LCFF Budget Overview for Parents

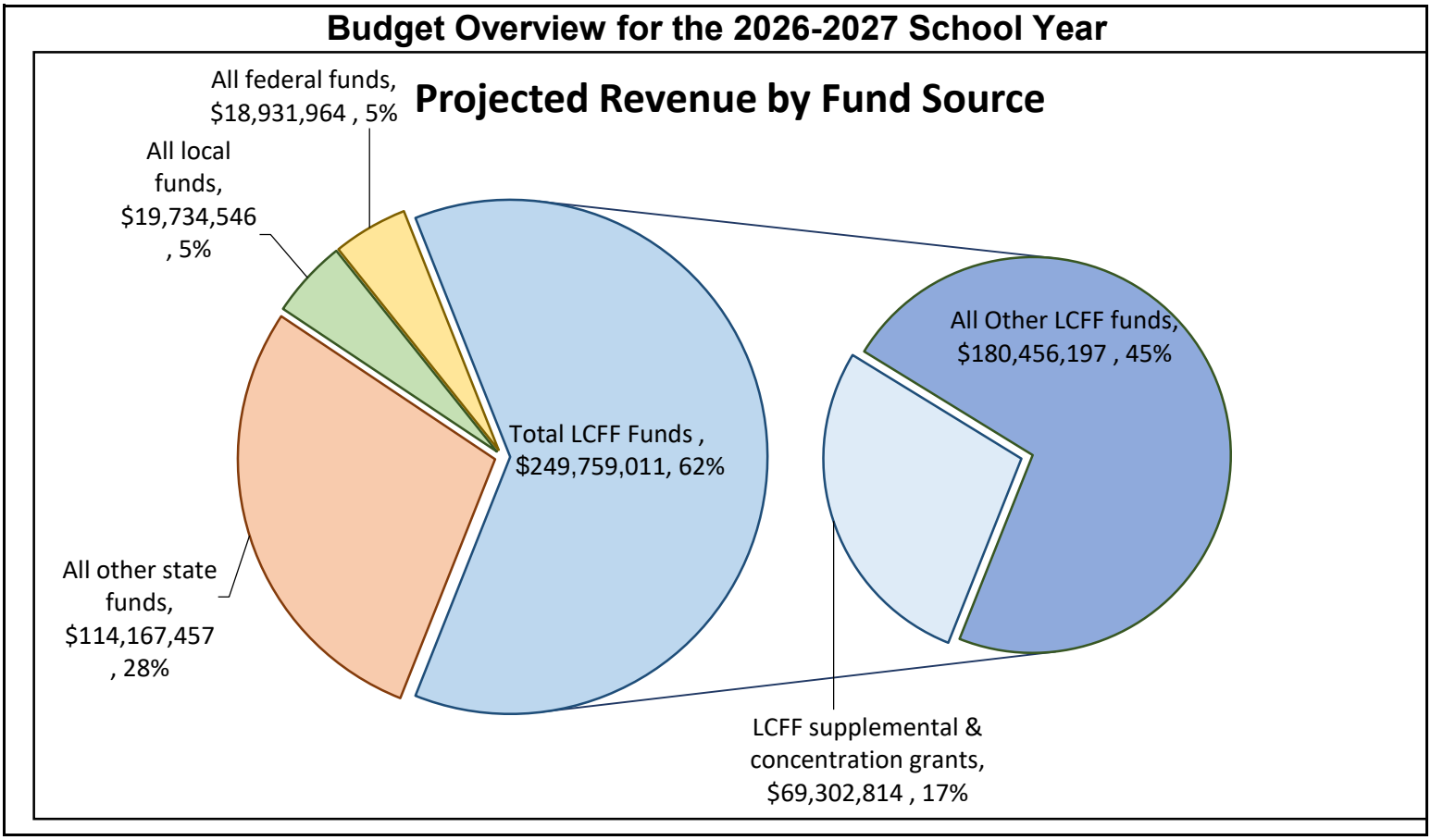
Local Educational Agency (LEA) Name: Palmdale Elementary

CDS Code: 19-65854-0000000

School Year: 2026-2027

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

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

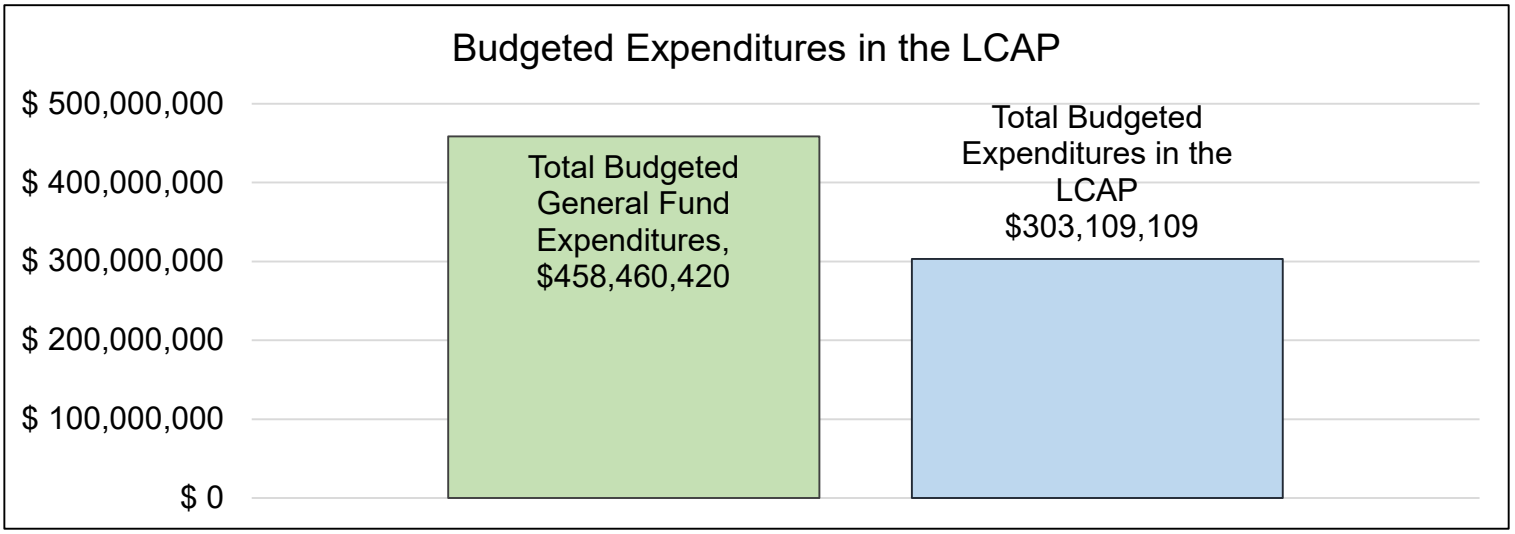


This chart shows the total general purpose revenue Palmdale Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palmdale Elementary is $402,592,978.00, of which $249,759,011.00 is Local Control Funding Formula (LCFF), $114,167,457.00 is other state funds, $19,734,546.00 is local funds, and $18,931,964.00 is federal funds. Of the $249,759,011.00 in LCFF Funds, $69,302,814.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Palmdale Elementary plans to spend for 2026-2027. 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 $458,460,420.00 for the 2026-2027 school year. Of that amount, $303,109,109.00 is tied to actions/services in the LCAP and $155,351,311.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

