of support for our unduplicated students that benefit their academic goals and can then be used as a model for other schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year) - Elementary Grade 3-5	2022-2023 All – 26% RFEP – 60% EL – 11% FY – 10% LI – 24% AA – 16% SWD – 7% HL - 16% AI - 29% MR - 27%			2025-2026 All – 32% RFEP – 66% EL – 17% FY – 16% LI – 30% AA – 22% SWD – 13% HL – 22% AI - 35% MR - 33%	

2	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year) - Middle Grade 6-8	2022-2023 All – 28% RFEP – 47% EL – 4% FY – 13% LI – 27% AA – 17% SWD – 5% HL - 24% AI - 14% MR - 32%			2025-2026 All – 34% RFEP – 53% EL – 10% FY – 19% LI – 33% AA – 23% SWD – 11% HL – 30% AI - 20% MR - 38%	
3	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year) - Elementary Grade 3-5	2022-2023 All – 21% RFEP – 48% EL – 10% FY – 6% LI – 19% AA – 9% SWD – 6% HL - 15% AI - 15% MR - 25%			2025-2026 All – 27% RFEP – 54% EL – 16% FY – 12% LI – 25% AA – 15% SWD – 12% HL – 21% AI - 21% MR - 31%	
4	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year) - Middle Grade 6-8	2022-2023 All – 12% RFEP – 21% EL – 1% FY – 2% LI – 11% AA – 5% SWD – 2% HL - 9% AI - 4% MR - 10%			2025-2026 All – 18% RFEP – 27% EL – 7% FY – 8% LI – 17% AA – 11% SWD – 8% HL – 15% AI - 10% MR - 16%	

		2023-2024			2026-2027	
5	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q3 LPMs (increase by 2% per year) - Elementary Grades 3-5	2023-2024 All – 31% RFEP – 67% EL – 21% FY – 25% LI – 37% AA – 26% SWD – 15% HL – 27% AI – 41% MR – 43%			2026-2027 All – 37% RFEP – 73% EL – 27% FY – 31% LI – 43% AA – 32% SWD – 21% HL – 33% AI - 47% MR - 49%	
6	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q3 LPMs (increase by 2% per year) - Middle Grades 6 -8	2023-2024 All – 38% RFEP – 66% EL – 25% FY – 29% LI – 49% AA – 37% SWD – 19% HL – 39% AI – 32% MR – 52%			2026-2027 All – 44% RFEP – 72% EL – 31% FY – 35% LI – 55% AA – 43% SWD – 25% HL – 45% AI - 38% MR - 58%	
7	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q3 LPMs (increase by 2% per year) - Elementary Grade 3-5	2023-2024 All – 49% RFEP – 78% EL – 46% FY – 47% LI – 54% AA – 43% SWD – 31% HL – 42% AI – 56% MR – 61%			2026-2027 All – 55% RFEP – 84% EL – 52% FY – 53% LI – 60% AA – 49% SWD – 37% HL – 48% AI - 62% MR - 67%	

8	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q3 LPMs (increase by 2% per year) - Middle Grade 6-8	2023-2024 All – 37% RFEP – 57% EL – 25% FY – 37% LI – 43% AA – 34% SWD – 23% HL – 37% AI – 42% MR – 42%			2026-2027 All – 43% RFEP – 63% EL – 31% FY – 43% LI – 49% AA – 40% SWD – 29% HL – 43% AI - 48% MR - 48%	
9	SBA ELA Grades 3-8 – decrease points from level 3 by 9 points – Status level on CA School Dashboard (decrease by 3 points per year)	2022-2023 All: -59.5 points below standard RFEP: -5.1 points below standard EL: -78.1 points below standard FY: -100.9 points below standard LI: -64.2 points below standard AA: -90.8 points below standard SWD: -100.9 points below standard HL: -69.2 points below standard AI: -84.1 points below standard MR: -49.6 points below standard			2025-2026 All: -50.5 points below standard RFEP: 0 points below standard EL: -69.1 points below standard FY: -91.9 points below standard LI: -55.2 points below standard AA: -81.8 points below standard SWD: -91.9 points below standard HL: -60.2 points below standard AI: -75.1 points below standard MR: -40.6 points below standard	

10	SBA Math Grades 3-8 – decrease points from level 3 by 9 points – Status level on CA School Dashboard (decrease by 3 points per year)	2022-2023 All: -97.1 points below standard RFEP: -53.3 points below standard EL: -112.3 points below standard FY: -137.4 points below standard LI: -102 points below standard AA: -134.1 points below standard SWD: -161.7 points below standard HL: -112.4 points below standard AI: -104.2 points below standard MR: -97.7 points below standard			2025-2026 All: -88.1 points below standard RFEP: -44.3 points below standard EL: -103.3 points below standard FY: -128.4 points below standard LI: -93 points below standard AA: -125.1 points below standard SWD: -152.7 points below standard HL: -103.4 points below standard AI: -95.2 points below standard MR: -88.7 points below standard	
11	Increase the percentage of students in K-2nd Grade mastering foundational skills in math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-2024 Kinder – 88% Grade 1 – 71% Grade 2 – 71%			2026-2027 Kinder – 94% Grade 1 – 77% Grade 2 – 77%	

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

16	Increase the percentage of English learner students making progress towards English language proficiency by 7.5% – CA School Dashboard (increase by 2.5% per year)	2022-2023 51.2%			2025-2026 58.7%	
17	Decrease the number of Long-Term English Learners by 7.5% in each category, as evidenced through district evaluation criteria – ELLevation Data (increase by 2.5% per year)	2023-2024 4-5 Years – 19.5% 7 or More Years – 18.5%			2026-2027 4-5 Years - 12.0% 7 or More Years - 11.0%	
18	Increase to 65% students showing growth toward meeting California PE standards – CA Fitnessgram and LPMs	Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2023-24.			Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2023-2024.	

19	Increase collaboration among students through the use of technology and digital tools by 12% – Technology Survey (increase by 4% per year)	2023-2024 Grades 2-5 69.5% Grades 6-8 78.9%			2026-2027 Grades 2-5 81.5% Grades 6-8 90.9%	
20	Receive a Rating Scale of 4 – Full Implementation or better in progress in providing professional learning for teaching to the adopted academic standards and/or framework – Local Indicator Survey - ELA - ELD - Mathematics - NGSS - History-Social Science	2023-2024 ELA – 5 – Full Implementation and Sustainability ELD – 4 – Full Implementation Math – 4 – Full Implementation NGSS – 3 – Initial Implementation History-Social Science – 4 – Full Implementation			2026-2027 ELA – 5 – Full Implementation and Sustainability ELD – 4 – Full Implementation Math – 4 – Full Implementation NGSS – 4 – Full Implementation History-Social Science – 4 – Full Implementation	

21	Receive a Rating Scale of 4 – Full Implementation or better in the implementation of state standards – Local Indicator Survey - CTE - Health - PE - World Languages	2023-2024 CTE – 1 – Exploration and Research Phase Health – 3 – Initial Implementation PE – 4 – Full Implementation World Language – 2 – Beginning Development			2026-2027 CTE – 4 – Full Implementation Health – 4 – Full Implementation PE – 4 – Full Implementation World Language – 4 – Full Implementation	
22	Receive a Rating Scale of 4 – Full Implementation or better in the implementation of state standards – Engagement of School Leadership – Local Indicator Survey - Teachers & Staff as a whole - Individual Teachers - Standards not yet mastered	2023-2024 Teachers & Staff as a whole – 4 – Full Implementation Individual Teachers – 5 – Full Implementation and Sustainability Standards not yet mastered – 4 – Full Implementation			2026-2027 Teachers & Staff as a whole – 4 – Full Implementation Individual Teachers – 5 – Full Implementation and Sustainability Standards not yet mastered – 4 – Full Implementation	

Goal Analysis for 2024-2025

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

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

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
1	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	Acknowledging the pivotal role of exemplary and high-quality first instruction in minimizing the necessity for interventions, this initiative is geared towards the establishment of a Multi-Tiered System of Support (MTSS) with targeted strategies tailored to the unique needs of low-income, foster youth, and English learner student groups, thereby reinforcing their pursuit of academic excellence in English Language Arts (ELA) and Mathematics. Focusing on the specific needs of elementary students showing red on the Student Performance Indicators in ELA and Mathematics, the Palmdale School District (PSD) will focus on implementation of standards; comprehensive assessments for placement and monitoring of progress; integrated instructional programs that are culturally responsive; and the equitable distribution of resources. For EL students we will use programs such as Be Glad and other high leverage EL strategies. Foster students will receive Weekly check-in and Quarterly monitoring, tutoring, access to mentoring programs, and SEL curriculum (K-12). At the elementary level unduplicated students will receive tutoring, with the exception of Quail Valley and Yellen who are piloting an interdisciplinary thematic approach to PBL program. Fidelity to these strategies is paramount, ensuring a commitment to their implementation with administrative support. This comprehensive approach will benefit all unduplicated students from UPK to 5th grade.	$8,594,658.00	Yes
2	Supporting Students and	Acknowledging the pivotal role of exemplary and high-quality first instruction in minimizing the	$2,490,079.00	Yes

	Closing the Achievement Gap - ELA and Math (Middle Schools)	necessity for interventions, this initiative is geared towards the establishment of a Multi-Tiered System of Support (MTSS) with targeted strategies tailored to the unique needs of low-income, foster youth, and English learner student groups, thereby reinforcing their pursuit of academic excellence in English Language Arts (ELA) and Mathematics (Math). Focusing on the specific needs of middle school students showing red on the Student Performance Indicators in Mathematics, the Palmdale School District (PSD) will focus on implementation of standards; comprehensive assessments for placement and monitoring of progress; integrated instructional programs that are culturally responsive; and the equitable distribution of resources. For English Learners students, they will receive small group instruction focusing on explicit language, comprehensive assessments will be used for placement and monitoring of language process, focus on implementation and mathematical standards, continue program evaluation monitoring in math including language-rich math instruction. This includes clarifying vocabulary, utilizing manipulatives and visuals, integrating mathematical language as part of instruction, and differentiating instruction. Foster students will receive Weekly and Quarterly Check-in monitoring forms and tutoring to support academic success in Mathematics. Socio-economically disadvantaged students will be provided tutoring opportunities, equitable distribution of resources, enrichment opportunities and small group instruction as needed. SH will be piloting an interdisciplinary thematic approach to mathematics through the PBL program. Co-Teaching will be utilized at the middle schools with training for new teams from each site. Cultural and linguistically responsive training for staff at various sites will be provided to support students' academic success. Master schedule will be reviewed for conflicting support and general education times. This comprehensive approach will benefit all unduplicated students from 6th to 8th grade.			
3	Professional Learning Communities	District personnel and site leadership staff will create opportunities and structures for educators, teachers, and staff to engage in Professional Learning Communities. The purpose is to encourage reflection and refinement of current pedagogical practices, foster collaboration using both formative and summative data to inform instructional decisions, and facilitate the development and planning of small group support. The ultimate goal is to enhance academic achievement, particularly for low-income, foster youth, and English learner student groups. This proactive action is intended to provide support for all unduplicated students from UPK to 8th grade.	$6,328,302.00		Yes
4	Supplemental Curriculum, Instruction, and Assessment	District and site leadership will assess and address curricular gaps by providing supplemental materials, instruction, and assessments tailored to the needs of English learners, foster youth, and low-income students. Relevant and culturally responsive materials may be developed or purchased to fully support unduplicated students in grades UPK – 8th. Additional hours for Library Aides have been allocated using concentration funds to implement this initiative.	$1,414,095.00		Yes
5	Equitable Learning – Schools of Choice	Schools of Choice – Dual Immersion Schools/Academies, International Baccalaureate, and Magnet Middle Schools, provide opportunities for English learners, foster youth, and low-income students to attend schools that meet their interests, academic focus, language, social-emotional and behavioral needs. Participation in Schools of Choice encourages attendance, supports academic success, and enhances learning experiences.	$403,960.00		Yes
6	Sites Support High Levels of Academic Preparation and College and Career Readiness	School sites are dedicated to fostering high levels of academic preparation and college and career readiness. To achieve this, they allocate additional staffing resources and extend duty hours for enhanced learning opportunities. These measures are specifically designed to meet the site goals for English learners, foster youth, and low-income students while addressing specific needs effectively.	$3,092,007.00		Yes
7	Access to Curriculum through Technology	The Educational Technology Department and the Information Services Department are committed to engaging unduplicated students through innovative tailored technologies, providing necessary	$5,331,193.00		Yes

		software, hardware, and infrastructure along with tech liaisons at school sites to facilitate curriculum access. The Education Technology Department model software use, integrate technology into teaching strategies with an emphasis on increasing student collaboration, and offer resources for teachers to support English learners, foster youth, and low-income students. Buses upgraded with Wi-Fi devices enable students to work on homework during their commutes, ensuring essential academic support for student success.			
8	Rigorous Physical Fitness Program through Curricular Collaboration	English learners, foster youth, and low-income students need a robust physical education program provided by credentialed P.E. teachers and their instructional aides (aides are in Elementary only). The enhanced P.E. program works to increase the number of unduplicated students passing the PFT.	$3,275,268.00		Yes
9	Language Development and Implementation of the English Learner Support Plan	PSD teachers and EL Instructional Coaches will provide a systematic and intentional focus on addressing the individual English learner students' language development needs throughout the instructional day and beyond. This will be a priority in order to prevent the development of Long-Term English Learners, and to address the needs of those students who have already reached this status. This action will support English learner students UPK – 8th grade.	$2,045,382.00		Yes
10	Long Term English Learners (LTELs)	Professional learning for staff includes increasing awareness of LTELs and the specific needs of LTELs, including socio-emotional, academic, literacy, and language proficiency. Staff uses data to identify local problems of practice within systems around LTELs in grades 6–12 and to design local goals with innovative strategies to improve practice and co-create LTEL goals with reclassification in mind. Professional Tutoring services will be offered to LTEL students to improve academic success and reclassification rates. (This is a non-contributing item as it will be paid from LREGB funds.)	$5,000.00		No
11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	PSD district level staff provides oversight for funding, programs, and supplies/materials to ensure foster students are able to participate in a variety of programs such as Outdoor Science School, intervention programs and services, and receive needed supplemental supplies. These programs support the social-emotional, behavioral, and academic success of our foster youth.	$250,000.00		Yes
12	Extended Learning Opportunities and Access to Broad Curriculum	To meet the needs of our English learner, foster youth, and low-income students, an additional 24 minutes during the day allows them access to additional elective classes while still providing enrichment activities, interventions, and AVID, ELD, or other academic support classes.	$9,217,104.00		Yes
13	Student Engagement Programs and Activities	PSD staff members implement co-curricular and extracurricular activities that ensure access for English learners, foster youth, and low-income students that expand their interest, multicultural perspectives, and academic understanding. Some examples of activities include assemblies, college awareness, Career Fair, Mathletes, Robotics, Science Olympiad, etc.	$380,000.00		Yes

Goal

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

State priorities address by this goal.

5, 6

An explanation of why the LEA has developed this goal.

This goal was developed as a way to ensure unduplicated students feel a part of the school, that they can concentrate on academic pursuits because they are safe, and have a sense of belonging to their school. The Palmdale School District established the goal of Welcoming, Safe, and Healthy Learning Environment as a result of evidence provided through various metric data, and in keeping with the Palmdale PROMISE. In order to ensure that students feel welcomed and safe both district and site personnel provided in this goal were selected to meet specific needs of students such as school nurses and student services personnel, Mental Health/Foster Youth program specialist, School Psychologists, Assistant Principals, Health Aides, Campus Security Assistant at Intermediate Schools, Counselors at Middle Schools, School Resource Officers, Student Engagement Advocates, Social Emotional Learning Specialists, Student Behavior Interventionists, and Restorative Justice Teachers. Professional development centers on Cultural Proficiency, ALICE School Emergency training for certificated and classified staff, Restorative Justice Practices and Multi-Tiered Levels of Student Support. Student Engagement and safety activities include Intramural sports programs, funding for field trips such as to the Museum of Tolerance, and various afterschool activities. For our most at-risk students we provide the Wolf Connection that focuses on the characteristics that wolves exhibit to help them be successful - working together, etc. The LCAP Educational Partnership Committee and parent groups supported this goal and were adamant about the needs for students to receive Social-Emotional support, especially in light of school closures and the pandemic. To that end we will provide Social Emotional Learning specialists and programs. We will continue to monitor and reach out to reduce absences and truancy, through contact with families and encouraging students to attend classes. Home to school transportation, clean and safe campuses, support student attendance and learning. Finally, school sites are provided with LCAP funding to support the specific needs of our unduplicated students at each site including training such as Bully-free campuses, cultural proficiency training, field trips and PBIS.