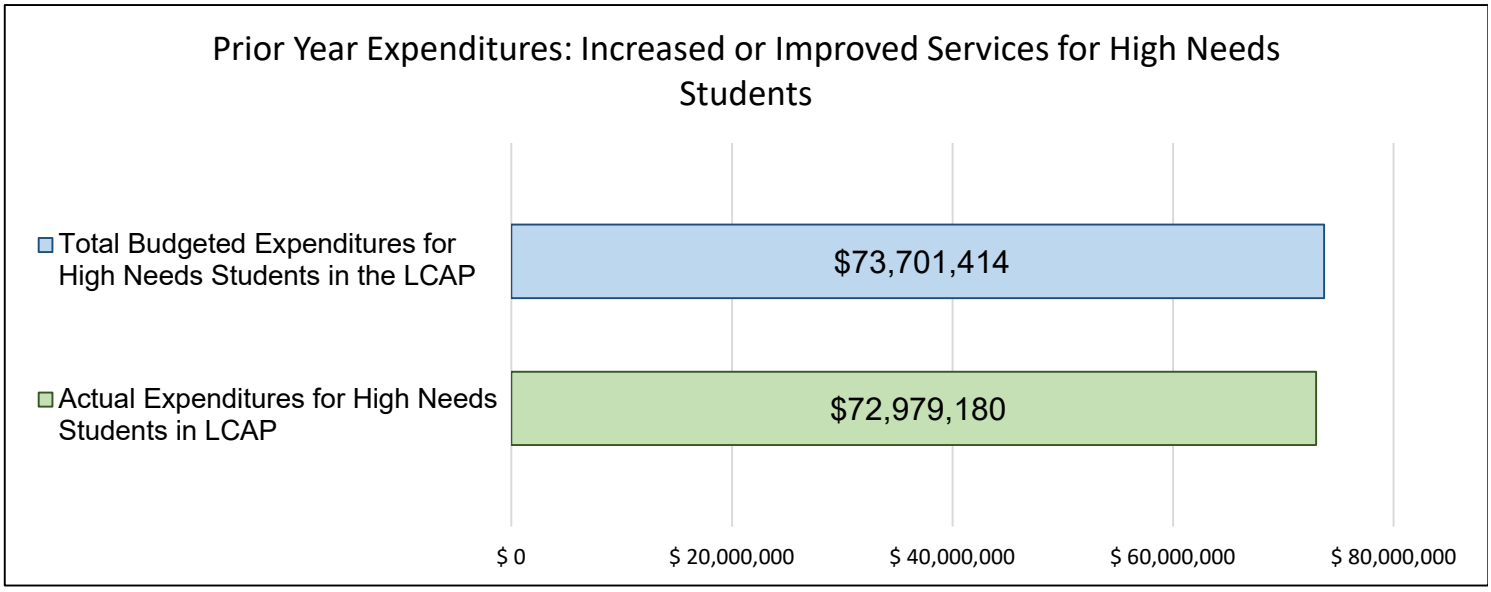
Expenditures utilizing Federal, State and Local funds (such as Title I, II, III, IV; Special Education, Student Support & Professional Development Discretionary Block Grant, Arts & Music in Schools, CA Community Schools Partnership Program, etc.) are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Palmdale Elementary is projecting it will receive $69,302,814.00 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 $69,321,835.00 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 2025-2026



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 2025-2026, Palmdale Elementary's LCAP budgeted $73,701,414.00 for planned actions to increase or improve services for high needs students. Palmdale Elementary actually spent $72,979,180.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $722,234.00 had the following impact on Palmdale Elementary's ability to increase or improve services for high needs students:

Three factors impacted actions & services: 1) availability of LREBG to mitigate learning loss & behavior, and Community Schools, CCSPP, for family & community engagement; 2) salary fallout from unfilled vacancies in certificated & classified support; and 3) fallout from contract approval delays caused by a newly implemented procurement system for professional learning vendors, preventing timely delivery of planned

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palmdale Elementary	Dr. Regina Zurbano Director of LCAP & Charter School Oversight	rdzurbano@palmdalesd.org (661) 789-6590

Plan Summary 2026-2027

General Information

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

Palmdale School District (PSD) serves its community by providing a quality educational experience to more than 16,900 children from transitional kindergarten through 8th grade. With 29 schools and more than 2,000 employees, PSD actively prepares students to be successful in the 21st Century using the district strategic plan, “The Palmdale PROMISE” / “La PROMESA de Palmdale.” The Palmdale PROMISE has five overarching goals and approximately 40 actions that drive the district’s vision of “…every student leaves ready for success in high school and beyond: college, career, and the global world.”

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

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

Developing the LCAP requires aligning the priorities from the Strategic Plan with the state's eight priorities. Thirteen 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
5. Equity Multiplier: Innovations Academy, K-8
6. Equity Multiplier: Oak Tree Community Day School, K-8
7. Equity Multiplier: Palm Tree Elementary School, TK-5
8. Equity Multiplier: SAGE Magnet Academy, 6-8
9. Equity Multiplier: Yellen Learning Center, K-8
10. Equity Multiplier: Yucca Elementary School, TK-5
11. Equity Multiplier: Tamarisk Elementary School, TK-5
12. Equity Multiplier: Desert Rose Elementary School, TK-5
13. Learning Recovery Emergency Block Grant: Mitigating Learning Loss

PSD is located in the Antelope Valley, one of the largest and fastest growing areas in Southern California, a hub for many of the nation's largest aerospace corporations, and home to Edwards Air Force Base. Palmdale is northeast of metropolitan Los Angeles. It has seen unprecedented growth over the past several decades, but still offers affordable housing, a small-town atmosphere, and big city amenities. The Antelope Valley attracts families from diverse socioeconomic and ethnic backgrounds. The 2024-25 student population, by ethnicity, consists of 77.9% Hispanic/Latino, 14.1% African American, 3.8% White, 0.5% Asian, 0.8% American Indian, 0.6% Filipino, 0.2% Pacific Islander, and 2.1% with two or more races. The district has 84.2% socioeconomically disadvantaged students, 17.4% students with disabilities, 2% foster youth, 2% homeless students, and 18.6% English Learners.

PSD has 29 schools consisting of five middle magnet academies, fourteen elementary (TK-5) schools, five K-8 schools, and five specialized schools. Four of the K-8 schools are full Spanish Dual 50/50 Immersion and the fifth is an International Baccalaureate (IB) K-8 school with both an authorized Primary Years Programme (PYP) and Middle Years Programme (MYP). The Dual Immersion Schools of choice continue to develop students' literacy in English and Spanish through academic instruction in both languages. In 2016, one of our dual immersion schools received CABE's Seal of Excellence for their outstanding dual language program. The DI program also received the 2025 Golden Bell Award from the California School Boards Association (CSBA). In addition, the district will continue to add dual language grade levels and programs, as it recognizes that the cognitive demands of dual immersion programs have been of high academic value to all of our students, especially our English Learner students.