Measuring and Reporting Results

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

1	Increase district-wide rate of attendance by 1.5% – Infinite Campus (increase by 0.5% per year)	2023-2024 91.43%			2026-2027 92.93%	
2	Decrease district-wide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2022-2023 District - 21.2% (0% in red) Cimarron HI - 32.6% SED - 33.6% SWD - 41.4% DGMillen EL - 25.8% HI - 21.3% SED - 23.0% SWD - 29.9% WHI - 31.8% Joshua Hills AA - 32.4% HI - 25.5% SED - 25.0% SWD - 34.0% SAGE AA - 32.4% SED - 24.0% Tamarisk HI - 20.2% SED - 22.2% SWD - 29.3% Yucca AA - 36.7% EL - 27.3% HI - 26.8% SED - 28.5% SWD - 37.2%			2025-2026 District - 19.2% Cimarron HI - 26.6% SED - 27.6% SWD - 35.4% DGMillen EL - 19.8% HI - 15.3% SED - 17.0% SWD - 23.9% WHI - 25.8% Joshua Hills AA - 26.4% HI - 19.5% SED - 19.0% SWD - 28.0% SAGE AA - 26.4% SED - 18.0% Tamarisk HI - 14.2% SED - 16.2% SWD - 23.3% Yucca AA - 30.7% EL - 21.3% HI - 20.8% SED - 22.5% SWD - 31.2%	

#	Measure	Baseline			Outcome	
3	Maintain the district-wide 8th grade dropout rate – Infinite Campus	2023-2024 0%			2026-2027 0%	
4	Reduce district-wide suspension to 3% – CA School Dashboard	2023-2024 District - 5.7% FY - 12.4% MR - 6.8% PI - 10.0% LI - 6.1%			2026-2027 District - 3.0% FY - 9.4% MR - 3.8% PI - 7.0% LI - 3.1%	
5	Reduce district-wide African American student suspension rate by 3% – CA School Dashboard (decrease by 1% per year)	2022-2023 14.2%			2025-2026 11.2%	
6	Maintain/Decrease district-wide number of expulsions	2023-2024 8			2026-2027 0	
7	Increase student positive engagement and school connectedness by 6% – California Healthy Kids Survey (increase by 2% per year)	2023-2024 Grade 5 – 63.7% Grade 7 – 46.2%			2026-2027 Grade 5 – 69.7% Grade 7 – 52.2%	

8	Increase student social-emotional learning and strength of body, mind, and character by 6% – California Healthy Kids Survey (increase by 2% per year)	2023-2024 Grade 5 – 71.5% Grade 7 – 43.0%			2026-2027 Grade 5 – 77.5% Grade 7 – 49.0%	
9	Increase the percentage of parents and staff that feel that the school sites are providing social-emotional supports for students by 6% - CA School Parent Survey and CA School Staff Survey (increase by 2% per year)	2023-2024 Parent - 72.7% Staff - 88.7%			2026-2027 Parent - 78.7% Staff - 94.7%	
10	Increase student perception of safety at school by 6% – California Healthy Kids Survey (increase by 2% per year)	2023-2024 Grade 5 – 71.3% Grade 7 – 80.1%			2026-2027 Grade 5 – 77.3% Grade 7 – 86.1%	

11	Increase percentage of parents that strongly agree or agree that the school provides a safe, welcoming, and healthy environment for their child by 6% – Title I/LCAP Parent Survey (increase by 2% per year)	2023-2024 District - 71.8% EL - 77.1% FY - N/A (less than 10 responses)			2026-2027 District - 77.8% EL - 83.1% FY - TBD	
12	Increase the percentage of parents that strongly agree or agree that this school is a safe place for their child by 6% – California School Parent Survey (increase by 2% per year)	2023-2024 83%			2026-2027 89%	
13	Increase the percentage of School Staff that strongly agree or agree that the school is a safe place for staff and students by 6% – California School Staff Survey (increase by 2% per year)	2023-2024 Students – 92% Staff – 89%			2026-2027 Students – 98% Staff – 95%	

14	Increase the percentage of students that feel like they can trust school all of the time to keep them safe in a natural disaster or emergency situation by 12% - LCAP Student Survey (increase by 4% per year)	2023-2024 Yes, All of the time - 31% Yes, Most of the time - 33%			2026-2027 Yes, All of the time - 43% Yes, Most of the time - 45%	
15	Increase the percentage of parents that are Very Satisfied or Satisfied with the Health Support at the Schools and District by 6% - source (increase by 2% per year)	2023-2024 60%			2026-2027 66%	

		2023-2024			2023-2024	
16	Increase the percentage of staff and parents that Strongly Agree or Agree that their school appreciates and respects diversity and different cultural beliefs and practices by 6% - CA School Parent Survey and CA School Staff Survey (increase by 2% per year)	Staff - 92% Parent - 80%			Staff - 98% Parent - 86%	
17	Increase the number of unduplicated students that are identified for the GATE program by 6 (2 per year)	2023-2024 EL - 5 FY - 0			2026-2027 EL - 11 FY - 6	
18	Increase the percentage of students that feel Very Satisfied or Satisfied with the District Student Leadership Opportunities by 15% - LCAP Student Survey (increase by 5% per year)	2023-2024 26%			2026-2027 32%	

19	Increase the number of students participating in mentoring/Rites of Passage programs by 5 at each participating school sites and increase the number of schools participating by 3 (1 school site per year)	2023-2024 Oak Tree – 20 Cactus – 20 SAGE – 20			2026-2027 Oak Tree – 25 Cactus – 25 SAGE – 25	
20	Receive a Rating Scale of 4 – Full Implementation or better in the Implementation of State Standards in VAPA – CDE Local Indicator Survey	2023-2024 4 – Full Implementation			2026-2027 4 – Full Implementation	

Goal Analysis for 2024-2025

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

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

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
1	Student Health	Foster youth and low-income students need caring professionals that support their unique health needs, and to receive community resource referrals. District personnel assist Foster Youth and Low-Income families with vaccination clinics and provide health support at the school sites.	$1,642,795.00	Yes
2	Social-Emotional Well-being and Suspensions	District and site personnel provide a welcoming and safe place for English learners, foster youth and low-income students and their families: from providing behavior supports, implementing Restorative Justice, MTSS, and PBIS programs to ensuring all staff are Capturing Kids' Hearts trained professionals that support students' social-emotional needs. Using the additional concentration funds, extra hours were allotted for Noon Duties to support Capturing Kids' Hearts program across the district and building relationships with our unduplicated students. Social Emotional Learning Specialist and/or School Counselors provide small group support targeted to suspensions and behavior. PSD will build on the In-Lieu of Suspension Program to target Foster students and socio-economically disadvantaged students who are high in suspensions on the CA School Dashboard. Trauma-Informed training for school staff will be provided to enhance their understanding of the impact of trauma on unduplicated students and equip them with the skills to respond compassionately and effectively to behavioral issues, reducing the likelihood of suspensions. PSD will implement Advocacy Centers at the middle and high school level as a Tier I behavior resource. Peer Mediation elective will be implemented to function for 5 periods a day on all middle and high school campuses. This action will support all unduplicated students UPK – 8th grade, as well as, our lowest performing student groups district-wide.	$10,768,464.00	Yes
3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	English learners and Foster youth need a designated person to monitor their academic success to determine needed interventions and supports, ensure they participate in activities, are serviced through the English Learner and Foster Youth Support Plans, and to determine additional programs needed to support social-emotional wellbeing. Site Assistant Principals will be the designated person to work with ELs, FY and their families. Additional Assistant Principals were added to support this action using the additional concentration funds.	$6,836,785.00	Yes
4	Campus Security	Unduplicated students, who have suffered trauma, need to be able to trust the emergency trained	$2,636,230.00	No

		staff at each site to provide for their safety while on campus. Each site prepares a Comprehensive School Safety Plan that details procedures in case of an emergency. Cameras are placed on campuses, maintained and replaced to support a safe campus by acting as a deterrent to bullying. SRO's and Campus Security will support school safety and build relationships with students.			
5	Student Design Projects	To enhance opportunities for foster and low-income students to access core curriculum in their daily lives; foster and low-income students will participate in student directed design projects at their school sites. The program is focused on integrating content knowledge with real world experiences. Students will receive design criteria around a theme, then create designs and submit to professionals. Students will learn design management, assessment, and cycles of design. Students will be supported by M&O personnel and additional site custodians to bring their designs to completion using the additional concentration funds.	$1,271,259.00		Yes
6	Culturally Responsive Practices - Certificated/Classified Professional Development	Through the Cultural Proficiency training provided to PSD teachers and staff; English learners, foster youth, and low-income students have teachers and staff that better understand the cultural and linguistic needs our students bring to the classroom, acknowledge their achievements, and understand the barriers they face. This knowledge creates a mindset of growth, respect and appreciation leading to the creation of an environment conducive to taking risks that increase understanding and academic success.	$442,759.00		Yes
7	Foster Youth Support Plan	Two Social Emotional Learning Specialists will track enrollment, documentation, attendance, and monitor case status for foster youth students. They will be able to refer students for wraparound services, conduct home visits, participate in SARB meetings to support foster youth attendance, mental health, and academic success.	$604,421.00		Yes
8	Student Engagement Activities - Sports Programs	Low-income and Foster students often do not have the resources to participate in team sports through city and private sports programs. LCAP funding of Intramural sports and Interscholastic sports, which includes transportation, allows foster youth and low-income student groups to participate in team sports, which supports healthy living, and develops leadership skills. The Athletic Director, along with site PE coaches coordinate the teams' practices and events in four different sports.	$451,000.00		Yes
9	School Sites Support for Social-Emotional Well-being	English learners, foster youth, and low-income students receive additional supports to address behavioral and social-emotional goals, through additional staffing, extra duty hours for clubs/group meetings, and activities, as well as, materials and supplies. This may include field trips, educational activities in and out of school, and providing school supplies such as hygiene kits.	$1,729,124.00		Yes
10	Attendance and Chronic Absenteeism	District personnel assist families as they monitor attendance and chronic absenteeism data. Unduplicated students who struggle with attendance issues receive phone calls from bilingual site personnel to determine the barriers that keep students from attending and what is needed to eliminate that barrier. Students are provided incentives for improving attendance, they can attend Saturday school to make up their absences and work. We also have Student Engagement Advocates that do home visitations and parent conferencing to encourage school attendance.	$574,754.00		Yes
11	Home to School Transportation	Many parents lack the ability to ensure their students arrive on time and safely to school. Palmdale School District Transportation Department will provide transportation to foster youth and low-income students that participate in before and after school interventions and activities. Positive attendance rates are supported with District provided transportation.	$2,363,117.00		Yes
12	Access to Specialized Program Opportunities - VAPA	The Arts Centered Integrated Learning Program taught by classroom teachers supports the development of culturally and linguistically relevant, arts centered programs. The Arts support language development for English learner students and expose foster youth and low-income students to the visual and performing arts.	$154,000.00		Yes
13	Access to Specialized	The Music and Honors Music Programs, led by certificated Music teachers, puts musical	$50,000.00		Yes

		instruments in the hands of our foster and low-income students who would not be able to participate in such programs outside the school day. The Honors program showcases our English learner, foster youth, and low-income students who are particularly gifted or talented in the area of Music. We expanded our music program by adding an additional music teacher using the additional concentration funds.			
Program Opportunities - Music					
14	Access to Specialized Program Opportunities - GATE	English learners, foster youth, and low-income students in general are underrepresented in the Gifted and Talented program for a number of reasons. In order to eliminate this barrier, and in addition to current district requirements, all second-grade students will take the CogAt, a strength-based assessment given by the classroom teacher, that will identify strengths in our unduplicated students that could qualify them for the GATE program in spite of language, cultural, transiency, academic, and funding barriers. The Office of Access and Equity oversees the GATE program and training of site GATE Leads to better understand the academic and developmental needs of our gifted students.	$10,000.00		Yes
15	Student Voice and Leadership	English learners, foster youth, and low-income students are often underrepresented in leadership programs, such as, ASB, Student PROMISE Ambassadors, Student Board Members, and Interscholastic Communication Council. PSD provides opportunities for underrepresented student groups to engage and apply learning through activities that promote leadership and develop social, civic, and environmental responsibilities.	$50,000.00		Yes

Goal

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

State priorities address by this goal.

3

An explanation of why the LEA has developed this goal.

The Palmdale School District established the goal of Family and Community Partnership as a result of evidence provided through various metric data, and in keeping with the Palmdale PROMISE. This goal is also supported by various educational partner groups as evidenced in the LCAP Educational Partner Survey and the annual LCAP survey. Goal #3 provides district and site personnel to specifically lead meetings, classes and events with various parent groups. It provides for a variety of communication mediums such as the district/site websites, radio programs, ParentSquare, Reprographics, District Facebook page and advertising methods. This goal provides for Adult Education Classes such as GED classes. Professional development for staff that work with our parent groups and conferences for both parents and staff such as CABE. These initiatives provide opportunities for district staff and parents to develop relationships that support student achievement and ensure meaningful two-way communication. As our parents become more knowledgeable and feel supported our students will also.

Measuring and Reporting Results

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

1	Increase district-wide parent participation and engagement by 6% – California School Parent Survey & Title I/LCAP Parent Survey (increase by 2% per year)	2023-2024 CSPS – 81.2% Title I/LCAP – 74.5% Title I/LCAP EL - 81.3% Title I/LCAP FY - TBD (less than 10 responses)			2026-2027 CSPS – 87.2% Title I/LCAP – 80.5% Title I/LCAP EL - 87.3% Title I/LCAP FY - 85.0%	
2	Increase district-wide home/school communication by 6% – California School Parent Survey & Title I/LCAP Parent Survey (increase by 2% per year)	2023-2024 CSPS – 77.0% Title I/LCAP – 72.3% Title I/LCAP EL - 79.7% Title I/LCAP FY - TBD (less than 10 responses)			2026-2027 CSPS – 83.0% Title I/LCAP – 78.3% Title I/LCAP EL - 85.7% Title I/LCAP FY - 85.0%	
3	Increase the percentage of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs by 6% - LCAP/Title I Parent Survey (increase by 2% per year)	2023-2024 All - 75% EL - 80% FY - TBD (less than 10 responses)			2026-2027 All - 81% EL - 86% FY - 85%	

4	Increase or maintain the number of parent academic initiatives and parent classes offered at the school site by 2 per year	2023-2024 513			2026-2027 519	
5	Increase the number of foster youth and parent/caregiver engagement and training by 4 per year	2023-2024 0			2026-2027 12	
6	Increase percentage of parents that feel that site provided meetings and workshops are effective in helping them support their students by 6% – Parent Meeting/ Training Survey (increase by 2% per year)	2024-2025 TBD			2026-2027 TBD	

7	Maintain the number of community partnership meetings with a minimum of 40 meetings per year – as evidenced by agendas and sign-in sheets	2023-2024 31			2026-2027 40	
8	Increase the percentage of parents that are Very Satisfied or Satisfied with the Welcome and Enrollment Center by 6% - Parent Surveys (increase by 2% per year)	2023-2024 64%			2023-2024 70%	
9	Receive a Rating Scale of 4 – Full Implementation or better in progress in building capacity of and supporting family members to effectively engage in advisory groups – Local Indicator Survey	2023-2024 3 – Initial Implementation			2026-2027 4 – Full Implementation	

| 10 | Receive a Rating Scale of 4 – Full Implementation or better in providing all families with opportunities to participate in decision making and provide input on policies and programs, and implementing strategies to reach underrepresented groups in the school community – Local Indicator Survey | 2023-2024
3 – Initial Implementation | | | 2026-2027
4 – Full Implementation | |

Goal Analysis for 2024-2025

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

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

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
1	Communications	The District will utilize various communication methods (including ASL and Spanish) to provide critical information to the parents/families of English learners, foster youth, and low-income students. The district has found that the greater the variety of methods used to get our message out to our families; the more effective we are in engaging our families in events, meetings, advisory groups, etc.	$336,000.00	Yes
2	Personnel to Support Parent Involvement	District translators will support district office/school sites to provide translation services, in Spanish and ASL, for parents and community members whose first language is not English at meetings and district/site events. District and School Site Bilingual Parent Community Liaisons (PCLs) will work with families to navigate the school procedures, lead workshops/meetings, and make calls regarding attendance. The more supported our families feel, the greater their desire to partner with the district in supporting student growth, providing input/support for district initiatives, and being willing to seek help when needed.	$2,749,814.00	Yes
3	Parent and Community Engagement / Adult Education	To support parents in their efforts to educate their students, Palmdale School District offers many classes, such as GED classes for low-income families, ESL classes for parents of our English learner students, nutrition classes, and parenting classes for Foster families that support parent's ability to assist in increasing the academic success of students during the 2024-2025 school year. Palmdale School District provides various community engagement activities throughout the year to ensure families are well aware of the resources available within the community, as well as those provided by PSD. We have held Career Fairs, Backpack Giveaway, and AAPAC Unity in the Community, as well as other events.	$372,292.00	Yes
4	District Parent Events and Meetings	The district will implement parent support and training programs and opportunities in both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social-emotional development of low-income students during the 2024-2025 school year. Parent Events and Meetings allow parents to participate in two-way, meaningful conversations regarding the district's direction and programs or projects they would like to see the district implement. This action will support all unduplicated students from UPK to 8th grade.	$419,874.00	Yes
5	English Learner Parent Support	To support the parents and families of our English learner students in navigating the district system, increase participation in their student's education, and assist with their student learning, certificated and classified staff will provide meetings, capacity-building trainings, and workshops focused on parent-requested topics during the 2024-2025 school year. In addition, English learner parents will be able to participate in multicultural events that support the goals of the Palmdale PROMISE to celebrate and appreciate the culturally and linguistically diverse community we	$57,053.00	Yes

		serve. This action will support all English Learner students and their families from UPK to 8th grade.			
6	Foster Youth Parent Support	Foster families need support in dealing with the academic and social-emotional needs of foster youth, particularly those who have experienced trauma. District and site personnel (PCLs and SELs) will develop relationships with foster students and their parents/guardians. They will support the family through programs, initiatives, meetings, and training to assist parents/guardians in advocacy regarding academics, behavior, mental health, and other available services. The more foster families are supported, the better they feel they can handle situations that arise. The more they know about the school system, the more they can advocate for their students' needs.	$500.00		Yes
7	Welcome and Enrollment Center	The Welcome and Enrollment Center will be a centralized location for low-income families to enroll their students rather than using online registration. The Welcome and Enrollment Center will support our EL, Foster, and Low Income students who may not have access, linguistically or through technology, to enroll students or retrieve resources, services, and/or gain entrance to certain programs.	$436,815.00		Yes
8	Resources for Site Parent Engagement	Schools will provide a variety of events during the 2024-2025 school year that promote information focused on the engagement of families in programs to provide increased and improved services to our low-income, foster youth, and English learner student groups. District funds will support the site activities. District funding of these activities allows sites to better serve their communities with events and training - Family Math Night, Latino Literacy classes, etc. In turn, families can better understand and support their students' academic development.	$209,608.00		Yes

Goal

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

State priorities address by this goal.

1, 7

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% of teachers will be appropriately credentialed for the students that they are assigned to teach per Williams Act Requirements	2023-2024 100%			2026-2027 100%	

| 2 | 100% of schools will be providing students with standards-based instructional materials by meeting Williams Act Requirements | 2023-2024 100% | | | 2026-2027 100% | |
| 3 | 100% of facilities will be in good repair by meeting Williams Act Requirements | 2023-2024 100% | | | 2026-2027 100% | |

Goal Analysis for 2024-2025

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

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

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
1	Certificated Staffing	• Provide highly qualified administrative management staff. • Provide highly qualified certificated staff. • Provide certificated teacher incentive stipends and Initial Step Placement Incentives to assure highly qualified and experienced teacher recruitment and retention. Highly qualified staff knowledgeable about the needs of unduplicated students, and have Knowledge about instructional strategies and social-emotional supports are better able to meet the needs of our EL, low-income, and Foster/Homeless youth.	$108,558,000.00	No
2	Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance	• Provide state adopted standards-based textbooks and materials (ELA, Math, NGSS and Social Studies Framework.) • Provide/maintain/replace base technology. • Additional supplies and services to support schools' Administration, Services and Operating Expenditures Having state-adopted curriculum and materials support unduplicated students to have access to a broad course of study, access to Common Core State Standards, and the technology to support 21st century technology skills (particularly important to low-income students).	$20,134,848.00	No
3	Facility/Operations	Maintain facilities in good repair and promote aesthetics and cleanliness by providing sufficient number of maintenance, grounds, and custodial staff to meet William's requirements. Clean and safe learning environments give students a sense of belonging and safety allowing for them to focus on academic achievement.	$25,595,290.00	No
4	Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance	• Basic Classroom Supplies • Janitorial Supplies • Office Supplies • Health Supplies • Additional supplies and services to support classroom instruction • Additional supplies and services to support schools' Administration, Services and Operating Expenditures Basic supplies ensure that our unduplicated students have what they need, available on campus, for academic, health and emotional well-being.	$1,590,199.00	No
5	Basic Transportation	The District provides and maintains a transportation program to provide for the basic mandated transportation of pupils in the regular education and special education program. This supports our families and struggling students to be able to attend school regularly and participate in classes.	$5,585,444.00	No
6	Pupil Achievement – Technology	Technology Support Liaisons provide basic support for instructional and administrative technology throughout the District. (24 Tech Liaisons will be partially funded through Base funding.) TSLs provide teachers with the software and hardware to meet the needs of students.	$1,414,095.00	No
7	Classified Staffing – Health and Safety at School Sites	• Health Aides / LVNs are provided to each school site at a basic 5.75 hours. (28 x .67 FTE) • Noon Duties are provided based on estimated student enrollment for each site. • Crossing Guards These personnel ensure the health of our students, general wellbeing and safety of all students.	$4,370,773.00	No

| 8 | Classified Staffing – Support for Student Referrals and Enrollment | Welcome and Enrollment Center Personnel will support the enrollment process for the school district at a central location:
• Administrative Clerk (1 FTE)
• Data Processing / Accounting Technician (1 FTE)
• Bilingual Administrative Clerk (1 FTE)
• Bilingual Typist Clerk (2 FTE)
• Attendance Clerk (1 FTE)
The Welcome and Enrollment Center supports our families and students through multilingual translations, attendance monitoring, and record keeping purposes. For Foster/Homeless students and Low-Income students this is important as they are often transient in nature and the WEC ensures records are sent to new schools quickly and efficiently, limiting delay in receiving support services at their new school. | $45,632.00 | | No |
| 9 | Classified Staffing –School Communication and Support for Parents – School Sites | • Bilingual Typist Clerks/Typist Clerks (19 FTE @3.5 hours at all K-5, K-8, and Intermediate Schools will be funded with base. Supplemental and Concentration grant will provide additional hours for these positions)
• School Secretaries (8 FTE)
• Bilingual School Secretaries (17 FTE)
The site office staff support our families and students through multilingual translations, attendance monitoring, and record keeping purposes. For Foster/Homeless students and Low-Income students this is important as they are often transient in nature and the staff ensures records are sent to new schools quickly and efficiently, limiting delay in receiving support services at their new school. | $4,209,872.00 | | No |

Goal

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

State priorities address by this goal.

2, 4

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase percentage of EL students making progress by 7.5% - CA School Dashboard (2.5% per year)	2022-2023 41.2%			2025-2026 48.7%	

2	Decrease the percentage of students making progress in Math by 7.5% - CA School Dashboard (2.5% per year)	2022-2023 All: -133.2 points below standard EL: -129.7 points below standard FY: not reported, less than 11 students SED: -139.5 points below standard HI: -135.2 points below standard			2025-2026 All: -125.7 points below standard EL: -122.2 pints below standard FY: not reported, less than 11 students SED: -132.0 points below standard HI: -127.7 points below standard	
3	SBA ELA Grades 3-8 – decrease points from level 3 by 6 points – Status level on CA School Dashboard (decrease by 2 points per year)	2022-2023 All: -83.1 points below standard EL: -90.7 points below standard FY: not reported, less than 11 students SED: -87.9 points below standard AA: -95.8 points below standard HI: -86.8 points below standard			2025-2026 All: -81.1 points below standard EL: -84.7 points below standard FY: not reported, less than 11 students SED: -81.9 points below standard AA: -89.8 points below standard HI: -80.8 points below standard	
4	Stride Curriculum/Assessments	Establish Target in the Fall 2024			TBD	
5	Star360 (Quarterly Assessment)	Establish Baseline in Fall with current student enrollment for 2024-2025			TBD	
6	Live Session Attendance – Small Group/Tutoring	Establish Baseline in Fall with current student enrollment for 2024-2025			TBD	
7	Increase Average Attendance Rate (Monthly Report) by 6% (2% per year)	2023-2024 90.8%			2026-2027 96.8%	

8	Student & Learning Coach Connectedness Survey	Establish Fall 2024-2025			TBD
9	Learning Coach Login Report (current LC login)	2023-2024 20%			2026-2027 35%

Goal Analysis for 2024-2025

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

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

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
1	Learning Support Teacher	The Learning Support Teacher will provide support and develop instruction for the EL Learner during the 2024-2025 school year. The Learning support teacher will oversee instructional aides and provide small group instruction and intervention for Math and ELA. The Learning Support Teacher will support teachers on analyzing data, providing professional development, and progress monitoring. The Learning Support Teacher will also receive training from the Director of Curriculum and attend meetings for continued professional development.	$370,000.00	No
2	Eduprotocols Professional Development	During the 2024-2025 school year, teachers will receive specialized professional development on how to utilize Eduprotocols as tools and strategies to increase learning in live synchronous instruction thus encouraging students to master key concepts in EL, Math, and Language Arts.	$31,800.00	No
3	Professional Development Conferences & Materials	In the 2024-2025 school year, teachers will have the opportunity to attend virtual and in person conferences, such as: Eduprotocols summer training, DLAC Virtual (fall), DLAC In Person (Spring), Promising Practices.	$40,814.00	No
4	Brainfuse Tutoring	Brainfuse Tutoring will provide students with the ability to access tutoring on demand for help on Language Arts and Math. Access to tutoring outside of school-based hours and weekends as needed throughout the 2024-2025 school year.	$10,000.00	No
5	Wellness Together	Wellness Together will work with students based on referrals for Social Emotional support needs 2 days a week throughout the 2024-2025 school year. Wellness Together and the School Site Administrator and Counselor will have ongoing meetings to discuss student needs, referrals, and necessary action plans to determine additional action steps.	$90,000.00	No
6	Little Whisk Academy	Cooking & Gardening Enrichment Classes provided to students during in person learning opportunities. Classes will be offered in the Fall and Spring of the 2024-2025 school year, 2X a week for a total of 8 weeks each session. One class will be for the younger grades (TK-4th) and one class will be for upper grades (5th – 8th).	$43,200.00	No
7	0.5 Counselor	During the 2024-2025 school year Innovations Academy will add an additional 0.5 Counselor, as currently there is only a 0.5 counselor, who will ensure that the students have access to a full-time counselor to provide academic counseling, address social emotional concerns of our students.	$120,000.00	No
8	Learning Coach University	Learning Coaches will receive monthly support, throughout the 2024-2025 school year, on a variety of meaningful topics related to the online experience. Learning Coaches will also be shown how to navigate their individual Learning Coach account. Teachers will develop and lead the Learning Coach University.	$7,680.00	No
9	Family Engagement Nights	Innovations Academy will offer on a quarterly basis throughout the 2024-2025 school year, in person family engagement nights which would include movies, carnival theme, field day, and other engaging activities. This would increase student & Learning Coach connections to the school and community. Focus: ELA and Math strategies and skills.	$29,800.00	No
10	Noon Duty	Due to increased in person learning opportunities and events on campus an additional Noon Duty will provide safety and security measures on site. This will ensure students and parents feel safe while attending events on campus, in the 2024-2025 school year.	$52,190.00	No
11	Safe & Civil - CHAMPS - PD	During the 2024-2025 school year, a consultant from Safe & Civil Schools to will provide professional learning and tools around CHAMPS in the virtual classroom space. Teachers will create a CHAMPS plan to utilize in their virtual classroom and in person. Teachers will communicate CHAMPS expectations to their classes daily which will be observed. Students will be able to clearly communicate and model CHAMPS expectations	$24,000.00	No
12	Small Group Instruction	Teachers will work with urgent reading intervention students in small groups, 2 days a week throughout the 2024-2025 school year, to assist students in gaining skills necessary to make	$44,660.00	No

		progress to grade level reading skills.			
13	Corwin - Teacher Clarity PD	During the 2024-2025 school year a consultant from Corwin will provide professional development and learning walks/coaching around Teacher Clarity. Teachers need to analyze standards. Create learning intentions and success criteria for clarity for both students and teachers. Standards included in lesson planning. Learning intentions and success criteria posted in classrooms. Students are able to articulate the purpose of their learning and how they know they are successful.	$45,000.00		No
14	New Student Orientation	We receive new students on a weekly basis, all new students to the school will receive an in-person orientation on or before their first day of school to acclimate them to the platform and program expectations, developed by teachers. This will occur throughout he 2024-2025 school year.	$7,680.00		No

Goal

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

State priorities address by this goal.

5, 6

An explanation of why the LEA has developed this goal.

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

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

Through the Student Cadet Program, students will acquire essential skills to manage and understand both their external behaviors and internal impulses. This initiative is vital to fostering a supportive and inclusive school atmosphere, where students feel connected and engaged, ultimately reducing the incidences of disciplinary removals and enhancing overall student success.

Measuring and Reporting Results

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

1	Decrease suspension rate by 3% - CA School Dashboard	2022-2023 EL - 20.0% FY - 36.4% SED - 40.3% SWD - 44.4% AA - 47.1% HI - 25.0%			2025-2026 EL - 17.0% FY - 33.4% SED - 37.3% SWD - 41.4% AA - 44.1% HI - 25.0%	
2	Sown to Grow Check in Weekly Survey	Baseline will be established in 2024-2025.			A rating of 4 or higher on the 5 CASEL Competencies.	
3	Chronic Absenteeism Rate reduced by 10%	2022-2023 All - 54.5% EL - 66.7% FY - 66.7% SED - 53.5% SWD - 51.8% AA -50.0% HI - 62.7%			2025-2026 All - 44.5% EL - 56.7% FY - 56.7% SED - 43.5% SWD - 41.8% AA -40.0% HI - 52.7%	

Goal Analysis for 2024-2025

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

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

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
1	CADET Curriculum Development	Beginning with the 2024-2025 school year, a consultant will be contracted to develop Cadet curriculum infused with social emotional classroom lessons. Curriculum to be connected to a core cadet course taught to all students, at all grade levels, at Oak Tree.	$12,000.00	No
2	Social Emotional Learning Specialist	Increase the hours for the Social Emotional Learning Specialist from part time to full time to provide additional support due to students needs in the 2024-2025 school year.	$88,567.00	No
3	Cadet Corp Program Summer Institute	Prior to the beginning of the 2024-2025 school year, teachers will work with a consultant to develop Cadet Corp curriculum to be implemented within the 2024-2025 school year. Teacher Salaries for 12 hours to develop Unit 1 of Cadet program curriculum. Cost to extend 2023-2024 contract for 12 additional hours for consultant to lead curriculum development included in this line item.	$17,900.00	No
4	Road to Success Academy	Contract with Los Angeles County Office of Education during the 2024-2025 school year, for staff professional development on Project Based Learning Strategies under the Road to Success Program.	$32,056.00	No

Goal

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

State priorities address by this goal.

2, 3, 4

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Increase percentage of EL students making progress towards English Proficiency by 7.5% (2.5% per year) on the ELPI as demonstrated on the English Language Proficiency Assessment (ELPAC)	Percentage of students making progress towards English language proficiency; ELs who maintained ELPI levels of 1, 2L, 2H, 3L, 3H 36.8%			Percentage of students making progress towards English language proficiency; ELs who maintained ELPI levels of 1, 2L, 2H, 3L, 3H 44.3%	
2	Increase percentage of students meeting or exceeding standards in Math on the CAASPP by 6% (2% per year)	2022-2023 All - 31% AA - 24% EL - 11% SED - 30%			2025-2026 All - 37% AA - 30% EL - 17% SED - 36%	
3	Increase percentage of students meeting or exceeding standards in ELA on the CAASPP by 6% (2% per year)	2022-2023 All - 28% AA - 14% EL - 18% SED - 27%			2025-2026 All - 34% AA - 20% EL - 24% SED - 33%	

4	Increase percentage of students at or above grade level on local reading assessment Star 360 by 6% (2% per year) - LPM	2023-2024 All - 29% AA - 9% HI - 22%			2026-2027 All - 35% AA - 15% HI - 28%	
5	Increase percentage of students at or above grade level on local Math assessment Star 360 by 6% (2% per year) - LPM	2023-2024 All - 22% AA - 16% HI - 30%			2026-2027 All - 29% AA - 22% HI - 36%	
6	Increase percentage of students meeting or exceeding standards on the District's ELA Local Progress Monitoring benchmark assessment by 6% (2% per year)	2023-2024 All - 39% AA - 23% EL - 31% SED - 39%			2026-2027 All - 45% AA - 29% EL - 37% SED - 45%	
7	Increase Attendance rate by 1.5% (0.5% per year)	2023-2024 91.24%			2026-2027 92.74%	

8	Decrease school-wide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2022-2023 All - 37.0% EL - 28.4% FY - 40.0% SED - 37.8% AA - 51.4% SWD - 42.6%			2022-2023 All - 31.0% EL - 22.4% FY - 34.0% SED - 31.8% AA - 45.4% SWD - 36.6%
9	Increase percentage of students reading at benchmark or above in ELA on LPM assessment by 6% (2% per year)	2023-2024 All - 29% AA - 9% HI - 22%			2026-2027 All - 35% AA - 15% HI - 28%
10	Decrease percentage of students suspended at least one day by 1.5% - CA School Dashboard (0.5% per year)	2022-2023 All - 2.8% EL - 2.3% FY - 3.0% SED - 2.9% AA - 6.4% HI - 2.3%			2025-2026 All - 1.3% EL - 0.8% FY - 1.5% SED - 1.4% AA - 4.9% HI - 0.8%