In the 2017-18 school year, PSD converted its four existing intermediate schools to middle schools and opened up a 5th middle school – SAGE Academy. The addition of 6th grade provides our students three years of academic instruction in our academies, allowing them to have the opportunity to spend three years exploring all the electives and pathways that have been developed. The five middle schools all have Science, Technology, Engineering, Arts and Mathematics (STEAM) focused pathways and include Academies in Engineering and Design; Medical, Health, and Technology; Law and Government; Fine Arts; and Space and Aeronautics. As of2023-24 our academies provide electives across the district including Music, AVID, Robotics, Project Lead the Way, Associated Student Body (ASB), Where Everyone Belongs (WEB), LEGO Robotics, Business Computers, Computer Gaming, Culinary Arts, Business Marketing, Cadet Corps, Civil Air Patrol, , as well as focused fitness electives. Increasing our school day by 24 minutes allowed PSD to increase middle school periods from six to seven, which gave students the opportunity to take two electives and at least one elective for students who are in intervention or ELD classes. The goals of the federal Magnet School Assistance Project (MSAP) grant, which funded this process from 2016-2023, were to reduce the isolation of our unduplicated students in the middle school; significantly increase achievement in English Language Arts for African Americans, English Learners, low SES and students with disabilities; create middle school STEAM academies to inspire students; and improve school climate and safety in all of our schools by improving positive school-wide relationships and setting expectations to significantly reduce disproportionate suspension of African American students. This work was in complete alignment with the Palmdale PROMISE strategic goals 1, 2, and 3.

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

In the 2023-24 school year all of our magnet schools with Magnet Schools of America, and, as of 2025-26, all 5 magnets and 3 of the K-8 Schools of Choice are fully accredited by the Western Association for Schools and Colleges (WASC). The WASC Accreditation work helps align all of our activities, training, and goals around student learning and offers the opportunity for external review and validation (the Visiting Team) through the accreditation process. The WASC process focuses on student learning, closing the achievement gap (data), reflection on our practices, and is ultimately valuable feedback for all of our educational partners.

PSD believes that students should play a part of the decision-making process in their education. Through the Palmdale PROMISE Student Ambassador program, the Superintendent's Student Advisory Council, Model United Nations, Mock Trial, and all the site-based Associated Student Body (ASB) clubs and organizations, 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 2025-26 school year Student PROMISE Ambassadors continued to focus meetings on developing leadership skills through the lens of mindfulness, culture and belonging. Student leaders across the district were able to attend leadership conferences through UC Santa Barbara and the California Association of Student Leadership (CASL) and the California Association of Directors of Activities (CADA). PSD students at the secondary level, Grades 6-12, also elect two student board members who serve on the PSD Board of Trustees and provide a voice for their student constituents. We continue to work with all of our educational partners in an effort to prepare all of our students for their futures as lifelong learners and contributing members of society. In addition, our schools offer several before- and after-school programs that include yearbook, intramural sports, choir, tutoring, heritage folk music & dance classes and participation in CyberQuest, Mathletes, Science Olympiad, PE Olympiad, and Robotics.

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

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

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

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

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

LCAP Goal #4: Basic Services - Williams Compliance

LCAP Goals #5-12: EQUITY MULTIPLIER SCHOOLS
Innovations Academy
Oak Tree Community Day School
Palm Tree Elementary
SAGE Magnet Academy
Yellen Learning Center
Yucca Elementary
Tamarisk Elementary
Desert Rose 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%.

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.

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

LCAP Goal #13: Learning Recovery Emergency Block Grant (LREBG) Reporting
Palmdale School district will have unexpended funds in the 2026-27 school year.

Reflections: Annual Performance

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

Successes:
- SBA Proficiency Rate for ELA – Elementary (2023-24 to 2024-25): All +3%, RFEP +3%, FY +1%, HL +2%, AI +1% (from baseline 2022-23, no data for 2023-24), MR+6%
- SBA Proficiency Rate for ELA – Middle School (2023-24 to 2024-25): All +3%, RFEP +5%, FY +1%, LI +3%, AA +2%, SWD +2%, AI +16% (from baseline 2022-23, no data for 2023-24)
- SBA Proficiency Rate for Math – Elementary (2023-24 to 2024-25): All +2%, RFEP +1%, LI +2%, AA +3%, SWD +1%, HL +4%, AI +6% (from baseline 2022-23, no data for 2023-24)
- SBA Proficiency Rate for Math – Middle School (2023-24 to 2024-25): All +2%, RFEP +2%, EL +1%, LI +2%, AA +3%, SWD +1%, HL +1%, AI +14% (from baseline 2022-23, no data for 2023-24), MR +2%
- Students at Benchmark & Above in ELA on LPMs - Elementary (2024-25 to 2025-26): All +9%, EL +4%, FY +5%, AA +1%, SWD +7%
- Students at Benchmark & Above in ELA on LPMs – Middle School (2024-25 to 2025-26): All +11%, SWD +2%
- Students at Benchmark & Above in Math on LPMs – Elementary (2024-25 to 2025-26): All +12%, RFEP +6%, EL +3%, FY +1%, LI +2%, AA +4%, SWD +6%, HL +1%
- Decrease points from level 3 for SBA ELA for Grades 3-8 (2023-24 to 2024-25): All -8.1 points, RFEP -3.1 points, EL -9.8 points, FY -18.9 points, LI -6.4 points, AA -5.3 points, SWD -8.1 points, HL -4.8 points, MR -14.9 points
- Decrease points from level 3 for SBA Math for Grades 3-8 (2023-24 to 2024-25): All -5.1 points, EL -5.7 points, FY -6.8 points, LI -3.8 points, AA -6.3 points, SWD -2.5 points, HL -12.5 points, AI -22.4 points, MR -5.4 points
- Students in K-2nd Mastering Foundational Skills in Math (2024-25 to 2025-26): Grade 1 +2%
- Students Achieving Met or Exceeded Standard for Science on CAST (2023-24 to 2024-25): +0.58%
- English learner students making progress towards English language proficiency: +2%
- Local Indicator 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: ELA, ELD, and Math increased from 4 to 5, History/Social Science maintained at 4
  - Receive a Rating Scale of 4 – Full Implementation or better in the implementation of state standards: PE increased from 4 to 5
  - Receive a Rating Scale of 4 – Full Implementation or better in the implementation of state standards – Engagement of School Leadership: Individual Teachers increased from 3 to 4
  - 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: maintained at 4
  - Receive a Rating Scale of 4 – Full Implementation or better in providing all families with opportunities to participate in decision making and provide input on policies and programs, and implementing strategies to reach underrepresented groups in the school community: maintained at 4
- District-wide Attendance Rate: +0.44%
- Chronic Absenteeism (see red indicator information below)
- District-wide # of expulsions: maintained at 4 from 2024-25 to 2025-26 which is 4 less than the 2023-24 baseline
- Increase student positive engagement and school connectedness: 5th Grade +3.2%, 7th Grade +5.2%
- Increase student social-emotional learning and strength of body, mind, and character – 5th Grade +1.3%, 7th Grade +8%
- Increase % of Parents & Staff that feel the school sites are providing social-emotional supports for students: Parents +2.7%, Staff +4.3%
- Increase student perception of safety at school: 5th Grade +0.2%, 7th Grade +0.6%
- Increase % of parents that strongly agree or agree that the school provides a safe, welcoming, and healthy environment for their child: District +4.6%, EL +4%
- Increase % of parents that strongly agree or agree that this school is a safe place for their child: +2%
- Increase % of school staff that strongly agree or agree that the school is a safe place for staff and students: Students +3%, Staff +3%
- Increase % of students that feel like they can trust school all of the time to keep them safe in a natural disaster or emergency situation: Yes, all of the time +1%
- Increase the % of staff and parents that strongly agree or agree that their school appreciates and respects different cultural beliefs and practices: Staff +2%