Goal Analysis for 2024-2025

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

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

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
1	English Learner Support	During the 2024-2025 school year, Palm Tree will provide an after-school/ Saturday school program at Palm Tree for all students below grade level in ELA/Math that focuses on advancing literacy skills and English language development and proficiency based on student need, prioritizing services for students who are low-income, EL, and African American. Including periodic ELPAC Boot Camps focusing on all language domains, Grade-level specific ELPAC boot camps & ongoing training for SEIAs, IAs, and ELD teachers.	$92,240.00	No
2	Ongoing Support for ELA & MATH	In the 2024-2025 school year, PT will hire reading intervention & math intervention specialists at Palm Tree Elementary to provide small group instruction supporting low-income, EL, and African American students in improving ELA & Math competency. Conduct data analysis and utilize a cycle of inquiry during PLC sessions for continuous improvement. Celebrate student success indicators with families to encourage ongoing engagement and support.	$68,904.00	No
3	Parent Involvement	Palm Tree will provide parent workshops on language domains, Mastery Guides, writing, literacy & Math, workshops on accessing ELPAC & SBAC practice tests during the 2024-2025 school year. Hire a Mastery Guide Coach/Consultant, Writing Coach/Consultant, Eureka Math consultant and Literacy Coach to provide ongoing workshops for families.	$152,000.00	No
4	Professional Development	During the 2024-2025 school year, Palm Tree will provide the following professional development: - CKH 1 Training/PD for all Classified Staff - Ongoing Mastery Guide on-site/modeling and coaching session - Ongoing Writing-EL Path to Proficiency onsite/modeling and coaching sessions - Math Workshops/onsite/modeling and coaching sessions - Onsite modeling and coaching-Small Group implementation	$213,248.00	No
5	Personnel	At Palm Tree Elementary, during the 2024-2025 school year, we will hire the following staff and	$111,490.00	No

| | | implement these programs to support student achievement and student & family engagement:
 - Extra duty administrative clerk/secretary/PCL to improve student attendance/engagement and record keeping
 - One full-time psychologist (currently shared for 1 day) to provide psychological support.
 - One additional student interventionist to support our MTSS/PBIS process
 - One additional noon duty supervisor to support out MTSS/PBIS process | | |

Goal

Goal #	Description	Type of Goal
8	Space Aeronautics Gateway to Exploration (SAGE) Magnet Academy - SAGE has identified that multiple student groups ("All", EL, SED, AA, and HI) are not meeting California Dashboard Targets in ELA. In Math, ("All" and SED) student groups are scoring low on performance levels. In addition, "All", SED, SWD, and AA student groups are high in suspensions and chronic absenteeism. To address these needs during the 2024-2025 school year, SAGE has identified the following additional supports as necessary to increase student success in the following areas: 1) improve student behavior and provide expanded social/emotional learning support services 2) provide staff with professional development to increase the capacity of staff to provide instruction that will engage students and address the diverse learning needs 3) provide additional support for students who have significant gaps in achieving grade level standards 4) provide additional support for English learners during English language development to focus instruction to support the reclassification of students 5) increase opportunities for parents to engage in meaningful participation at school and with their children's learning	Equity Multiplier Focus Goal

State priorities address by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Decrease suspension rate by 3% - CA School Dashboard	2022-2023 All - 18.5% EL - 13.4% FY - 44.0% SED - 19.0% AA - 35.3% SWD - 23.1% HI - 13.4%			2025-2026 All - 15.5% EL - 10.4% FY - 41.0% SED - 16.0% AA - 32.3% SWD - 20.1% HI - 10.4%	
2	Decrease the number of Office referrals by 25 per year.	2023-2024 1,364			2026-2027 1,289	
3	Decrease Chronic absentee rate by 6% - CA School Dashboard (2% per year)	2022-2023 All - 23.2% EL - 17.0% FY - 38.1% SED - 24.0% AA - 32.4% SWD - 24.2% HI - 20.8%			2025-2026 All - 17.2% EL - 11.0% FY - 32.1% SED -18.0% AA - 26.4% SWD - 18.2% HI - 14.8%	
4	Increase Attendance rate by 1.5% (0.5% per year)	2023-2024 89.45%			2026-2027 90.95%	
5	Increase the number of workshops and other school activities to 10	2023- 2024 0			2026-2027 10	
6	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year)	2022-2023 All - 18% RFEP - 30% EL - 1% FY - 11% LI - 16% AA - 11% SWD - 4% HL - 0%			2025-2026 All - 24% RFEP - 36% EL - 7% FY - 17% LI - 22% AA - 17% SWD - 10% HL - 6%	

7	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year)	2022-2023 All - 6% RFEP - 16% EL - 1% FY - 0% LI - 6% AA - 1% SWD - 2% HL - 0%			2025-2026 All - 12% RFEP - 22% EL - 7% FY - 6% LI - 12% AA - 7% SWD - 8% HL - 6%
8	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-2024 All – 56% RFEP – 72% EL – 39% FY – 57% LI – 55% AA – 45% SWD – 23% HL – 43%			2026-2027 All – 62% RFEP – 78% EL – 45% FY – 63% LI – 61% AA – 51% SWD – 29% HL – 49%
9	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-2024 All – 37% RFEP – 54% EL – 21% FY – 39% SED – 37% AA – 29% SWD – 18% HL – 24%			2026-2027 All – 43% RFEP – 60% EL – 27% FY – 45% SED – 43% AA – 35% SWD – 24% HL – 30%

Goal Analysis for 2024-2025

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

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

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
1	Implement Play Works	Play Works is a program that provides structured age appropriate activities for students during unstructured time (lunch). The program includes the developing student leader, Junior Coaches, to lead these activities with their peers. This action will be implemented during the 2024-2025 school year.	$100,000.00	No
2	Increase Campus Supervision	During the 2024-2025 school year, SAGE will increase campus supervision to provide increased safety for the large campus; this increased supervision will also support the implementation of Play Works.	$20,000.00	No
3	Provide "High Dosage" Tutoring	High Dosage tutoring is a highly focused type of tutoring that occurs during the school day and is closely aligned to support what students are learning in the classroom; tutoring may provide students with help on specific missing prerequisite skills or could help students in a one to one or small group setting with extended guided practice. This service will be provided during the 2024-2025 school year.	$150,000.00	No
4	Provide Targeted Intervention	During the 2024-2025 school year, SAGE will work with a "retired" teacher(s) who will provide small group instruction in ELA and math; students will receive help with successful attainment of grade level standards.	$60,000.00	No
5	Aviation Consultant	SAGE will provide support to students in the elective pathway of Aeronautics and Space during the 2024-2025 school year, by hiring an Aviation consultant.	$50,000.00	No
6	Provide tutors who will work with African American students	This action is intended to prioritize African American students and provide tutoring/mentoring during the 2024-2025 school year.	$100,000.00	No
7	Additional Counseling/SEL Staff	To address the high needs of students, additional counseling/SEL specialist will be available to work with students individually or in small, targeted groups throughout the 2024-2025 school year.	$100,000.00	No

8	Additional Bilingual Instructional Assistant	SAGE will provide an additional bilingual instructional assistant, during the 2024-2025 school year, for the English language development class to allow students to receive more support in acquiring English proficiency.	$38,000.00		No
9	Professional Development: Universal Design for Learning	Universal Design for Learning based on a body or research and evidence that addresses the fact that every classroom has a variety of learners and that teachers need to design learning experiences with that understanding. SAGE will provide UDL training for all teachers during the 2024-2025 school year.	$100,000.00		No
10	Math Consultant	SAGE will provide math teachers with math standards professional development and training on engaging math instructional strategies during the 2024-2025 school year.	$75,000.00		No
11	English Language Arts Consultant	Based on a needs assessment, English language arts teachers will be provided with professional development and coaching support during the 2024-2025 school year, with the outcome of developing and implementing rigorous standards aligned, engaging lessons.	$75,000.00		No
12	Provide an additional Parent Community Liaison	To develop authentic parent/school partnerships, SAGE will add an additional Parent Community Liaison who will work with existing staff to develop robust family outreach activities and develop opportunities for parents to assume leadership roles within the school community. This action will be for the 2024-2025 school year.	$80,000.00		No
13	Parenting Partners	Classes and workshops for parents will be held monthly during the 2024-2025 school year at SAGE to increase parents' capacity to support students and participate in leadership roles.	$20,000.00		No
14	Parent Engagement	During the 2024 - 2025 school year, meetings and workshops to engage parents and provide skills and strategies that they can use at home to support students academically and behaviorally.	$41,453.00		No

Goal

Goal #	Description	Type of Goal
9	Yellen Learning Center - Yellen has identified that students in grades K-5 are functioning far below grade level in reading fluency and comprehension on the CAASSP, and a need to address the issue of high suspension rates for "All" students, SED, SWD, and AA students. During the 2024-2025 school year, Yellen will implement the following action to support this need: Provide students in need of MTSS Tier 2 intervention and support systematic and explicit instruction in foundational literacy, provide professional development to build teacher capacity and understanding of foundational literacy instruction from Mastery Guides, develop and implement new behavioral framework with consultative support from Safe and Civil Schools, continue with ongoing consultation services for implementing school vision, shared beliefs, common agreements and improvement plan.	Equity Multiplier Focus Goal

State priorities address by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year)	2022-2023 All – 7% RFEP – 0% EL – 0% FY – 6% LI – 6% AA – 7% SWD – 8% HL - 0%			2025-2026 All – 13% RFEP – 6% EL – 6% FY – 12% LI – 12% AA – 13% SWD – 14% HL - 6%	
2	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year)	2022-2023 All – 2% RFEP – 0% EL – 0% FY – 0% LI – 0% AA – 0% SWD – 2% HL - 0%			2025-2026 All – 8% RFEP – 6% EL – 6% FY – 6% LI – 6% AA – 6% SWD – 8% HL - 6%	
3	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-2024 All - 16% RFEP - 9% EL - 17% FY - 9% LI - 16% AA - 16% SWD - 16% HL - 0%			2026-2027 All - 22% RFEP - 15% EL - 23% FY - 15% LI - 22% AA - 22% SWD - 22% HL - 6%	
4	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-2024 All - 18% RFEP - 0% EL - 11% FY - 3% LI - 13% AA - 10% SWD - 13% HL - 0%			2026-2027 All - 24% RFEP - 6% EL - 17% FY - 9% LI - 19% AA - 16% SWD - 19% HL - 6%	

5	Decrease Chronic absentee rate by 6% - CA School Dashboard (2% per year)	2022-2023 All - 49.3% EL - not reported, less than 11 students FY - 26.7% SED - 48.6% SWD - 49.3% AA - 60.0% HI - 42.3%			2025-2026 All - 43.3% EL - TBD FY - 20.7% SED - 42.6% SWD - 43.3% AA - 54.0% HI - 36.3%	
6	Increase Attendance rate by 1.5% (0.5% per year)	2023-2024 88.85%			2026-2027 90.35%	
7	Reduce school-wide suspension by 3% – CA School Dashboard	2022-2023 All - 22.6% EL - not reported, less than 11 students FY - 13.9% SED - 22.9% SWD - 22.6% AA - 30.4% HI - 17.2%			2025-2026 All - 19.6% EL - TBD FY - 10.9% SED - 19.9% SWD - 19.6% AA - 27.4% HI - 14.2%	
8	Increase or maintain the number of parent academic initiatives and parent classes offered at the school site by 4 per year	2023-2024 0			2026-2027 4	

Goal Analysis for 2024-2025

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

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

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
1	Tier 2 Intervention Program	Purchase HMH Read 180 and System 44 licenses and support material for students in need of MTSS Tier 2 intervention and support, during the 2024-2025 school year.	$18,000.00	No
2	Professional Development in Foundational Literacy Skills	Consultant from Mastery Guides will provide professional development during the 2024-2025 school year, to build capacity for certificated and classified staff, for utilizing evidence based strategies to develop student's foundational literacy skills.	$24,000.00	No
3	Behavioral Framework	Development of new behavioral framework with leadership team. Consultant will meet with teachers and the leadership team 1 time per month for 2 hours during the 2024-2025 school year to redefine the behavioral framework.	$18,000.00	No
4	Professional Development for Trauma informed practices	Consultant will provide training for teachers and paraeducators on trauma informed practices and verbal de-escalation strategies during the 2024-2025 school year. Consultant will meet with teachers and paraeducators for a 2 hour PD, 1 x per quarter.	$12,000.00	No
5	Consultation for School Climate	Yellen will continue with ongoing consultation services for implementing school vision, shared beliefs, common agreements and improvement plan during the 2024-2025 school year.	$15,000.00	No
6	Parent Involvement	During the 2024-2025 school year, Yellen will provide workshops and meetings for parents that focus on providing skills and strategies that they can use at home to support students academically, behaviorally, and attendance to ensure student success.	$1,419.00	No

Goal

Goal #	Description	Type of Goal
10	Yucca Elementary – During the 2024-2025 school year, student subgroups("All" and EL) will demonstrate growth towards proficiency on the ELPI. EL students will also receive support in Math. Hispanic students need additional support in Language Arts. These student groups will receive support through targeted interventions, small group instruction, and grounded instructional practices. Students & Learning Coach will demonstrate growth through their utilization of available tools, strategies, and resources that will lead to student's academic growth and connectedness to the school. Materials for the Makerspace Room and Thinking Maps Training will make lessons more engaging supporting academic success and attendance. Chronic absenteeism is especially high in the following subgroups: "All", AA, EL, HI, SED and SWD. To address the issue of chronic absenteeism in the 2024-2025 school year, Yucca Elementary will implement the Ron Clark Houses and additional training for staff in Capturing Kid's Hearts.	Equity Multiplier Focus Goal

State priorities address by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year) - Grades 3-5	2022-2023 All – 16% RFEP – 45% EL – 4% FY – 17% LI – 16% AA – 18% SWD – 0% HL - 17%			2025-2026 All – 22% RFEP – 51% EL – 10% FY – 23% LI – 22% AA – 24% SWD – 6% HL - 23%	
2	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year) - Grades 3-5	2022-2023 All – 10% RFEP – 30% EL – 4% FY – 0% LI – 10% AA – 7% SWD – 0% HL - 17%			2025-2026 All – 16% RFEP – 36% EL – 10% FY – 6% LI – 16% AA – 13% SWD – 6% HL - 23%	
3	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-2024 All – 25% RFEP – 53% EL – 31% FY – 28% LI – 27% AA – 25% SWD – 16% HL – 26%			2026-2027 All – 31% RFEP – 59% EL – 37% FY – 34% LI – 33% AA – 31% SWD – 22% HL – 32%	
4	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-2024 All – 64% RFEP – 90% EL – 67% FY – 56% LI – 65% AA – 56% SWD – 34% HL – 51%			2026-2027 All – 70% RFEP – 96% EL – 73% FY – 72% LI – 71% AA – 62% SWD – 40% HL – 57%	

5	Decrease district-wide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2022-2023 All - 28.7% EL - 27.3% SED - 28.5% FY - 34.6% AA - 36.7% SWD - 37.2% HI - 26.8%			2025-2026 All - 22.7% EL - 21.3% SED - 22.5% FY - 28.6% AA - 30.7% SWD - 31.2% HI - 20.8%	
6	Reduce district-wide suspension by 3% – CA School Dashboard	2022-2023 All - 5.1% EL - 3.4% SED - 5.4% FY - 10.3% AA - 8.5% SWD - 3.9% HI - 4.2%			2022-2023 All - 2.1% EL - 1.4% SED - 2.4% FY - 7.3% AA - 5.5% SWD - 0.9% HI - 1.2%	
7	Increase the number of community partnership meetings 9 meetings (3 meetings per year) – as evidenced by agendas and sign-in sheets	2023-2024 17			2026-2027 26	