- Increase # of unduplicated students that are identified for the GATE program: EL +2 from 2024-25
- Increase district-wide participation and engagement: Title I/LCAP All +2.4%, Title I/LCAP EL +2.5%, Title I/LCAP FY +12.2 (from baseline 2023-24, no data for 2024-25)
- Increase district-wide home/school communication: Title I/LCAP All +3.7%, Title I/LCAP EL +4.8%, Title I/LCAP FY +2.7 (from baseline 2023-24, no data for 2024-25)
- Increase % of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs: Title I/LCAP All +2.7%, Title I/LCAP EL +4.5%, Title I/LCAP FY +2.6 (from baseline 2023-24, no data for 2024-25)
- Parent academic initiatives and parenting classes offered at the school site: +247 from 2024-25 to 2025-26

Challenges:
- SBA Proficiency Rate for ELA – Elementary (2023-24 to 2024-25): EL -3%, LI -2%, No change: AA, SWD
- SBA Proficiency Rate for ELA – Middle School (2023-24 to 2024-25): HL -5%, No change: EL, MR
- SBA Proficiency Rate for Math – Elementary (2023-24 to 2024-25): EL -2%, FY -1%, MR -1%
- SBA Proficiency Rate for Math – Middle School (2023-24 to 2024-25): No change: FY
- Students at Benchmark & Above in ELA on LPMs - Elementary (2023-24 to 2024-25): RFEP -4%, LI No Change, HL -3%, No data available for AI, MR
- Students at Benchmark & Above in ELA on LPMs – Middle School (2023-24 to 2024-25): RFEP -2%, EL No change, FY -3%, LI -1%, AA -1%, No data available for AI, MR
- Students at Benchmark & Above in Math on LPMs – Elementary (2023-24 to 2024-25): No data available for AI, MR
- Students at Benchmark & Above in Math on LPMs – Middle School (2023-24 to 2024-25): All -3%, RFEP -15%, EL -8%, FY -15%, LI -10%, AA -11%, SWD -11%, HL -20%, No data available for AI, MR
- Decrease points from level 3 for SBA ELA for Grades 3-8 (2022-23 to 2023-24): AI +22.2 points
- Decrease points from level 3 for SBA Math for Grades 3-8 (2022-23 to 2023-24): RFEP +1.8 points
- Students in K-2nd Mastering Foundational Skills in Math (2024-25 to 2025-26): Kinder -1%, Grade 2 -7%
- Students in K-2 Reading by 3rd Grade (2024-25 to 2025-26): Grade 3 -4%
- Increase collaboration among students through the use of technology and digital tools: Grades 3-5 -4.2%, Grades 6-8 -3.6%
- English Learner Reclassification Rate decreased by 1.6% from 2024-25 to 2025-26
- English learner students at level 4 on the ELPAC: -7.7%
- # of LTELS: 4-6 Years +2.2%, 7 or more years +2.9%
- Local Indicator 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: NGSS decreased from 4 to 3
  - Receive a Rating Scale of 4 – Full Implementation or better in the implementation of state standards: CTE and Health maintained at 3, World Languages decreased from 2 to 1, VAPA decreased from 4 to 3
  - Receive a Rating Scale of 4 – Full Implementation or better in the implementation of state standards – Engagement of School Leadership: Teachers & Staff as a whole maintained at 3, Standards not yet mastered decreased from 3 to 2
- Chronic Absenteeism (see red indicator information below)
- Reduce district-wide Suspension Rate: District +0.2%, FY +3.2%, MR +6.3%, PI +11.8%, LI +0.3%
- Reduce district-wide African American Student Suspension Rate: +1.3%
- Increase % of students that feel like they can trust school all of the time to keep them safe in a natural disaster or emergency situation: Yes, most of the time -1%
- Increase % of parents that are Very Satisfied or Satisfied with the health support at the schools and district: -3.3%
- Increase % of students that feel Very Satisfied or Satisfied with District Student Leadership Opportunities: -4%
- Increase # of unduplicated students that are identified for the GATE program: FY -1 from 2024-25
- Increase the number of students participating in Mentoring/Rites of Passage programs at the middle schools: this program was not implemented this year
- Increase district-wide participation and engagement: CSPS -1.8%
- Increase district-wide home/school communication: CSPS -0.2%
- Increase percentage of parents that feel that site provided meetings and workshops are effective in helping them support their students - decreased 9.7% from 2024-25
- Increase % of parents that are very satisfied or satisfied with the Welcome & Enrollment Center: -7.2%
-# of community partnership meetings: -32 from 2024-25 to 2025-26

2023 CA School Dashboard RED Indicators & Updates
Based on a review of the California School Dashboard and local data, the District and school sites show the following student groups are performing in the red in the areas of English Language Arts/English Language Development (ELA/ELD), English Learner Performance Indicator (ELPI), Mathematics, Suspensions and Chronic Absenteeism. We provide our results reported on the 2025 CA School Dashboard in these areas.

District
ELA/ELD: English Learners (EL), Foster, Students with Disabilities (SWD), African American (AA), American Indian (AI)
- 2024 – Remained in Red: AA, EL, FOS, SWD; Moved to Orange: AI; New to Red: HL, LTEL
- 2025 - Moved to Orange: AA, FOS, HL, LTEL, SWD; Moved to Yellow: AI, EL
Mathematics: All, English Learners, Foster, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Two or More Races (MR)
- 2024 – Remained in Red: All, AA, EL, FOS, SED, SWD; Moved to Yellow: MR; New to Red: AI, HL, LTEL
- 2025 - Remained in Red: LTEL, SWD; Moved to Orange: AA, EL, FOS, HL, SED; Moved to Yellow: All, AI; Remained in Yellow: MR
Suspension Rate: Foster. Socio-economically Disadvantaged (SED), Pacific Islander (PI), Multi-Race (MR) students.
- 2024 – all groups Moved to Yellow
- 2025 - New to Red: AA, LTEL, SWD; Moved back to Red: FOS, MR, PI; Moved to Orange: SED
Chronic Absenteeism:
- 2024 - New to Red: All, AA, AI, EL, FOS, HI, HL, LTEL, MR, PI, SED, SWD, WHI
- 2025 - Remained in Red: AI, FOS, HL, MR, PI, SWD; Moved to Orange: All, EL, HI, SED, WHI; Moved to Yellow: AA, LTEL

Barrel Springs
ELA/ELD:
- 2025 - New to Red: SWD
Math: Students with Disabilities (SWD)
- 2024 – Moved to Yellow: SWD
- 2025 - Moved back to Red: SWD
Chronic Absenteeism: English Learners (EL), Students with Disabilities (SWD)
- 2024 – Remained in Red: SWD; Moved to Yellow: EL; New to Red: All, AA, HI, SED
- 2025 - New to Red: WHI; Remained in Red: AA, SED; Moved to Orange: All, SWD; Moved to Yellow: HI; Remained in Yellow: EL
English Learner Performance Indicator (ELPI):
- 2025 - New to Red: EL

Buena Vista
ELA/ELD:
- 2025 - New to Red: SWD
Mathematics:
- 2024 - New to Red: AA
- 2025 - Moved to Yellow: AA
Suspension:
- 2024 - New to Red: AA
- 2025 - Moved to Green: AA
Chronic Absenteeism: African American (AA), Students with Disabilities (SWD)
- 2024 – Remained in Red: AA, SWD; new to Red: All
- 2025 - Moved to Orange: All, AA, EL, SED, SWD; New to Red: HI
English Learner Performance Indicator (ELPI):
- 2025 - New to Red: EL