Goal Analysis for 2024-2025

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

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

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
1	ELA and Math PD	During the 2024-2025 school year, professional development in both ELA and Math will be provided by a consultant. Our scores in ELA and Math are below standard. Therefore, our teachers will receive professional development from a consultant so that they can provide better first instruction and intervention when needed.	$42,000.00	No
2	Lesson Studies	Yucca will meet for 3-half day Lesson Study Days per grade level during the 2024-2025 school year. Our scores in ELA and Math are below standard. Therefore, our teachers will receive professional development from a consultant so that they can provide better first instruction and intervention when needed.	$10,368.00	No
3	Thinking Maps Training	Saturday Training on Thinking Maps with consultant during the 2024-2025 school year. Our scores in ELA and Math are below standard. Therefore, our teachers will receive professional development from a consultant so that they can provide better first instruction and intervention when needed.	$9,225.00	No
4	Materials for MakerSpace	Various materials/supplies to be utilized in MakerSpace. These materials will allow our students to engage in hands-on critical thinking activities which will increase our students capacity to problem solve. This action will support the Makerspace room during the 2024 - 2025 school year.	$20,000.00	No
5	Ron Clark Housemania Training	Training in the Summer of 2024; LiveSchool computer program. Our school will engage in the Ron Clark Housemania conference, which will be provided to support the implementation of this program. This will contribute to maintaining a positive learning and work environment.	$150,000.00	No
6	Additional CKH Training	Additional CKH Training for Teachers. We are a Capturing Kids' Hearts National Showcase School and want to continue receiving updated training during the 2024-2025 school year. This supports Goal 4 of our SPSA for a Welcoming and Safe Learning Environment.	$15,000.00	No
7	Dance Program	A Folklorico/ Hip Hop/ Other dance program gives opportunities for our students to engage in a	$10,000.00	No

		fine arts program during the 2024-2025 school year that also supports pride in their culture and student engagement.			
8	Half-time Music Teacher (including supplies and instruments)	A half-time music teacher to teach all students in Grades TK-5 during the 2024-2025 school year. Musical instruments including keyboards, recorders, ukuleles, rhythm sticks, tambourines, wood blocks, xylophones, boom whackers, etc. to be included.	$195,575.00		No
9	Field Trips	Additional field trips to be provided for all grade levels during 2024-2025 (entrance fees and transportation); supplements the core curriculum in specific subject areas.	$14,715.00		No
10	PIQE and other parent workshops	Parent workshops/trainings will be provided to our parents to help them become more involved at Yellen during the 2024-2025 school year. Supports Goal 5 in our SPSA to increase parent and community involvement.	$35,000.00		No
11	Additional Student Interventionist	An additional student interventionist will be funded to help support at-risk students during the 2024 - 2025 school year. The hours would be staggered so the whole school day would be covered between the two student interventionists. Goal 4 in our SPSA of maintaining a positive and safe learning environment.	$42,454.00		No
12	Instructional Assistants for Kinder classes (2)	To help support the Kindergarten teachers, one instructional assistant for each teacher will be provided during the 2024-2025 school year. This person would support the teacher in working with the students (monitoring academic progress and behavior).	$71,440.00		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$69,901,918.00	$9,061,765.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.09%	0.00%		41.09%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1 (elementary)	Language barriers make it difficult for English learners to access grade level curriculum, as well as, English learner students need authentic, focused opportunities to practice listening, speaking, reading, and writing in English. 2023 Dashboard results for ELA and Math indicate that EL students are red on the performance level for ELA and Math. Both foster youth and low-income students experience learning gaps due to transiency, attendance issues, and the need for social-emotional support. 2023 Dashboard results indicate that FY students are red on the performance level for ELA and Math, with LI students Orange in ELA and red in Math.	English learner students are provided well-trained staff that are able to support English learners' language acquisition goals through small group instruction, intervention and extension activities. Well-trained instructional staff, trained in trauma enforced practices, as well as instructional strategies, and social-emotional skills, implement strategies and use supplemental curricular materials to meet the needs of our foster and low-income students. Instructional staff, trained in behavioral and social-emotional skills, enhance students' ability to remain in the classroom and on task. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	SBA (1.1 - ELA, 1.3 - Math) LPM (1.5, 1.12 - ELA, 1.7, 1.11 - Math) Dashboard (1.9 - ELA, 1.10 - Math) Local Indicators (1.20, 1.22)
Goal 1 Action 2 (middle)	Language barriers make it difficult for English learners to access grade level curriculum, as well as, English learner students require authentic opportunities to practice listening, speaking, reading, and writing in English. LTELs need additional support with language acquisition and academic tutoring that supports reclassification. 2023 Dashboard results for ELA and Math indicate that EL students are red on the performance level for ELA and Math. Both foster youth and low-income students experience learning gaps due to transiency, attendance issues, and the need for social-emotional support. 2023 Dashboard results indicate that FY students are red on the performance level for ELA and Math, with LI students Orange in ELA and red in Math.	English learner students are provided well-trained staff that are able to support English learners', including LTELs, in language acquisition goals through small group instruction, intervention and extension activities. Well-trained instructional staff, trained in trauma enforced practices, as well as instructional strategies, and social-emotional skills, implement strategies and use supplemental curricular materials to meet the needs of our foster and low-income students. Instructional staff, trained in behavioral and social-emotional skills, enhance students' ability to remain in the classroom and on task. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	SBA (1.2 - ELA, 1.4 - Math) LPM (1.6 - ELA, 1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) Local Indicators (1.20, 1.22)

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

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

| Goal 1 Action 5 | Low-income and foster students are limited in taking advantage of opportunities to attend schools of choice based on factors beyond their control, including financial stability, location of schools, family responsibilities, and transportation.

English learners need opportunities to strengthen their home language skills in speaking, listening, reading, and writing, as well as, in learning English. | The schools of choice provide opportunities for students living in high poverty neighborhoods to attend schools that focus on Dual Language Immersion instruction, International Baccalaureate (IB), and our Middle School Magnet programs, options that traditionally are only open to more affluent neighborhoods and schools.

For unduplicated students who attend the IB program at Palmdale Learning Plaza, they will receive academic support, learn to think critically to apply their knowledge in real world situations and leadership opportunities through engagement in world themes. The IB program encourages high academic achievement, social-emotional skills and well-being.

The magnet middle school pathways ensure unduplicated students are able to take classes that expand their interests, an added incentive to attend school regularly and develop academic skills.

For English learners, the Dual Immersion Schools of Choice offers an opportunity to study in both Spanish and English. It provides them with strong language skills in their home language, as well as, in English.

Schools of Choice deliver a rigorous and robust program ensuring high academic achievement and promoting both high school graduation and college and career readiness.

This action is provided on a LEA-wide basis to address this need district-wide. | SBA (1.1-1.2 - ELA, 1.3-1.4 - Math)
LPM (1.5-1.6 - ELA, 1.7-1.8 - Math)
Dashboard (1.9 - ELA, 1.10 - Math)
CAST (1.13 - Science)
Local Indicators (1.20, 1.21, 1.22) | |
| Goal 1 Action 6 | Educational partners have determined that English learners, foster youth, and low-income students need supplemental instructional materials that support student access to core curriculum; as well as, programs such as Project Lead the Way which provide relevancy, culturally responsive teaching, engaging lessons, and deeper academic understanding. 2023 CA School Dashboard results for ELA and Math indicate that EL and Foster students are red on the performance level for ELA and Math, with LI students orange in ELA and red in Math.

EL students need the additional support through technology, both personnel and software, to address their need for opportunities to practice language skills. | School sites will also be supported to hire additional instructional aides and tutors for before and after school interventions, extended learning, enrichment opportunities, and access to software programs and technology coaches. Foster youth and low-income students need additional support in the form of personnel such as aides or tutors to provide one on one instruction and support to target learning goals.

This action is provided on a LEA-wide basis to address this need at all sites district-wide. | SBA (1.1-1.2 - ELA, 1.3-1.4 - Math)
LPM (1.5-1.6 - ELA, 1.7-1.8 - Math)
Dashboard (1.9 - ELA, 1.10 - Math)
CAST (1.13 - Science)
Local Indicators (1.20, 1.21, 1.22) | |

Goal 1 Action 7	For foster youth, low-income, and English learners the ability to access technological tools is crucial to having access to and understanding of core curriculum. EL students need access to technology both in school and outside of school. Palmdale School District recognizes that many of our foster youth and low-income students may not have the access in their homes to technology. We also recognize that to be successful in the 21st Century our students must have the academic skills and technical knowledge necessary to compete in a global society. The PSD Technology survey shows that student collaboration through technology and digital tools will need to increase at the elementary level as Grades 2 - 5 are at 69.5% and grades 6-8 are at 78.9%.	Continuing to grow both the amount of technology, as well as, necessary training promotes the optical technology engagement. Access to technology (devices, hotspots, software, etc.), supplemental and core curricular resources, family's experience with technology are factors for lack of access to curriculum. Technology provides support for academic achievement using software that provides opportunities to practice language skills, utilize text-to-speech functions, develop vocabulary, and apply knowledge to various curricular areas on a daily basis. Students will have access to technological devices and tools to support learning and enrich curriculum in order to support academic achievement and promote high intellectual performance. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	Student Technology Survey (1.19)
Goal 1 Action 8	English learners require multiple opportunities to use language, develop vocabulary and communicate with others in order to acquire language at a proficient level in all areas of core content. PSD has also identified through an analysis of Physical Fitness Test (PFT) results from prior administrations that many of the students not meeting the requirements of the Healthy Fitness Zone (HFZ) test are students of low-income, as well as, foster youth. As low-income and foster students have limited access to community physical education programs; these students would need a robust, physical education program that goes beyond the minimum 200 minutes and standards required by current state guidelines.	The Physical Education program with credentialed Physical Education teachers and their instructional aides not only meet the basic minutes and standard requirements for P.E., they work collaboratively across the district and with the general education teachers at their sites so they are able to support ELA and Math goals during P.E. time. This is especially helpful for the EL students in learning vocabulary, developing communication skills required in team playing, and understanding academic language associated with physical education. Credentialed Physical Education teachers and their supporting Instructional Aides provide students with a deeper understanding of what it means to be physically fit, to understand body placement to effectively execute skills used in various sports, and the rules of the games. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	HFZ (or its replacement - 1.18) Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2023-2024. SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) CAST (1.13 - Science) Local Indicators (1.20, 1.21, 1.22)
Goal 1 Action 12	English learners, foster youth, and low-income students often are unable to experience electives during their middle school years, as they are required to take classes to improve academic success or support language development. CAASPP SBA data, 3rd Qtr LPM data and reclassification rates all show the need for our unduplicated students to receive additional tutoring, ELD support. Parents and students want opportunities to explore areas of interest through elective classes.	By adding an additional 12 minutes to the day, schedules can be adjusted to allow an extra period. EL, foster, and low-income students are able to take an elective class to explore areas of interest or talent. The extra period provided time for EL students to receive additional time in ELD and still be able to participate in an elective course. This continues language development for reclassification of our English learners. For foster youth and low-income students, the ability to take electives can mean being engaged in learning, resulting in reduction of absences and less behavior issues.	SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math, 1.16 - EL) CAST (1.13 - Science) Reclassification (1.14) ELPAC (1.15) LTELs (1.17) Local Indicators (1.20, 1.21, 1.22) Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2)

Goal 1 Action 13	Educational partners have expressed that English learners can feel isolated when schools do not show appreciation for their culture and its accomplishments. Opportunities for them to honor their cultural heritage and language are critical to engaging students. Foster and low-income students need activities that provide opportunities for them to build relationships with staff and peers, increase academic learning in fun and exciting ways, develop stronger connections to various cultures within the community, and build upon their interests before, during, and after school to enhance their learning experience. Attendance (91.43% ADA) and Chronic absenteeism (21.2%) rates provided by Infinite Campus and CA School Dashboard show that PSD continues to struggle with attendance.	English learners benefit from programs and activities that expand knowledge of their culture and provide opportunities to expand their interests and talents through experiences such as competitions (Science Olympiad, P.E. Olympiad, Robotics Tournaments, Mathletes, etc.) This goal also provides funding for field trips and activities that support core curricular areas. For Foster and low-income students, programs and activities that encourage student engagement are varied covering math, science, physical education, in which students can integrate culture and interests. The programs and activities lead to a decrease in absences, more interest in learning, and stronger connections to the school community. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) CAST (1.13 - Science) Local Indicators (1.20, 1.21, 1.22) Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2)
Goal 2 Action 1	This is especially important for foster and low-income students as they tend to have more health issues that impact attendance and academic achievement. Currently the LCAP Survey shows that 60% of parents are satisfied with the service they receive through Student Health Support.	Foster youth and low-income students receive assistance through the Health Services office personnel to receive vaccinations and referrals to clinics – dentistry, health care professionals, and other information. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	Health Support (2.15)
Goal 2 Action 2	English learners, foster youth, and low-income students benefit from social-emotional supports that create an inclusive, caring, safe environment in which to learn. EL students can feel separated from their peers due to their language barrier and lack of understanding of cultural differences. Foster and low income students are often dealing with trauma, needing support in developing social skills and strategies for handling emotional/behavioral issues. The CA Healthy Kids Survey shows that the elementary schools have a positive engagement with their schools but middle schools need to provide more opportunities, and CA School Parent and Staff Surveys (CSPS & CSSS) show a need for additional social-emotional supports at the elementary schools.	A welcoming, friendly start to the day releases anxiety and sets students up for learning, collaboration with peers, and developing relationships. School staff trained in Capturing Kids Hearts welcome students to their class daily, utilize social contracts, and establish clear expectations within the classroom. English learners receive behavior support that stems from their experiences of prejudice due to language and cultural differences. Foster and low-income students are provided small group instruction surrounding behavioral and social-emotional skills that keep students in the classroom where they can learn. These groups allow them to share their feelings and anger then use techniques and skills to provide a sense of well-being. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	CHKS (2.7, 2.8) CSPS/CSSS (2.9) Title I/LCAP Survey (2.11)

Goal 2 Action 3	In the Palmdale School District, EL and Foster students are provided many services that support them academically, behaviorally, linguistically, through various interventions. A site-based adult is needed to monitor that students are receiving all supports that they require based on data and goals of the English Learner and Foster Youth Support Plans. CA School Dashboard shows that district wide suspension rates for FY (12.4%) and LI students (6.1%) are high and students need to be monitored for social-emotional supports, assistance with attendance issues, and behavioral interventions.	Foster youth and English learners receive a designated person to monitor their academic success, determine needed interventions and supports, ensure they participate in activities/are serviced through the English Learner and Foster Youth Support Plans, and to determine additional programs needed to support social-emotional well-being. Site Assistant Principals will be the designated person to work with ELs, FY, and their families to ensure they receive needed supports. This puts the oversight on the campus and handled by personnel who can make changes and understand the processes required. This action is provided on a LEA-wide basis to address this need at all sites district-wide.	Discipline (2.4, 2.5, 2.6)
Goal 2 Action 5	Foster and low-income students need to understand the relevancy of learning, and to be able to express what they have learned by harnessing and utilizing their creativity and encouraging them to pursue artistic interests. Sharing their knowledge through relevant projects would help FY and LI students feel more connected to school. The 2023-24 CA Healthy Kids Survey indicates 63.7% of students in the 5th grade and 46.2% of students in the 7th grade feel engaged with/connected to their school. District-wide attendance for 2023-2024 school year is 91.43%, according to Infinite Campus and the CA School Dashboard. Chronic absenteeism rate for the 2023-2024 for the district is 21.2%, indicative of consistent attendance being an issue for the district.	The Student Design Projects are focused on integrating content knowledge with real world experiences. Students will receive design criteria around a theme, then create designs and submit to professionals in the industry. Students will learn design management, assessment, and cycles of design. Students will be supported by three M&O personnel and an additional six custodians to bring their designs to completion. This action is provided on a LEA-wide basis to address this need district-wide.	CHKS (2.7 - engagement) Attendance & Chronic Absenteeism (2.1, 2.2)

Goal 2 Action 6	English learners, foster, and Low Income students need school staff with a deeper understanding and a different perspective on the abilities of students from multicultural and multilingual backgrounds. Unduplicated students need school staff that appreciate and respect their cultures and their accomplishments, understand the cultural differences and how they can be of benefit within the classroom environment. Unduplicated students have skills that are not always recognized due to language, physical, social, and emotional barriers. District-wide attendance for 2023-2024 school year is 91.43%, according to Infinite Campus and the CA School Dashboard. Chronic absenteeism rate for the 2023-2024 for the district is 21.2%, indicative of consistent attendance being an issue for the district. The CA School Dashboard reports student suspension rates in the 2023-2024 school year that vary disproportionately for our most needy students when compared to the District rate of 5.7%: Foster Youth 12.4%, 2 or more races 6.8%, Pacific Islander 10.0%, Low Income 6.1%, and African American 14.2%.	PSD staff participate in several trainings on Cultural Proficiency and Unconscious Bias. New teachers are enrolled in these trainings upon hiring. These trainings provide staff with an understanding of the variety of needs, cultures and languages within the Palmdale School District. Restorative Justice, Multi-Tiered Systems of Support training provides staff with strategies to meet the diverse needs of our students in the context of their cultures, life experiences and academic needs.	Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2) CSSS/CSPS (2.16)
Goal 2 Action 8	Foster youth and low-income students are unable to participate in team sports activities outside of school due to time constraints, funds for equipment, uniforms, travel, and/or transportation, absences and discipline restrictions etc. They need opportunities to play on teams, learn discipline, and create healthy habits. CA School Dashboard shows that district wide suspension rates for FY (12.4%) and LI students (6.1%) are high. Through Parent surveys and input from our educational partners providing sports is a highly requested action. Parents consistently request for additional sports to be added to the program.	The Palmdale School District has implemented intramural/interscholastic programs to ensure our students have the opportunity to participate in team sports. Through this program students learn to communicate and work as a team, they learn discipline, create healthy habits, learn responsibility, build relationships, gain pride in their team and school, and develop a sense of belonging. This action is provided on a LEA-wide basis to address this need district-wide.	Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2) CHKS (2.7 - engagement)

Goal 2 Action 9	School sites know and understand the needs of their community as they interact more with students and families on a daily basis. English learners, Foster youth and low-income students' needs are evident in site data pertaining to academics, behavior, social- emotional needs, trauma, attendance and discipline. Funds provided to sites allow the sites to determine the specific needs of their students and their families. They can then purchase and/or contract to meet the specific needs of their students. CA School Dashboard shows that district wide suspension rates for FY (12.4%) and LI students (6.1%) are high. District-wide rate of attendance 91.43% with chronic absenteeism at 21.2%. CHKS shows engagement rates for Grade 5 – 63.7% and Grade 7 – 46.2%.	School sites will provide extra duty hours, and obtain supplies and materials that address behavioral and social-emotional goals for all unduplicated students. This action provides for after school groups, academic and behavioral incentives to unduplicated students to honor their achievements and growth and extra duty hours to conduct group activities, hold Parent Advisory Committee Meetings at a time that is better suited to families. For equity purposes, this action is provided on a LEA-wide basis to address this need district-wide.	Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2) CHKS (2.7, 2.8, 2.9)
Goal 2 Action 10	English learner, foster youth, and low-income students often struggle with school attendance due to language barriers, feelings of insecurity or "not fitting in", manifestations of poverty, bullying, and other social-emotional or trauma related issues. CA School Dashboard shows that district wide suspension rates for FY (12.4%) and LI students (6.1%) are high. District-wide rate of attendance (91.43%) with chronic absenteeism at (21.2%).	Student Engagement Advocates, Bilingual Parent Community Liaisons, and other school personnel reach out to these families to determine barriers to school attendance and how we can best eliminate or decrease the impact of these barriers. Focusing on school attendance in this manner increases family-school relationships, increases student academic success, and reduces attendance and discipline issues.	Attendance & Chronic Absenteeism (2.1, 2.2) Discipline (2.4, 2.5, 2.6)
Goal 2 Action 11	Foster youth and low-income students often struggle to participate in extracurricular activities and events, due to reliable transportation issues. Parents might work several jobs, not own a vehicle, or have unreliable transportation. CHKS shows engagement rates for Grade 5 – 63.7% and Grade 7 – 46.2%, shows students need to be more fully engaged in school activities. Low district-wide rate of attendance (91.43%) and chronic absenteeism at (21.2%).	The Palmdale School District Transportation Office ensures students are able to participate in these activities by providing reliable transportation on buses and or school site vans.	Attendance & Chronic Absenteeism (2.1, 2.2) Discipline (2.4, 2.5, 2.6) CHKS (2.7 - engagement)

Goal 2 Action 12	English learners benefit from participation in the Visual and Performing Arts program as it supports language development for EL students and provides culturally relevant learning. Educational Partners have discussed the difficulties for foster and low-income students to participate in these activities would be difficult due to transportation, costs, and time constraints, if the district did not provide these opportunities. CHKS shows engagement rates for Grade 5 – 63.7% and Grade 7 – 46.2%, shows students need to be more fully engaged in school activities. Low district-wide rate of attendance (91.43%) and chronic absenteeism at (21.2%).	EL students will participate in culturally and linguistically relevant activities such as creative writing, the Latino Film Project at Desert Willow and Dos Caminos, animation lab at elementary schools that feed into Desert Willow, and StoryMaker, which is also offered at some of our feeder schools. The VAPA program is effective in providing an outlet for the social-emotional barriers experienced by foster and low-income students. The Visual and Performing Arts encourage our English learners, foster youth, and low-income students to develop art skills on projects that are then submitted to the District Art Show.	Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2) CHKS (2.7 - engagement) Local Indicators (2.16)
Goal 2 Action 13	Educational Partners have reviewed and identified the following needs for English learners. The Mariachi bands at several middle schools provide a welcoming respect for their culture, addressing a social-emotional component not often considered when looking at the cultural barriers experienced by English learners including communication, beliefs, and traditions. The music program at some of our elementary schools provides foster youth and low-income students with opportunities to participate in Music classes, which due to financial and/or time constraints would be difficult for them to participate in outside of school. Engagement rates are lower than we would want to see as evidenced through CHKS: Grade 5 – 63.7% and Grade 7 – 46.2%. Per district meetings and surveys participation in music programs is another area that parents would like to see us increase services.	The Palmdale School District Music and Honors Music Programs provide opportunities for English learner, foster youth, and low-income students to showcase and share their musical talents at events in and out of the district. Palmdale School District has several Mariachi bands at our middle schools that celebrate multiculturalism as part of the Palmdale PROMISE. District support of our music programs includes purchase and/or refurbishing instruments for our middle schools, as well as, creating music opportunities for our elementary schools.	Discipline (2.4, 2.5, 2.6) Attendance & Chronic Absenteeism (2.1, 2.2) CHKS (2.7 - engagement)

Goal 2 Action 14	Identification of English learner students in the GATE program are often hindered by language barriers. Currently identification for the GATE program starts with a referral. Students are tested; academic achievement and other criteria are reviewed for determination of acceptance to the program EL students are often overlooked for the referral due to inability to test well or have low academic achievement, both due to limited understanding of English. Foster youth and low-income students are often under-referred to the program due to low academic achievement, behavioral or social-emotional issues that interfere with recognizing abilities. Number of unduplicated students that are identified for the GATE program: EL - 5, FY - 0 Goal is to encourage more underrepresented students to be assessed and participate in the GATE program.	CogAt, a screener will be given in the second grade to low-income, foster youth, and English learner students for the purpose of identification to the GATE program. This will increase the number of unduplicated students who qualify for the gifted program. The CogAt is a strengths-based assessment, which provides teachers with a breakdown of areas where the students excel. The strengths-based assessment encourages staff to look beyond the students' barriers and challenges students to succeed academically, behaviorally, and social-emotionally. English learner, foster youth, and low-income students admitted to the program will receive areas of support where needed, but also participate in acceleration and enrichment activities where appropriate. Annual activities such as the CyberQuest Competition and the GATE Showcase will support communication, reading, and writing goals in order to increase academic success. These events also include cross curricular activities. The program provides opportunities to build relationships with other GATE students, support academic achievement, and develop leadership skills.	GATE (2.17)
Goal 2 Action 15	Foster youth and low-income students, due to transiency and difficulty building relationships with peers, are rarely in school leadership activities/opportunities. English learners also rarely participate in school leadership but more often because of language barriers. Percentage of students that feel Very Satisfied or Satisfied with the District Student Leadership Opportunities: 26%. Educational Partners see this as an area of focus and a need to increase opportunities for students to develop their leadership skills.	The Palmdale School District in alignment to its PROMISE initiative has created leadership opportunities that provide our unduplicated students with activities that build leadership and communications skills, develop social, civic, and environmental responsibilities. Students participate in Model United Nations, Student PROMISE Ambassadors, and leadership development day for middle school students who then train elementary school ambassadors. The district has also had Student Board Members since 2017. Students participate in bi-annual PROMISE Ambassador meetings where students provide input regarding district initiatives or discuss with district leadership their perspective of student needs at their sites and across the district. They then share this information back at their sites. The student leadership initiative is a great way for unduplicated students to build relationships, gain strong leadership skills, advocate for themselves and others, feel connected to the school and district and finally to gain skills for college and career.	Student Leadership (2.18)

Goal 3 Action 1	English learners, foster youth, and low-income students need their families to be informed particularly about meetings, trainings, activities, and events that relate to how they are supported academically, physically, behaviorally, and social-emotionally. Parents need to be informed about how to become involved, provide input regarding district initiatives, and opportunities to celebrate the community, the district, and their students. Low-income families may find that financial constraints limit participation in school and district events. Number of parent academic initiatives and parent classes offered at the school site : 513. Number of community partnership meetings as evidenced by agendas and sign-in sheets: 31 Rating Scale of 3 – Initial Implementation or better in progress building capacity of and supporting family members to effectively engage in advisory groups – Local Indicator Survey. (Goal is to receive 4 - Full Implementation) Rating Scale of 3 – Initial Implementation or better in providing all families with opportunities to participate in decision making and provide input on policies and programs, and implementing strategies to reach underrepresented groups in the school community – Local Indicator Survey. (Goal is to receive 4 - Full Implementation)	PSD has determined that a variety of methods of communication are required to ensure that the greatest number of families are informed of district and site activities. To that end, the district includes ParentSquare, the district website and social media platforms, as well as, sending out flyers, advertising in the newspaper, and providing information on our daily radio program.	Attendance at District & Site Parent/Community Events (3.4, 3.7) LCAP/Title I Survey (3.2) Local Indicators (3.9, 3.10)	

Goal 3 Action 2	Parents of English learners may not speak English themselves and need support in navigating school and district policies and procedures, or need strategies on how to provide assistance with their child's academic and emotional needs. Parents of foster youth may struggle with how to best support their foster student academically, socially, or emotionally. They may lack a strong relationship with their foster child or be inconsistent with expectations. Low-income students may have parents that need strategies on how to help their student academically due to lower education levels themselves. Number of parent academic initiatives and parent classes offered at the school site : 513. Number of foster youth and parent/caregiver engagement and training events offered at the school sites: 0 (2023-2024) Percentage of parents that feel that site provided meetings and workshops are effective in helping them support their students: Not yet measured	District translators not only provide translations at meetings or events, they are also available to help families that speak a language other than English to understand how to navigate district and school policies and procedures. District bilingual personnel are able to ensure families are directed to the right department or individual to answer questions and/or provide assistance. Bilingual Parent Community Liaisons lead meetings, answer questions, provide workshops on supporting students through strategies at home, facilitate trainings such as the Latino Literacy Project (providing strategies for reading), and Parenting Partners that provide strategies to build deeper student-family relationships.	Parent Engagement & Communication (3.1-3.7)
Goal 3 Action 3	As parents of our English learners, foster youth, and low-income students seek to support the academic growth and social-emotional well-being of their students; they often realize their own limitations based on their educational level, financial constraints, or lack of understanding their student. From this need, parents have requested classes to help them improve their education on a variety of subjects so they can better support their student(s). Number of parent academic initiatives and parent classes offered at the school site : 513. Number of foster youth and parent/caregiver engagement and training events offered at the school sites: 0 (2023-2024) Percentage of parents that feel that site provided meetings and workshops are effective in helping them support their students: Not yet measured	The district opened the Center for Parent Partnership, creating a place for parents to attend district level meetings, attend classes to obtain their GED, learn English/Spanish, take nutrition classes, and other topics as requested.	Attendance at District & Site Parent/Community Events (3.4, 3.7) LCAP/Title I Survey (3.1) Parent Meeting/Training Survey (3.6) Local Indicators (3.9, 3.10)

Goal 3 Action 4	Parents of English learners, foster youth, and low-income students seek to support the academic growth, behavioral and social-emotional wellbeing of their students; particularly students also identified as African American (AA) and students with disabilities (SWD) who have additional barriers to overcome. Title 1/LCAP Parent Survey results show 75% of all parents, 80% of EL parents, TBD% of FY parents (less than 10 responses) feel the district and/or school site personnel keep them informed and promote parent participation in parent groups and school programs This is an area of growth for the district.	Attendance at district advisory meetings provide a platform for parents to advocate for their students with district personnel. These meetings also include trainings, workshops, and information sessions designed to address the needs and interests of these parent groups.	Attendance at District & Site Parent/Community Events (3.4, 3.7) LCAP/Title I Survey (3.1) Parent Meeting/Training Survey (3.6) Local Indicators (3.9, 3.10)
Goal 3 Action 7	English Learners, Foster and Low-income families struggle with navigating the educational system which can be heavily dependent on technology. Financial insecurity means that many of our families do not have access to the technology needed (computers or Wi-Fi) to allow them to enroll in school online. Language can also be a barrier to easy navigation of online systems. While the Palmdale School District has been able to provide all of our students with iPads or Chromebooks as well as Wi-Fi hotspots, parents may not know how to navigate an online system or be unfamiliar with the use of technology. Parent Surveys show that 64% of parents are satisfied or very satisfied with the support they receive from the Welcome and Enrollment Center.	The Welcome and Enrollment Center staff provide English Learners, Foster, and low-income families a place to go for assistance in enrolling their children and supply information on community and district resources related to health, mental health, food clothing, and other needs. Staff can also share with families how they can become involved in school activities and provide school site contacts.	WEC (3.8)
Goal 3 Action 8	English learners, foster youth, and low-income students need resources to increase parent engagement dedicated to family support of student achievement and well-being. Parents have requested trainings and workshops so they can better support their child's learning. The requests are varied and offered at the school sites where they are requested. Percentage of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs: "All" - 75%, EL - 80%, FY - TBD (less than 10 responses).	School sites will provide materials and supplies that meet the needs of the staff as they engage parents in trainings, workshops, meetings, and events.	Number of Parent Meetings Offered at sites (3.3)

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 9	English Learners need a systematic and focused plan for supporting their language development and reclassification. This will also reduce the number of LTELs. English learner reclassification rate as determined through the PSD reclassification policy: 13.3%, (480 students reclassified this year, currently PSD has 3,602 English Learners). Percentage of English learner students at Level 4 on the ELPAC: 14.2% (581 students). Percentage of English learner students making progress towards English language proficiency – CA School Dashboard: 51.2% Number of Long-Term English Learners in each category, as evidenced through district evaluation criteria – ELLevation Data: 4-5 Years – 19.5%, 7 or More Years – 18.5%.	This action is designed to provide support for English Learners during the instructional day, through use of ELPAC Assessment data, ensuring all language domains are taught and supported, provide parent workshops to provide parents with strategies they can use at home to support their student, and provide tutoring opportunities.	Reclassification (1.14) ELPAC (1.15) Dashboard (1.16) LTELs (1.17)
Goal 1 Action 10	Long-term English Learners need help with academics, literacy, socio-emotional issues and in language proficiency. Staff need to be trained to identify the needs of LTELs and determine the best course of action. The goal is to increase the number of LTELS reclassified. English learner reclassification rate as determined through the PSD reclassification policy: 13.3%, (480 students reclassified this year, currently PSD has 3,602 English Learners). Percentage of English learner students at Level 4 on the ELPAC: 14.2% (581 students). Percentage of English learner students making progress towards English language proficiency – CA School Dashboard: 51.2% Number of Long-Term English Learners in each category, as evidenced through district evaluation criteria – ELLevation Data: 4-5 Years – 19.5%, 7 or More Years – 18.5%.	Professional learning for staff includes increasing awareness of LTELs and the specific needs of LTELs, including socio-emotional, academic, literacy, and language proficiency. Staff uses data to identify local problems of practice within systems around LTELs in grades 6–12 and to design local goals with innovative strategies to improve practice and co-create LTEL goals with reclassification in mind. Professional Tutoring services will be offered to LTEL students to improve academic success and reclassification rates. (This is a non- contributing item as it will be paid from LREGB funds.)	Reclassification (1.14) ELPAC (1.15) Dashboard (1.16) LTELs (1.17)

Goal 1 Action 11	Foster students struggle to participate in school activities due to limited resources and access to the materials and supplies to fully participate in school events. They also need access to programs that give them strategies and skills to manage social-emotional and behavioral issues. SBA proficiency rate for ELA (Elementary Grade 3-5) : 10% SBA proficiency rate for ELA (Middle Grade 6-8) : 13% SBA proficiency rate for Math (Elementary Grade 3-5) : 6% SBA proficiency rate for Math (Middle Grade 6-8): 2% Percentage of parents and staff that feel that the school sites are providing social-emotional supports for students per CA School Parent Survey and CA School Staff Survey: Parent - 72.7%, Staff - 88.7%	PSD district level staff provides oversight for funding, programs, and supplies/materials to ensure foster students are able to participate in a variety of programs such as Outdoor Science School, intervention programs and services, and receive needed supplemental supplies. These programs support the social-emotional, behavioral, and academic success of our foster youth.	SBA (1.1-1.2 - ELA, 1.3-1.4 - Math) LPM (1.5-1.6 - ELA, 1.7-1.8 - Math) Dashboard (1.9 - ELA, 1.10 - Math) CA School Parent Survey and CA School Staff Survey Social-emotional Supports (2.9)
Goal 2 Action 7	Foster students need district support that coordinates services needed, as well as, monitoring of attendance, mental health, and academics. Positive engagement and school connectedness per California Healthy Kids Survey : Grade 5 – 63.7% and Grade 7 – 46.2% Student social-emotional learning and strength of body, mind, and character per California Healthy Kids Survey: Grade 5 – 71.5% and Grade 7 – 43.0% Percentage of parents and staff that feel that the school sites are providing social-emotional supports for students per CA School Parent Survey and CA School Staff Survey: Parent - 72.7% and Staff - 88.7% Percentage of parents that strongly agree or agree that the school provides a safe, welcoming, and healthy environment for their child per Title I/LCAP Parent Survey: District - 71.8% and FY - N/A (less than 10 responses)	Two Social Emotional Learning Specialists will track enrollment, documentation, attendance, and monitor case status for foster youth students. They will be able to refer students for wraparound services, conduct home visits, participate in SARB meetings to support foster youth attendance, mental health, and academic success.	CHKS (2.7, 2.8) CSPS/CSSS (2.9) Title I/LCAP Survey (2.11)

Goal 3 Action 5	Parents of English Learners need assistance in navigating the district system and learning skills and strategies to help students meet their academic and linguistic goals. English Learner families need to feel that their culture and language are celebrated and appreciated in keeping with the Palmdale P.R.O.M.I.S.E. District-wide parent participation and engagement per California School Parent Survey & Title I/LCAP Parent Survey: CSPS – 81.2% and Title I/LCAP – 74.5% respectively. District-wide home/school communication perCalifornia School Parent Survey & Title I/LCAP Parent Survey: CSPS – 77.0%, Title I/LCAP – 72.3%, Title I/LCAP EL - 79.7% Percentage of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs per LCAP/Title I Parent Survey: All - 75%, EL - 80%	To support the parents and families of our English learner students in navigating the district system, increase participation in their student's education, and assist with their student learning, certificated and classified staff will provide meetings, capacity-building trainings, and workshops focused on parent-requested topics. In addition, English learner parents will be able to participate in multicultural events that support the goals of the Palmdale PROMISE to celebrate and appreciate the culturally and linguistically diverse community we serve. This action will support all English Learner students and their families from UPK to 8th grade.	Title I/LCAP Survey (3.1-3.3)
Goal 3 Action 6	Foster families need support in dealing with the academic and social-emotional needs of their foster student, particularly those who have experienced trauma. Number of foster youth and parent/caregiver engagement and training: 0 District-wide parent participation and engagement per California School Parent Survey & Title I/LCAP Parent Survey: CSPS – 81.2% and Title I/LCAP – 74.5% respectively. District-wide home/school communication perCalifornia School Parent Survey & Title I/LCAP Parent Survey: CSPS – 77.0%, Title I/LCAP – 72.3%, Title I/LCAP EL - 79.7% Percentage of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs per LCAP/Title I Parent Survey: All - 75%, EL - 80%	District and site personnel (PCLs and SELs) will develop relationships with foster students and their parents/guardians. They will support the family through programs, initiatives, meetings, and training to assist parents/guardians in advocacy regarding academics, behavior, mental health, and other available services. The more foster families are supported, the better they feel they can handle situations that arise. The more they know about the school system, the more they can advocate for their students' needs.	# of Foster Parent/Guardian classes offered (3.5) Title I/LCAP Survey (3.1-3.3)

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

Not applicable

Additional Concentration Grant Funding

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

All schools in the Palmdale School District during the 2024-2025 school year are expected, based on prior year percentages, to have a percentage of students above the 55% threshold for the Additional Concentration funds.