Cactus
ELA/ELD: English Learners (EL)
- 2024 – Moved to Orange: EL; New to Red: AA, LTEL, SWD
- 2025 - Remained in Orange: EL; Moved to Orange: AA, LTEL, SWD
Mathematics: English Learners (EL), Students with Disabilities (SWD)
- 2024 – Remained in Red: EL; Moved to Orange: SWD; New to Red: All, AA, HI, LTEL, SED
- 2025 - Remained in Red: All, LTEL, SED; Moved to Red: SWD; New to Red: WHI; Moved to Orange: AA, EL, HI
Suspension Rate: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA)
- 2024 – Remained in Red: SWD; Moved to Orange: All, AA, SED; Moved to Yellow: EL

- 2025 - Remained in Red: SWD; New to Red: HI, LTEL, WHI; Moved back to Red: All, AA, EL, SED
Chronic Absenteeism:
- 2024: New to Red: All, AA, EL, HI, LTEL, SED, SWD
- 2025 - Remained in Red: All, AA, HI, LTEL, SED, SWD; New to Red: WHI; Moved to Orange: EL

Chaparral
ELA/ELD: English Learners (EL), Students with Disabilities (SWD)
- 2024 – All groups remained in Red; New to Red: All, SED
- 2025 - Remained in Red: SWD; Moved to Yellow: All, EL, SED
Mathematics: Students with Disabilities (SWD)
- 2024 – Remained in Red: SWD
- 2025 - Remained in Red: SWD
Suspension:
- 2025 - New to Red: AA
Chronic Absenteeism:
- 2024 - New to Red: All, AA, EL, HI, SED, SWD
- 2025 - Remained in Red: AA, SED, SWD; Moved to Orange: All, EL, HI

Cimarron
ELA/ELD:
- 2024 - New to Red: All, EL, SED, SWD
- 2025 - Remained in Red: SWD; Moved to Yellow: All, EL, SED
Mathematics:
- 2024 - New to Red: SWD
- 2025 - Remained in Red: SWD
Suspension Rate: African American (AA)
- 2024 – Moved to Yellow: AA
- 2025 - Moved to Orange: AA
Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
- 2024 – Remained in Red: SWD; Moved to Orange: All, HI, SED; New to Red: AA
- 2025 - Remained in Red: SWD; Moved back to Red: All, HI, SED; New to Red: EL; Moved to Orange: AA
English Learner Progress Indicator (ELPI):
- 2024 - New to Red: EL
- 2025 - Moved to Orange: EL

David G. Millen
ELA/ELD: English Learners (EL), Students with Disabilities (SWD), African American (AA)
- 2024 – Remained in Red: EL; Moved to Orange: AA, SWD; New to Red: LTEL, SED
- 2025 - Remained in Red: EL, LTEL, SED; Moved back to Red: AA, SWD
Mathematics: All student rate, English Learners (EL), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
- 2024 – All groups remained in Red; New to Red: LTEL
- 2025 - Remained in Red: AA, LTEL, SWD; Moved to Orange: All, EL, HI, SED
Suspension Rate: All student rate, English Learners (EL), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), African American (AA)
- 2024 – Remained in Red: MR; Moved to Yellow: All, AA, SED, SWD; Moved to Green: EL
- 2025 - Moved back to Red: SWD; Moved to Orange: AA, EL; Moved to Yellow: MR; Remained in Yellow: All, SED
Chronic Absenteeism: All student rate, English Learners (EL), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), White (WHI)
- 2024 – All groups remained in Red; New to Red: AA, LTEL, MR
- 2025 - Moved to Orange: All, EL, HI, LTEL, SED, WHI; Moved to Yellow: AA, SWD; No performance color: MR (decreased8.6%)
English Learner Performance Indicator (ELPI):
- 2024 - New to Red: EL, LTEL

- 2025 - Moved to Blue: EL, LTEL

Desert Rose
ELA/ELD: English Learners (EL), Socio-economically Disadvantaged (SED), Hispanic (HI)
- 2024 – Remained in Red: HI, SED; Moved to Orange: EL; New to Red: All, AA, SWD
- 2025 - Moved to Orange: AA, SWD; Moved to Yellow: All, EL, HI, SED
Mathematics: English Learners (EL)
- 2024 – Moved to Yellow: EL; New to Red: SWD
- 2025 - Moved to Orange: SWD; Remained in Yellow: EL
Suspension:
- 2024 - New to Red: AA
- 2025 - Moved to Orange: AA
Chronic Absenteeism: English Learners (EL), African American (AA)
- 2024 – All groups remained in Red; New to Red: All, HI, SED, SWD
- 2025 - Remained in Red: All, EL, HI, SED, SWD; Moved to Orange: AA
English Learner Performance Indicator (ELPI):
- 2024 - New to Red: EL
- 2025 - Moved to Blue: EL

Desert Willow
ELA/ELD:
- 2024 - New to Red: AA, EL, LTEL, SWD
- 2025 - Remained in Red: AA, LTEL; Moved to Orange: EL, SWD
Mathematics: All student rate, Socio-economically Disadvantaged (SED), African American (AA)
- 2024 – Remained in Red: All, EL, HI, SED, SWD; Moved to Orange: AA
- 2025 - Remained in Red: All, EL, HI, SED, SWD; Moved back to Red: AA; New to Red: LTEL
Suspension:
- 2024 - New to Red: AA
- 2025 - Remained in Red: AA; New to Red: SWD
Chronic Absenteeism: White (WHI)
- 2024 – Moved to Yellow: WHI; New to Red: All, AA, EL, HI, LTEL, SED, SWD
- 2025 - Remained in Red: All, EL, HI, SED; Moved to Orange: AA, LTEL, SWD, WHI
English Learner Performance Indicator (ELPI):
- 2024 - New to Red: EL
- 2025 - Moved to Green: EL

Dos Caminos
ELA/ELD: English Learners (EL), Students with Disabilities (SWD)
- 2024 – Remained in Red: SWD; Moved to Yellow: EL; New to Red: LTEL
- 2025 - Remained in Red: LTEL, SWD; Moved to Orange: EL
Mathematics: English Learners (EL)
- 2024 – All groups remained in Red: EL, SWD
- 2025 - Remained in Red: EL, SWD; New to Red: LTEL, SED
Suspension:
- 2024 - New to Red: AA
- 2025 - Moved to Orange: AA
Chronic Absenteeism:
- 2024 - New to Red: All, HI, SED, SWD
- 2025 - Remained in Red: SWD; New to Red: AA; Moved to Yellow: All, HI, SED

Golden Poppy
ELA/ELD: English Learners (EL), Students with Disabilities (SWD)
- 2024 – All groups remained in Red; New to Red: AA, SED
- 2025 - Remained in Red: EL, SED; New to Red: All; Moved to Orange: AA, SWD
Mathematics: Students with Disabilities (SWD)
- 2024 – Moved to Orange: SWD
- 2025 - Moved back to Red: SWD; New to Red: AA
Suspension:
- 2024 - New to Red: AA, SWD
- 2025 - Moved to Yellow: AA, SWD
Chronic Absenteeism: African American (AA)
- 2024 – Remained in Red: AA; New to Red: All, EL, HI, SED, SWD
- 2025 - Remained in Red: All, HI; Moved to Orange: AA, EL, SED, SWD

Innovations Academy
ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
- 2024 – Remained in Red: All, AA, SED; Moved to Orange: EL, HI
- 2025 - Moved to Orange: AA; Moved to Yellow: All, EL, HI, SED
Mathematics: All student rate, Socio-economically Disadvantaged (SED), Hispanic (HI)
- 2024 – Remained in Red: All, AA, EL, SED; Moved to Orange: HI
- 2025 - Moved to Yellow: All, AA, EL, HI, SED
Chronic Absenteeism:
- 2024 - New to Red: All, AA, EL, HI, LTEL, SED, WH
- 2025 - Moved to Orange: AA; Moved to Yellow: All, SED; Moved to Green: EL, HI, WHI; No performance color: LTEL (decreased29.3%)
English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
- 2024 – Moved to Blue: EL
- 2025 - Moved to Orange: EL