Additional Concentration funds received are being utilized as follows:
- 11 Teachers at Innovations Academy, which allowed us to keep overstaffed teachers at their school sites, thereby reducing class sizes (Goal1, Action 1)
- 18 Instructional Aides - UTK (Goal 1, Action 1)
- 1 Instructional Coach to support new teachers hired by the district
- 16 TK Teachers (Goal 1, Action 1)
- 1 School/District Nurse (Goal 2, Action 1)
- Hours increased for 175 noon duties at all elementary school sites by 2 hours per day to support students (Goal 2, Action 2)
- 1 Social Emotional Learning Specialist at SAGE Academy (Goal 2, Action 2)
- 2 Counselors at Innovations Academy and Los Amigos Dual Immersion School (Goal 2, Action 2)
- 1 Assistant Principal at SAGE Academy (Goal 2, Action 3),
- 3 Maintenance and Operations school site staff at our Middle Schools (Goal 2, Action 5)
- 5 Custodians at our Middle Schools (1 per site) to support student design projects, build relationships with students, and support a clean and healthy school environment. (Goal 2, Action 5)
- 1 Parent Community Liaison at Innovations Academy (Goal 3, Action 2)
- 1 Bilingual Clerk Typist at Tumbleweed Elementary (Goal 3, Action 2)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent

Staff-to-student ratio of classified staff providing direct services to students	Not applicable	Barrel Springs: 1:20 Buena Vista: 1:13 Cactus: 1:33 Chaparral: 1:21 Cimarron: 1:18 David G. Millen: 1:30 Desert Rose: 1:22 Desert Willow: 1:27 Dos Caminos: 1:75 Golden Poppy: 1:21 Innovations Academy: 1:72 (Independent Study) Joshua Hills: 1:19 Los Amigos: 1:29 Manzanita: 1:23 Mesquite: 1:23 Oak Tree: 1:3 Ocotillo: 1:27 Palm Tree: 1:18 Palmdale Discovery Center: 1:3 Palmdale Learning Plaza: 1:22 Quail Valley: 1:19 SAGE Academy: 1:26 Shadow Hills: 1:33 Summerwind: 1:19 Tamarisk: 1:24 Tumbleweed: 1:23 Yellen: 1:2 Yucca: 1:15

| Staff-to-student ratio of certificated staff providing direct services to students | Not applicable | Barrel Springs: 1:19
Buena Vista: 1:16
Cactus: 1:21
Chaparral: 1:22
Cimarron: 1:19
David G. Millen: 1:21
Desert Rose: 1:22
Desert Willow: 1:22
Dos Caminos: 1:21
Golden Poppy: 1:20
Innovations Academy: 1:23 (Independent Study)
Joshua Hills: 1:22
Los Amigos: 1:24
Manzanita: 1:21
Mesquite: 1:24
Oak Tree: 1:5
Ocotillo: 1:22
Palm Tree: 1:17
Palmdale Discovery Center: 1:5
Palmdale Learning Plaza: 1:17
Quail Valley: 1:22
SAGE Academy: 1:23
Shadow Hills: 1:19
Summerwind: 1:21
Tamarisk: 1:21
Tumbleweed: 1:23
Yellen: 1:4
Yucca: 1:22 |

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$170,106,923.00	$69,901,918.00	41.09%	0.00%	41.09%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$245,856,635.00	$3,423,878.00	$2,636,230.00	$0.00	$251,916,743.00	$207,512,053.00	$44,404,690.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$8,470,158	$124,500	$8,594,658	$0	$0	$0	$8,594,658	0.00%
1	2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoin	$2,313,079	$177,000	$2,490,079	$0	$0	$0	$2,490,079	0.00%
1	3	Professional Learning Communities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$6,328,302	$0	$6,328,302	$0	$0	$0	$6,328,302	0.00%

1	4	Supplemental Curriculum, Instruction, and Assessment	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,085,095	$329,000	$1,414,095	$0	$0	$0	$1,414,095	0.00%
1	5	Equitable Learning – Schools of Choice	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Dual Immersion Schools: Dos Caminos, Los Amigos, Manzanita, Tumbleweed Magnet Academies: Cactus, David G. Millen, Desert Willow, SAGE Academy, Shadow Hills International Baccalaureate: Palmdale Learning Plaza	Ongoing	$141,960	$262,000	$403,960	$0	$0	$0	$403,960	0.00%
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,863,563	$1,228,444	$3,092,007	$0	$0	$0	$3,092,007	0.00%
1	7	Access to Curriculum through Technology	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,265,138	$3,066,055	$5,331,193	$0	$0	$0	$5,331,193	0.00%

Goal	Action	Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span							Total Funds	Percentage
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$3,259,268	$16,000	$3,275,268	$0	$0	$0	$3,275,268	0.00%
1	9	Language Development and Implementation of the English Learner Support Plan	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$1,266,382	$779,000	$2,045,382	$0	$0	$0	$2,045,382	0.00%
1	10	Long Term English Learners (LTELs)	English learner (EL), Long-term English learner	No				Ongoing	$0	$5,000	$0	$5,000	$0	$0	$5,000	0.00%
1	11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$0	$250,000	$250,000	$0	$0	$0	$250,000	0.00%
1	12	Extended Learning Opportunities and Access to Broad Curriculum	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$9,217,104	$0	$9,217,104	$0	$0	$0	$9,217,104	0.00%
1	13	Student Engagement Programs and Activities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$380,000	$380,000	$0	$0	$0	$380,000	0.00%
2	1	Student Health	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$1,642,795	$0	$1,642,795	$0	$0	$0	$1,642,795	0.00%
2	2	Social-Emotional Well-being and Suspensions	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$9,962,114	$806,350	$10,768,464	$0	$0	$0	$10,768,464	0.00%
2	3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	Ongoing	$6,074,785	$762,000	$6,836,785	$0	$0	$0	$6,836,785	0.00%

Goal	Action #	Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span							Total Funds	Percentage
2	4	Campus Security	All	No				Ongoing	$509,980	$2,126,250	$0	$0	$2,636,230	$0	$2,636,230	0.00%
2	5	Student Design Projects	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	$1,171,259	$100,000	$1,271,259	$0	$0	$0	$1,271,259	0.00%
2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$219,259	$223,500	$442,759	$0	$0	$0	$442,759	0.00%
2	7	Foster Youth Support Plan	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$553,421	$51,000	$604,421	$0	$0	$0	$604,421	0.00%
2	8	Student Engagement Activities - Sports Programs	Low Income, Foster Youth	Yes	Schoolwide	Low Income, Foster Youth	Specific Schools, Cactus, David G. Millen, Desert Willow, SAGE Academy, Shadow Hills, Dos Caminos, Los Amigos, Palmdale Learning Plaza	Ongoing	$251,000	$200,000	$451,000	$0	$0	$0	$451,000	0.00%
2	9	School Sites Support for Social-Emotional Well-being	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$1,103,014	$626,110	$1,729,124	$0	$0	$0	$1,729,124	0.00%
2	10	Attendance and Chronic Absenteeism	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$406,754	$168,000	$574,754	$0	$0	$0	$574,754	0.00%
2	11	Home to School Transportation	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	$574,367	$1,788,750	$2,363,117	$0	$0	$0	$2,363,117	0.00%

| 2 | 12 | Access to Specialized Program Opportunities - VAPA | Low Income, Foster Youth, English learner (EL) | Yes | Schoolwide | Low Income, Foster Youth, English learner (EL) | Specific Schools, Desert Willow (6-8), Specific Grade Spans, K-5 | Ongoing | $0 | $154,000 | $154,000 | $0 | $0 | $0 | $154,000 | 0.00% |

| 2 | 13 | Access to Specialized Program Opportunities - Music | Low Income, Foster Youth, English learner (EL) | Yes | Schoolwide | Low Income, Foster Youth, English learner (EL) | Specific Schools, Buena Vista Elementary, Cactus Magnet Academy, David G. Millen Magnet Academy, Desert Rose Elementary, Desert Willow Magnet Academy, Dos Caminos Dual Immersion, Golden Poppy Elementary, Joshua Hills Elementary, Los Amigos Dual Immersion, Manzanita Elementary, Mesquite Elementary, Palmdale Learning Plaza, SAGE Magnet Academy, Shadow Hills Magnet Academy, Yucca Elementary | Ongoing | $0 | $50,000 | $50,000 | $0 | $0 | $0 | $50,000 | 0.00% |

2	14	Access to Specialized Program Opportunities - GATE	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
2	15	Student Voice and Leadership	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$50,000	$50,000	$0	$0	$0	$50,000	0.00%
3	1	Communications	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$336,000	$336,000	$0	$0	$0	$336,000	0.00%
3	2	Personnel to Support Parent Involvement	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,749,814	$0	$2,749,814	$0	$0	$0	$2,749,814	0.00%
3	3	Parent and Community Engagement / Adult Education	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$314,492	$57,800	$372,292	$0	$0	$0	$372,292	0.00%
3	4	District Parent Events and Meetings	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$363,074	$56,800	$419,874	$0	$0	$0	$419,874	0.00%
3	5	English Learner Parent Support	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$57,053	$57,053	$0	$0	$0	$57,053	0.00%
3	6	Foster Youth Parent Support	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$0	$500	$500	$0	$0	$0	$500	0.00%

3	7	Welcome and Enrollment Center	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$436,815	$0	$436,815	$0	$0	$0	$436,815	0.00%
3	8	Resources for Site Parent Engagement	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$118,186	$91,422	$209,608	$0	$0	$0	$209,608	0.00%
4	1	Certificated Staffing	All	No				Ongoing	$108,558,000	$0	$108,558,000	$0	$0	$0	$108,558,000	0.00%
4	2	Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance	All	No				Ongoing	$12,330,534	$7,804,314	$20,134,848	$0	$0	$0	$20,134,848	0.00%
4	3	Facility/Operations	All	No				Ongoing	$12,682,483	$12,912,807	$25,595,290	$0	$0	$0	$25,595,290	0.00%
4	4	Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance	All	No				Ongoing	$140,863	$1,449,336	$1,590,199	$0	$0	$0	$1,590,199	0.00%
4	5	Basic Transportation	All	No				Ongoing	$176,908	$5,408,536	$5,585,444	$0	$0	$0	$5,585,444	0.00%
4	6	Pupil Achievement – Technology	All	No				Ongoing	$1,389,345	$24,750	$1,414,095	$0	$0	$0	$1,414,095	0.00%
4	7	Classified Staffing – Health and Safety at School Sites	All	No				Ongoing	$4,026,208	$344,565	$4,370,773	$0	$0	$0	$4,370,773	0.00%
4	8	Classified Staffing – Support for Student Referrals and Enrollment	All	No				Ongoing	$19,737	$25,895	$45,632	$0	$0	$0	$45,632	0.00%
4	9	Classified Staffing –School Communication and Support for Parents – School Sites	All	No				Ongoing	$4,209,872	$0	$4,209,872	$0	$0	$0	$4,209,872	0.00%
5	1	Learning Support Teacher	English learner (EL), All	No				Ongoing	$370,000	$0	$0	$370,000	$0	$0	$370,000	0.00%
5	2	Eduprotocols Professional Development	All	No				Ongoing	$0	$31,800	$0	$31,800	$0	$0	$31,800	0.00%
5	3	Professional Development Conferences & Materials	All	No				Ongoing	$0	$40,814	$0	$40,814	$0	$0	$40,814	0.00%
5	4	Brainfuse Tutoring		No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
5	5	Wellness Together		No				Ongoing	$0	$90,000	$0	$90,000	$0	$0	$90,000	0.00%
5	6	Little Whisk Academy	All	No				Ongoing	$0	$43,200	$0	$43,200	$0	$0	$43,200	0.00%

Goal	Action #	Title	Student Group	New			Duration								%
5	7	0.5 Counselor		No			Ongoing	$120,000	$0	$0	$120,000	$0	$0	$120,000	0.00%
5	8	Learning Coach University	All	No			Ongoing	$7,680	$0	$0	$7,680	$0	$0	$7,680	0.00%
5	9	Family Engagement Nights		No			Ongoing	$10,800	$19,000	$0	$29,800	$0	$0	$29,800	0.00%
5	10	Noon Duty	All	No				$52,190	$0	$0	$52,190	$0	$0	$52,190	0.00%
5	11	Safe & Civil - CHAMPS - PD		No			Ongoin	$0	$24,000	$0	$24,000	$0	$0	$24,000	0.00%
5	12	Small Group Instruction	All	No			Ongoing	$0	$44,660	$0	$44,660	$0	$0	$44,660	0.00%
5	13	Corwin - Teacher Clarity PD	All	No			Ongoing	$0	$45,000	$0	$45,000	$0	$0	$45,000	0.00%
5	14	New Student Orientation	All	No			Ongoing	$0	$7,680	$0	$7,680	$0	$0	$7,680	0.00%
6	1	CADET Curriculum Development	All	No			Ongoing	$0	$12,000	$0	$12,000	$0	$0	$12,000	0.00%
6	2	Social Emotional Learning Specialist	All	No			Ongoing	$88,567	$0	$0	$88,567	$0	$0	$88,567	0.00%
6	3	Cadet Corp Program Summer Institute		No			Ongoing	$5,400	$12,500	$0	$17,900	$0	$0	$17,900	0.00%
6	4	Road to Success Academy	All	No			Ongoing	$0	$32,056	$0	$32,056	$0	$0	$32,056	0.00%
7	1	English Learner Support	English learner (EL)	No			Ongoing	$0	$92,240	$0	$92,240	$0	$0	$92,240	0.00%
7	2	Ongoing Support for ELA & MATH	All	No			Ongoing	$68,904	$0	$0	$68,904	$0	$0	$68,904	0.00%
7	3	Parent Involvement	All	No			Ongoing	$0	$152,000	$0	$152,000	$0	$0	$152,000	0.00%
7	4	Professional Development	All	No			Ongoing	$0	$213,248	$0	$213,248	$0	$0	$213,248	0.00%
7	5	Personnel		No				$111,490	$0	$0	$111,490	$0	$0	$111,490	0.00%
8	1	Implement Play Works	All	No			Ongoing	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%
8	2	Increase Campus Supervision	All	No			Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
8	3	Provide "High Dosage" Tutoring		No			Ongoing	$0	$150,000	$0	$150,000	$0	$0	$150,000	0.00%
8	4	Provide Targeted Intervention	All	No			Ongoing	$0	$60,000	$0	$60,000	$0	$0	$60,000	0.00%
8	5	Aviation Consultant	All	No			Ongoing	$0	$50,000	$0	$50,000	$0	$0	$50,000	0.00%
8	6	Provide tutors who will work with African American students	African-American	No			Ongoing	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%
8	7	Additional Counseling/SEL Staff	All	No			Ongoing	$100,000	$0	$0	$100,000	$0	$0	$100,000	0.00%
8	8	Additional Bilingual Instructional Assistant	English learner (EL)	No			Ongoing	$38,000	$0	$0	$38,000	$0	$0	$38,000	0.00%
8	9	Professional Development: Universal Design for Learning	All	No			Ongoing	$0	$100,000	$0	$100,000	$0	$0	$100,000	0.00%
8	10	Math Consultant	All	No			Ongoing	$0	$75,000	$0	$75,000	$0	$0	$75,000	0.00%

8	11	English Language Arts Consultant	All	No				Ongoing	$0	$75,000	$0	$75,000	$0	$0	$75,000	0.00%
8	12	Provide an additional Parent Community Liaison		No				Ongoing	$80,000	$0	$0	$80,000	$0	$0	$80,000	0.00%
8	13	Parenting Partners		No				Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
8	14	Parent Engagement	All	No				Ongoing	$0	$41,453	$0	$41,453	$0	$0	$41,453	0.00%
9	1	Tier 2 Intervention Program	All	No				Ongoing	$0	$18,000	$0	$18,000	$0	$0	$18,000	0.00%
9	2	Professional Development in Foundational Literacy Skills	All	No				Ongoing	$0	$24,000	$0	$24,000	$0	$0	$24,000	0.00%
9	3	Behavioral Framework	All	No				Ongoing	$0	$18,000	$0	$18,000	$0	$0	$18,000	0.00%
9	4	Professional Development for Trauma informed practices	All	No				Ongoing	$0	$12,000	$0	$12,000	$0	$0	$12,000	0.00%
9	5	Consultation for School Climate	All	No				Ongoing	$0	$15,000	$0	$15,000	$0	$0	$15,000	0.00%
9	6	Parent Involvement	All	No				Ongoing	$0	$1,419	$0	$1,419	$0	$0	$1,419	0.00%
10	1	ELA and Math PD	All	No				Ongoing	$0	$42,000	$0	$42,000	$0	$0	$42,000	0.00%
10	2	Lesson Studies		No				Ongoing	$0	$10,368	$0	$10,368	$0	$0	$10,368	0.00%
10	3	Thinking Maps Training	All	No				Ongoing	$0	$9,225	$0	$9,225	$0	$0	$9,225	0.00%
10	4	Materials for MakerSpace		No				Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
10	5	Ron Clark Housemania Training		No					$0	$150,000	$0	$150,000	$0	$0	$150,000	0.00%
10	6	Additional CKH Training	All	No				Ongoing	$0	$15,000	$0	$15,000	$0	$0	$15,000	0.00%
10	7	Dance Program		No					$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
10	8	Half-time Music Teacher (including supplies and instruments)	All	No				Ongoing	$150,000	$45,575	$0	$195,575	$0	$0	$195,575	0.00%
10	9	Field Trips	All	No				Ongoing	$0	$14,715	$0	$14,715	$0	$0	$14,715	0.00%
10	10	PIQE and other parent workshops		No					$0	$35,000	$0	$35,000	$0	$0	$35,000	0.00%
10	11	Additional Student Interventionist		No					$42,454	$0	$0	$42,454	$0	$0	$42,454	0.00%
10	12	Instructional Assistants for Kinder classes (2)	All	No				Ongoing	$71,440	$0	$0	$71,440	$0	$0	$71,440	0.00%

2024-2025 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
$170,106,923.00	$69,901,918.00	41.09%	0.00% - No Carryover	41.09%	$74,352,482.00	0.00%	43.71%	**Total:**	$74,352,482.00
								LEA-wide Total:	$70,336,166.00
								Limited Total:	$2,957,356.00
								Schoolwide Total:	$1,058,960.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$8,594,658.00	0.00%
1	2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,490,079.00	0.00%
1	3	Professional Learning Communities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$6,328,302.00	0.00%

1	4	Supplemental Curriculum, Instruction, and Assessment	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,414,095.00	0.00%
1	5	Equitable Learning – Schools of Choice	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Dual Immersion Schools: Dos Caminos, Los Amigos, Manzanita, Tumbleweed Magnet Academies: Cactus, David G. Millen, Desert Willow, SAGE Academy, Shadow Hills International Baccalaureate: Palmdale Learning Plaza	$403,960.00	0.00%
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,092,007.00	0.00%
1	7	Access to Curriculum through Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$5,331,193.00	0.00%
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,275,268.00	0.00%
1	9	Language Development and Implementation of the English Learner Support Plan	Yes	Limited	English learner (EL)	All Schools	$2,045,382.00	0.00%
1	11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	Yes	Limited	Foster Youth	All Schools	$250,000.00	0.00%
1	12	Extended Learning Opportunities and Access to Broad Curriculum	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$9,217,104.00	0.00%

1	13	Student Engagement Programs and Activities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$380,000.00	0.00%
2	1	Student Health	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$1,642,795.00	0.00%
2	2	Social-Emotional Well-being and Suspensions	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$10,768,464.00	0.00%
2	3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	$6,836,785.00	0.00%
2	5	Student Design Projects	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$1,271,259.00	0.00%
2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$442,759.00	0.00%
2	7	Foster Youth Support Plan	Yes	Limited	Foster Youth	All Schools	$604,421.00	0.00%
2	8	Student Engagement Activities - Sports Programs	Yes	Schoolwide	Low Income, Foster Youth	Specific Schools, Cactus, David G. Millen, Desert Willow, SAGE Academy, Shadow Hills, Dos Caminos, Los Amigos, Palmdale Learning Plaza	$451,000.00	0.00%
2	9	School Sites Support for Social-Emotional Well-being	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$1,729,124.00	0.00%
2	10	Attendance and Chronic Absenteeism	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$574,754.00	0.00%
2	11	Home to School Transportation	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$2,363,117.00	0.00%
2	12	Access to Specialized Program Opportunities - VAPA	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Desert Willow (6-8), Specific Grade Spans, K-5	$154,000.00	0.00%

2	13	Access to Specialized Program Opportunities - Music	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Buena Vista Elementary, Cactus Magnet Academy, David G. Millen Magnet Academy, Desert Rose Elementary, Desert Willow Magnet Academy, Dos Caminos Dual Immersion, Golden Poppy Elementary, Joshua Hills Elementary, Los Amigos Dual Immersion, Manzanita Elementary, Mesquite Elementary, Palmdale Learning Plaza, SAGE Magnet Academy, Shadow Hills Magnet Academy, Yucca Elementary	$50,000.00	0.00%
2	14	Access to Specialized Program Opportunities - GATE	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$10,000.00	0.00%
2	15	Student Voice and Leadership	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$50,000.00	0.00%
3	1	Communications	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$336,000.00	0.00%
3	2	Personnel to Support Parent Involvement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,749,814.00	0.00%
3	3	Parent and Community Engagement / Adult Education	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$372,292.00	0.00%
3	4	District Parent Events and Meetings	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$419,874.00	0.00%
3	5	English Learner Parent Support	Yes	Limited	English learner (EL)	All Schools	$57,053.00	0.00%
3	6	Foster Youth Parent Support	Yes	Limited	Foster Youth	All Schools	$500.00	0.00%

| 3 | 7 | Welcome and Enrollment Center | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $436,815.00 | 0.00% |
| 3 | 8 | Resources for Site Parent Engagement | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $209,608.00 | 0.00% |

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 246,647,560.00	$ 275,347,065.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Supporting Students & Closing the Achievement Gap	Yes	$ 12,141,216	$ 11,342,652
1	2	Professional Learning Communities	Yes	$ 5,786,329	$ 7,119,636
1	3	Supplemental Curriculum, Instruction, and Assessment	Yes	$ 1,403,764	$ 1,485,266
1	4	Equitable Learning - Summer "STEAM" Camp	Yes	$ 346,460	$ 315,738
1	5	Equitable Learning - Schools of Choice	Yes	$ 419,845	$ 332,310
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	Yes	$ 3,462,350	$ 3,140,150
1	7	Access to Curriculum through Technology	Yes	$ 6,308,954	$ 6,130,339
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	Yes	$ 3,121,399	$ 3,084,684
1	9	Language Development and Implementation of the English Learner Support Plan	Yes	$ 1,100,410	$ 1,973,752

1	10	Wraparound Services, Extracurricular Activities through the Foster Youth Support Plan	Yes	$	150,000	$	246,232
1	11	Extended Learning Opportunities and Access to Broad Curriculum	Yes	$	8,594,696	$	8,802,912
1	12	Intensive Academic, Social-emotional, and Behavioral Support through Renaissance Model at Tamarisk Elementary	Yes	$	1,288,719	$	1,354,331
1	13	Student Engagement Programs and Activities	Yes	$	400,000	$	741,621
1	14	Closing the Achievement Gap	Yes	$	241,789	$	238,749
2	1	Student Health	Yes	$	1,535,429	$	1,578,108
2	2	Social-Emotional Well-being	Yes	$	9,213,427	$	9,613,607
2	3	Assistant Principals - Oversight of Wraparound Services for English Learners and Foster Youth	Yes	$	6,071,976	$	6,421,362
2	4	Campus Security	No	$	-	$	2,159,074
2	5	Student Design Project	Yes	$	1,348,053	$	1,361,368
2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	Yes	$	187,000	$	142,316
2	7	Foster Youth Support Plan	Yes	$	721,298	$	717,423
2	8	Student Engagement Activities - Sports Programs	Yes	$	527,000	$	508,885
2	9	School Sites Support for Social-Emotional Well-being	Yes	$	1,362,807	$	1,549,369
2	10	Learning Gardens	Yes	$	30,000	$	-

2	11	Attendance and Truancy	Yes	$ 828,250	$ 634,315
2	12	Home to School Transportation	Yes	$ 2,472,475	$ 2,872,026
2	13	Access to Specialized Program Opportunities - VAPA	Yes	$ 100,000	$ 254,308
2	14	Access to Specialized Program Opportunities - Music	Yes	$ 25,000	$ 354,831
2	15	Access to Specialized Program Opportunities - GATE	Yes	$ 30,000	$ 54,678
2	16	Student Leadership, 21st Century and Global Skills	Yes	$ 30,000	$ 132,369
3	1	Communications	Yes	$ 80,000	$ 251,759
3	2	Personnel to Support Parent Involvement	Yes	$ 2,679,389	$ 2,582,347
3	3	Adult Education and Parent/Community Events	Yes	$ 35,000	$ 130,924
3	4	District Parent Events and Meetings	Yes	$ 50,000	$ 172,841
3	5	English Learner Parent Support	Yes	$ 5,000	$ 48,165
3	6	Foster Youth Parent Support	Yes	$ 5,000	$ -
3	7	Professional Development for Classified Staff Supporting Parental Involvement	Yes	$ 5,000	$ 2,205
3	8	District Provided Resources for Site Parent Engagement	Yes	$ 310,800	$ 223,552
3	9	Welcome and Enrollment Center	Yes	$ 385,651	$ 413,691

4	1	Certificated Staffing	No	$ 110,326,088	$ 114,996,482
4	2	Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance	No	$ 27,655,202	$ 35,667,250
4	3	Facility / Operations	No	$ 16,282,231	$ 26,231,236
4	4	Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance	No	$ 1,650,325	$ 1,579,990
4	5	Basic Transportation	No	$ 4,840,910	$ 5,294,407
4	6	Pupil Achievement - Technology	No	$ 1,355,628	$ 1,367,303
4	7	Classified Staffing - Health and Safety at School Sites	No	$ 5,394,308	$ 5,988,544
4	8	Classified Staffing - Pupil Engagement and Parent Involvement	No	$ 645,505	$ 860,634
4	9	Classified Staffing - School Climate and Parent Involvment - School Site	No	$ 4,297,261	$ 4,369,195
5	1	African American Support Plan	No	$ 45,000	$ 386,993
5	2	Mentoring / Rites of Passage	No	$ 400,000	$ -
6	1	Special Educational Learning Support	No	$ 364,279	$ -
6	2	Special Education Assessment	No	$ 386,337	$ 40,000
6	3	Co-Teaching	No	$ 200,000	$ 77,136

2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 71,016,850	$ 72,804,486	$ 76,328,821	$ (3,524,335)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Supporting Students & Closing the Achievement Gap	Yes	$ 12,141,216	$ 11,342,652.00	0.00%	0.00%
1	2	Professional Learning Communities	Yes	$ 5,786,329	$ 7,119,636.00	0.00%	0.00%
1	3	Supplemental Curriculum, Instruction, and Assessment	Yes	$ 1,403,764	$ 1,485,266.00	0.00%	0.00%
1	4	Equitable Learning - Summer "STEAM" Camp	Yes	$ 346,460	$ 315,738.00	0.00%	0.00%
1	5	Equitable Learning - Schools of Choice	Yes	$ 419,845	$ 332,310.00	0.00%	0.00%
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	Yes	$ 3,462,350	$ 3,140,150.00	0.00%	0.00%
1	7	Access to Curriculum through Technology	Yes	$ 6,168,162	$ 6,130,339.00	0.00%	0.00%
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	Yes	$ 3,121,399	$ 3,084,684.00	0.00%	0.00%
1	9	Language Development and Implementation of the English Learner Support Plan	Yes	$ 1,100,410	$ 1,973,752.00	0.00%	0.00%
1	10	Wraparound Services, Extracurricular Activities through the Foster Youth Support Plan	Yes	$ 150,000	$ 246,232.00	0.00%	0.00%
1	11	Extended Learning Opportunities and Access to Broad Curriculum	Yes	$ 8,594,696	$ 8,802,912.00	0.00%	0.00%
1	12	Intensive Academic, Social-emotional, and Behavioral Support through Renaissance Model at Tamarisk Elementary	Yes	$ 1,288,719	$ 1,354,331.00	0.00%	0.00%

1	13	Student Engagement Programs and Activities	Yes	$ 400,000	$ 741,621.00	0.00%	0.00%
1	14	Closing the Achievement Gap	Yes	$ 241,789	$ 238,749.00	0.00%	0.00%
2	1	Student Health	Yes	$ 1,535,429	$ 1,578,108.00	0.00%	0.00%
2	2	Social-Emotional Well-being	Yes	$ 9,213,427	$ 9,613,607.00	0.00%	0.00%
2	3	Assistant Principals - Oversight of Wraparound Services for English Learners and Foster Youth	Yes	$ 6,071,976	$ 6,421,362.00	0.00%	0.00%
2	5	Student Design Project	Yes	$ 1,348,053	$ 1,361,368.00	0.00%	0.00%
2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	Yes	$ 187,000	$ 142,316.00	0.00%	0.00%
2	7	Foster Youth Support Plan	Yes	$ 721,298	$ 717,423.00	0.00%	0.00%
2	8	Student Engagement Activities - Sports Programs	Yes	$ 527,000	$ 508,885.00	0.00%	0.00%
2	9	School Sites Support for Social-Emotional Well-being	Yes	$ 1,362,807	$ 1,549,369.00	0.00%	0.00%
2	10	Learning Gardens	Yes	$ 30,000	$ -	0.00%	
2	11	Attendance and Truancy	Yes	$ 828,250	$ 634,315.00	0.00%	0.00%
2	12	Home to School Transportation	Yes	$ 2,472,475	$ 2,872,026.00	0.00%	0.00%
2	13	Access to Specialized Program Opportunities - VAPA	Yes	$ 100,000	$ 254,308.00	0.00%	0.00%
2	14	Access to Specialized Program Opportunities - Music	Yes	$ 25,000	$ 354,831.00	0.00%	0.00%
2	15	Access to Specialized Program Opportunities - GATE	Yes	$ 30,000	$ 54,678.00	0.00%	0.00%
2	16	Student Leadership, 21st Century and Global Skills	Yes	$ 30,000	$ 132,369.00	0.00%	0.00%
3	1	Communications	Yes	$ 80,000	$ 251,759.00	0.00%	0.00%
3	2	Personnel to Support Parent Involvement	Yes	$ 2,679,389	$ 2,582,347.00	0.00%	0.00%
3	3	Adult Education and Parent/Community Events	Yes	$ 35,000	$ 130,924.00	0.00%	0.00%
3	4	District Parent Events and Meetings	Yes	$ 50,000	$ 172,841.00	0.00%	0.00%
3	5	English Learner Parent Support	Yes	$ 5,000	$ 48,165.00	0.00%	0.00%
3	6	Foster Youth Parent Support	Yes	$ 5,000	$ -	0.00%	
3	7	Professional Development for Classified Staff Supporting Parental Involvement	Yes	$ 5,000	$ 2,205.00	0.00%	0.00%
3	8	District Provided Resources for Site Parent Engagement	Yes	$ 310,800	$ 223,552.00	0.00%	0.00%
3	9	Welcome and Enrollment Center	Yes	$ 385,651	$ 413,691.00	0.00%	0.00%

2023-2024 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)
$ 173,153,998	$ 71,016,850	0.00%	41.01%	$ 76,328,821	0.00%	44.08%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  o 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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

- Students

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

Local Control and Accountability Plan Instructions

(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.

  o 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,

  o 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:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

  o 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:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

- 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

    o   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.

    o   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.

    o   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.

    o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o   Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o 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.

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

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.

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.

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

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

Complete the table as follows:

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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o 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%).

    o 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)**

  - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - o 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)**

  - o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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