Joshua Hills
ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Hispanic (HI)
- 2024 – All groups remained in Red; New to Red: AA, SWD
- 2025 - Remained in Red: AA; Moved to Orange: All, EL, SED, SWD; Moved to Yellow: HI
Mathematics: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
- 2024 – Remained in Red: All, AA, EL; Moved to Orange: SED, SWD; Moved to Yellow: HI
- 2025 - Remained in Red: AA; Remained in Orange: SWD; Remained in Yellow: HI; Moved to Yellow: All, EL, SED
Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)
- 2024 – All groups remained in Red; New to Red: EL
- 2025 - Remained in Red: All, EL, HI, SWD; Moved to Orange: AA, SED
English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
- 2024 – Moved to Green: EL
- 2025 - Moved to Orange: EL

Los Amigos
ELA/ELD: Students with Disabilities (SWD)
- 2024 – Moved to Orange: SWD; New to Red: LTEL
- 2025 - Remained in Orange: SWD; Moved to Orange: LTEL
Mathematics: Students with Disabilities (SWD)
- 2024 – Moved to Orange: SWD; New to Red: LTEL
- 2025 - Remained in Red: LTEL, Moved back to Red: SWD
Suspension:

- 2025 - New to Red: SWD
Chronic Absenteeism: Socio-economically Disadvantaged (SED)
- 2024 – Moved to Yellow: SED; New to Red: LTEL, SWD
- 2025 - Moved to Orange: SWD; Remained in Yellow: SED; Moved to Yellow: LTEL

Manzanita
ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
- 2024 – Moved to Orange: All, HI, SED, SWD; Remained in Red: EL
- 2025 - Moved back to Red: SWD; Remained in Orange: All, HI, SED; Moved to Orange: EL
Mathematics: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Hispanic (HI)
- 2024 – Remained in Red: SWD: Moved to Orange: All, EL, SED; Moved to Yellow: HI
- 2025 - Remained in Red: SWD; Moved back to Red: All, EL, HI, SED
Chronic Absenteeism:
- 2024 - New to Red: All, AA, EL, HI, SED, SWD
- 2025 - Moved to Orange: SWD; Moved to Yellow: All, EL, HI, SED; No performance color: AA (decreased10.7%)
English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
- 2024 – Moved to Green: EL
- 2025 - Moved to Orange: EL

Mesquite
ELA/ELD: All student rate, Socio-economically Disadvantaged (SED), African American (AA)
- 2024 – New to Red: EL, SWD; Moved to Yellow: All, SED; No performance color: AA (increased32 points);
- 2025 - Moved to Orange: SWD; Remained in Yellow: All, SED; Moved to Yellow: EL; No performance color: AA (decreased23.4 points)
Mathematics:
- 2024 - New to Red: SWD
- 2025 - Moved to Orange: SWD
Suspension Rate: African American (AA)
- 2024 – AA Remained in Red; New to Red: All, EL, HI, SED
- 2025 - Remained in Red: AA; New to Red: SWD; Moved to Yellow: All, HI, SED; Moved to Green: EL
Chronic Absenteeism: African American (AA), White (WHI)
- 2024 – All groups remained in Red; New to Red: All, EL, HI, SED, SWD
- 2025 - Remained in Red: AA, SED, SWD; Moved to Orange: All, EL, HI; No performance color: WHI (decreased 5.7%)

Oak Tree
Suspension Rate: Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
- 2024 – All groups Moved to Orange
- 2025 - Moved back to Red: AA; Remained in Orange: SED, SWD
Chronic Absenteeism: Students with Disabilities (SWD), Hispanic (HI)
- 2024 – Remained in Red: SWD; Moved to Orange: HI; New to Red: AA
- 2025 - Remained in Red: AA, SWD; Moved back to Red: HI; New to Red: All, SED

Ocotillo
ELA/ELD: Students with Disabilities (SWD), African American (AA)
- 2024 – All groups remained in Red
- 2025 - Moved to Orange: SWD; Moved to Yellow: AA
Mathematics:
- 2024 - New to Red: SWD
- 2025 - Moved to Yellow: SWD
Suspension:
- 2024 - New to Red: AA, FOS

- 2025 - Remained in Red: AA; Moved to Orange: FOS
Chronic Absenteeism:
- 2024 - New to Red: All, AA, EL, HI, SED, SWD
- 2025 - Remained in Red: AA, EL; Moved to Orange: All, SED, SWD; Moved to Yellow: HI

Palm Tree
Suspension:
- 2024 - New to Red: FOS
- 2025 - No performance color: FOS (decreased 9.1% to 0%)
Chronic Absenteeism:
- 2024 - New to Red: AA
- 2025 - Remained in Red: AA; New to Red: All, EL, HI, SED, SWD
English Learner Performance Indicator (ELPI): EL (EL should have been included in LCAP for 2023 Dashboard)
- 2024 – Moved to Blue: EL
- 2025 - Moved back to Red: EL

Palmdale Discovery Center
Chronic Absenteeism:
- 2024 - New to Red: AA
- 2025 - Moved to Orange: AA

Palmdale Learning Plaza
ELA/ELD: Students with Disabilities (SWD)
- 2024 – Moved to Orange: SWD
- 2025 - Moved back to Red: SWD
Mathematics: Students with Disabilities (SWD)
- 2024 – Moved to Orange: SWD
- 2025 - Moved back to Red: SWD
Suspension Rate: Hispanic (HI)
- 2024 – Moved to Green: HI
- 2025 - Remained in Green: HI
Chronic Absenteeism:
- 2024 - New to Red: All, AA, HI, MR, SED, SWD
- 2025 - Moved to Orange: AA, SWD; Moved to Yellow: All, HI, SED; Moved to Green: MR

Quail Valley
ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
- 2024 – All groups remained in Red
- 2025 - Moved to Orange: AA, EL, SWD; Moved to Yellow: All, SED
Mathematics: African American (AA)
- 2024 – Remained in Red: AA
- 2025 - Moved to Yellow: AA, EL
Suspension:
- 2024 - New to Red: All, AA, HI, SED, SWD
- 2025 - Remained in Red: All, AA, SED, SWD; New to Red: EL; Moved to Orange: HI
Chronic Absenteeism:
- 2024 - New to Red: All, AA, EL, HI, SED, SWD
- 2025 - Moved to Orange: AA, SWD; Moved to Yellow: All, EL, HI, SED

SAGE

ELA/ELD: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
- 2024 – All groups remained in Red; New to Red: LTEL, SWD
- 2025 - Moved to Orange: AA, EL, LTEL, SWD; Moved to Yellow: All, HI, SED
Mathematics: All student rate, Socio-economically Disadvantaged (SED)
- 2024 – Remained in Red: All student rate; Moved to orange: SED; New to Red: EL, HI, LTEL, SWD
- 2025 - Remained in Orange: SED; Moved to Orange: All, EL, HI, LTEL, SWD
Suspension Rate: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
- 2024 – Moved to Yellow: AA, SWD; Moved to Orange: SED; Moved to Green: All
- 2025 - Moved back to Red: AA, SWD; Remained in Orange: SED; Moved to Orange: All
Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), African American (AA)
- 2024 – All groups remained in Red; New to Red: EL, HI, LTEL, SWD
- 2025 - Remained in Red: AA; Moved to Orange: All, EL, LTEL, SED, SWD; Moved to Yellow: HI
English Learner Performance Indicator (ELPI):
- 2024 - New to Red: EL, LTEL
- 2025 - Moved to Yellow: EL; Moved to Green: LTEL

Shadow Hills
ELA/ELD: English Learners (EL), Students with Disabilities (SWD), African American (AA)
- 2024 – All groups remained in Red; New to Red: All, HI, LTEL, SED
- 2025 - Remained in Red: LTEL; Moved to Orange: AA, EL, SWD; Moved to Yellow: All, HI, SED
Mathematics: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), African American (AA), Hispanic (HI)
- 2024 – Remained in Red: AA, SED; New to Red: LTEL, SWD; Moved to Orange: All, EL, HI
- 2025 - Remained in Red: LTEL, SED, SWD; Moved back to Red: All, EL, HI; Moved to Orange: AA
Suspension Rate: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD)
- 2024 – Remained in Red: AA; Moved to Orange: SWD; Moved to Yellow: All, SED; Moved to Green: EL
- 2025 - Moved back to Red: All, EL, SED, SWD; New to Red: LTEL; Moved to Yellow: AA
Chronic Absenteeism: English Learners (EL), Foster students
- 2024 – All groups remained in Red; New to Red: All, AA, HI, LTEL, SED, SWD
- 2025 - Remained in Red: SWD; Moved to Yellow: All, AA, EL, HI, LTEL, SED; No performance color: FOS (decreased23.3%)

Summerwind
ELA/ELD: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)
- 2024 - All groups remained in Red; New to Red: EL
- 2025 - Remained in Red: EL; Moved to Orange: All, AA, SED, SWD; Moved to Yellow: HI
Mathematics: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
- 2024 – Remained in Red: All, AA, EL, HI, SED; Moved to Orange: SWD
- 2025 - Remained in Red: AA, EL, SED; Remained in Orange: SWD; Moved to Orange: All; Moved to Yellow: HI
Suspension:
- 2025 - New to Red: All, AA, SED, SWD
Chronic Absenteeism:
- 2024 - New to Red: All, AA, EL, HI, SED, SWD, WH
- 2025 - Remained in Red: All, EL, HI, SED, SWD; Moved to Orange: AA; No performance color: WHI (increased 12.5%)
English Learner Performance Indicator (ELPI):
- 2024 - New to Red: EL
- 2025 - Moved to Green: EL

Tamarisk
ELA/ELD: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)
- 2024 – All groups remained in Red; New Red: EL
- 2025 - All groups remained in Red

Mathematics: Students with Disabilities (SWD)
- 2024 – Remained in Red: SWD; New to Red: All, AA, SED
- 2025 - Remained in Red: All, AA, SED; New to Red: EL, HI; Moved to Orange: SWD

Suspension Rate: Students with Disabilities (SWD)
- 2024 – SWD Moved to Yellow; New to Red: WHI
- 2025 - Moved to Orange: SWD; No performance color: WHI (decreased 11.4%)

Chronic Absenteeism: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI)
- 2024 - All groups remained in Red; New to Red: AA, EL, WHI
- 2025 - Remained in Red: All, EL, HI, SED, SWD; Moved to Yellow: AA; No performance color: WHI (decreased12.1%)

English Learner Performance Indicator (ELPI):
- 2024 - New to Red: EL
- 2025 - Remained in Red: EL

Tumbleweed

ELA/ELD: Students with Disabilities (SWD)
- 2024 - Moved to Orange: SWD
- 2025 - No performance color: SWD (increased 17.2 points)

Mathematics: African American (AA)
- 2024 - AA Moved to Yellow
- 2025 - No data, Less than 11 students: AA

Suspension Rate: Foster students, African American (AA)
- 2024 - Moved to Orange: AA; No performance color: FOS (declined from 10.7% to 0%)
- 2025 - Moved back to Red: AA; No data, Less than 11 students: FOS

Chronic Absenteeism:
- 2024 - New to Red: All student rate, AA, EL, HI, SED, SWD
- 2025 - Remained in Red: SWD; Moved to Orange: AA; Moved to Yellow: All, EL, HI, SED

English Learner Performance Indicator (ELPI):
- 2024 - New to Red: EL
- 2025 - Moved to Blue: EL

Yellen

ELA/ELD:
- 2025 - New to Red: All, SED, SWD

Math:
- 2025 - New to Red: All, AA, SED, SWD

Suspension Rates: All student rate, Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA)
- 2024 - All groups Moved to Orange; New to Red: FOS
- 2025 - Moved back to Red: All, AA, SED, SWD; No performance color: FOS (decreased 0.7%)

Chronic Absenteeism:
- 2025 - New to Red: All, AA, SED, SWD

Yucca

ELA/ELD: Hispanic (HI)
- 2024 - HI Remained in Red; New Red: All, AA, EL, SED
- 2025 - Remained in Red: AA; Moved to Orange: All, EL, HI, SED

Mathematics: English Learners (EL)
- 2024 - EL Remained in Red; New Red: ALL, HI, SED
- 2025 - New to Red: AA; Moved to Orange: All, EL, SED; Moved to Yellow: HI

Suspensions:
- 2024 - New to Red: All student rate, AA, HI, SED, SWD

- 2025 - Remained in Red: SWD; Moved to Yellow: All, AA, HI, SED
Chronic Absenteeism: All student rate, English Learners (EL), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), African American (AA), Hispanic (HI)
- 2024 - All groups remained in Red
- 2025 - All groups remained in Red
English Learner Performance Indicator (ELPI): All student rate, English Learners (EL)
- 2024 - Moved to Yellow: EL
- 2025 - Moved to Orange: EL

Learning Recovery Emergency Block Grant (LREBG)
The Palmdale School District will have unexpended funds in the 2026-27school year.
The Learning Recovery Emergency Block Grant (LREBG) provides additional one-time money to local educational agencies (LEAs) for learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional wellbeing to combat the impact of the COVID-19 pandemic. A comprehensive needs assessment was conducted, reviewing achievement scores in CAASPP performance of Mathematics and ELA and Chronic Absenteeism to identify the schools and students who are in greatest need for learning recovery acceleration and support. On the 2024 CA School Dashboard, every school in PSD was in the Very Low or Low performance levels for CAASPP Math and ELA performance, and Very High or High performance levels for Chronic Absenteeism.

EC Section 52064.4 requires that LREBG funds shall be included in the LCAP, or the annual update to the plan, for the period of July 1, 2025, to June 30, 2028.

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

This appears in Goal 13 of our LCAP, beginning as Goal 12 in Year 2 of the 2024-27 LCAP cycle, and moves to Goal 13 in Year 3 of the 2024-27 cycle.

Reflections: Technical Assistance

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

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

The following student groups were also identified for underperformance in the following indicators (red performance level), reported on the 2025 CA Dashboard data:
- Foster Youth (FY): Suspension Rate and Chronic Absenteeism
- Students with Disabilities: CAASPP (Math), Suspension Rate and Chronic Absenteeism
- Pacific Islander (PI): Suspension Rate and Chronic Absenteeism
- Two or More/Multiple Races (TOM): Suspension Rate and Chronic Absenteeism

The Palmdale School District has been reviewing our current Learning Progress Monitoring (LPM) assessments and the process of assessing and monitoring student progress; we have determined that we need to find and/or develop valid, reliable progress monitoring and screening tools to better evaluate student needs, growth, and enrichment opportunities. Integration of mental health supports and practices, within and across content areas continues to be a need for these student groups. The Educational Services Division will conduct a pilot of new software in the 2026-27 year to assist in these efforts. In addition, the purchase of a comprehensive data ecosystem will allow the District to increase the availability of data to help in the data informed decision necessary to adjust and maximize instruction, especially for our most vulnerable youth.

For Students with Disabilities (SWD) struggling in mathematics, the district will focus on providing training for math teachers to develop more targeted support for students through small group instruction and guided practice through NextGenMath (NGM), to allow students to develop fundamental skills that they may have missed in earlier grade levels of instruction. The digital progress monitoring provided by NextGenMath allows teachers to see how students approach problem solving, and how they can provide

additional targeted assistance to them. The training and rollout for SWD will help teachers direct their support in smaller groups or one-on-one instruction.

All four student groups listed above experience high chronic absenteeism rates. Better understanding what prevents students from engaging fully in school and, as a result, miss a significant number of days of school. Tapping into the school community to understand what these students may also be experiencing that prevent them from engaging with us at school has continued to be a challenge. Our School Engagement Advocates (SEAs) help to mitigate that gap by providing these students and their families with a friendly, student centered adult whose primary goal is to ensure students come to school more consistently. These SEAs work diligently across their multiple school sites to engage families and students who continue to struggle coming to school.

These four identified student groups also have high suspension rates. CHAMPS is a proactive and positive approach to classroom management through the creation of classroom environments where students can thrive and learn. This program provides teachers with strategies and skills that reduce misbehavior so time and attention can be dedicated to learning. Capturing Kids Hearts (CKH) focuses on relationship building at the school site between and among students, parents/families and staff, focusing on social-emotional wellbeing, strong campus culture, and student connectedness, because when students are connected they are less likely to act out in ways leading to suspension. Palmdale School District administrators have determined a need for more work around trauma-informed practices and will be working to support both students and staff working with students of trauma. Students of socioeconomic disadvantage will be supported by providing teachers with an opportunity to attend a book study on Engaging Students with Poverty in Mind. This study will provide teachers with a frame of reference to better understand students of poverty along with strategies for meeting their specific needs. Finally, at the middle schools, the district continues to develop its social & emotional learning and support through the use of the Sown to Grow platform. The Mental Health Services Department will be working to implement Social Emotional and Academic Learning Teams to assist in keeping our identified student groups on track academically, to reduce suspensions, and find ways to increase their positive engagement with people at school, including fellow students, teachers, and support staff. At the elementary level, schools work with LACOE to learn more deeply about and implement Positive Behavior Support & Intervention (PBIS). At the secondary level, the implementation of Restorative Justice (RJ) Rooms, staffed with Restorative Justice Teachers and a group of students who serve as student advocates, have received training on restorative practices from CLS (Collaborative Learning Solutions) and implemented the Restorative Justice rooms that were modeled after those we saw at Kern County Office of the Superintendent in 2023. In conjunction with the California Community Schools Partnership Program (CCSPP) Gran,, the secondary schools have attended the annual School Climate Conference, sponsored by PCE Solutions (Protect, Connect, Educate) sending representatives from district and site administration, the Restorative Justice advocates, Parent Community Liaisons, Special Education instructional coaches, and student interventionists. They learn and share their information with colleagues across the state and bring back best practices to be implemented with students, staff and families to engage them back in our learning process.

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.

As of the 2025 CA Dashboard, no schools in the Palmdale School District are eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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 weekly with all cabinet members throughout the year. Cabinet members routinely review the LCAP strategies and services in order to provide input on program adjustments and enhancements. The Superintendent is committed to the high achievement of all students and nurturing a respectful, inclusive and collaborative district culture as highlighted in the district's strategic plan, the Palmdale PROMISE. The PROMISE Action Team leaders were tasked with creating and monitoring the implementation of action plans. The LCAP operationalizes the strategic plan by allocating the resources and support necessary to build and improve the capacities of unduplicated students and close the achievement gap. Cabinet members attended the monthly meetings with the PROMISE action leads and co-leads to refine and re-prioritize the original Palmdale PROMISE strategic goals and actions. The Cabinet members reflect upon formal and informal educational partnership input and review the CA School Dashboard to discuss performance levels and achievement gaps to better inform allocation of resources for programs. The LCAP was discussed at nine meetings: September 8, 2025, September 29, 2025, November 3, 2025, December 1, 2025, January 12, 2026, February 2, 2026, March 2, 2026, April 20, 2026, and May 11, 2026.
Palmdale PROMISE Action Team	The Palmdale PROMISE Team leads met quarterly, to revise and re-prioritize the original goals and action steps of the Palmdale PROMISE. The Action Team identified strategies that supported the work of each strategic goal but separated the task-oriented actions, providing more broad strokes that can evolve through more specific task-oriented actions.strategies by which the goals and action steps could be achieved, along with the multiple methods to measure progress toward meeting each of the goals. They provided feedback to one another's teams through a virtual gallery walk, providing critical feedback to one another's work . The goals of the Palmdale PROMISE directly align with the goals of the district's LCAP and help to streamline our initiatives. The PROMISE Team met four times for a total of 12 hours this school year: August 28, 2025, October 30, 2025, January 29, 2026, and May 7, 2026.
School Leadership Teams (SLT)	PSD continues to support the SLT process wherein school leadership teams, site administration, and district officials focused upon the development of highly-individualized School Plans for Student Achievement (SPSAs) based upon the specific data-informed needs of each site. Utilizing teacher-voice to drive structural change at the school sites has created a culture of "leading from the middle" which is a key component of lasting cultural and structural change. Principals and assistant principals also help shape the engagement process by engaging their SLTs, student leadership teams, School Site Councils (SSC), English Learner Advisory Councils (ELAC) and their African American Parent Advisory Councils (AAPAC). The administrators, with input from educational partners, align their Single Plan for Student Achievement to LCAP goals.
LCAP Educational Partnership Meetings	The LCAP Educational Partnership committee is composed of individuals who represent all groups that comprise the school district community. It includes students, parents, teachers and other certificated staff, district & site administrators, labor partners, classified personnel, and community business owners. Community business owners and other members who have a vested interest in our district have shared their interest in participating on this LCAP Committee. We notify them of meetings via a LCAP Educational Partnership calendar of meeting dates and times and send reminders via email. The LCAP Educational Partnership also includes representatives from DELAC, Parent Advisory Councils, various departments such as Technology, Special Education and Student Services, Human Resources, Educational Services, and Health Services. Three LCAP meetings were held this year to monitor/review the previous year's LCAP and develop the LCAP Annual Update for 2025-26. Focused on the needs of our unduplicated students, we gather input and recommendations from these partners on how to refine the LCAP. The LCAP Educational Partnership Committee met 3 times during the school year: December 4, 2025, February 12, 2026, and May 29, 2026.
Staff (Certificated & Classified)	A significant action in our LCAP provides time for teachers to engage in the collaborative work of Professional Learning Communities (PLCs). Through the PLC process, teacher teams analyze data and collaborate on best practices to meet the unique needs of students. Teacher leadership teams, consisting of one teacher per grade level, meet monthly to collaborate with administration on the School Implementation Plan (SIP) and their LCAP-aligned Single Plan for Student Achievement. These meetings allow for the dissemination of data, as well as, teacher feedback to administration. Teachers and staff are also asked to complete the LCAP end of year survey for the Annual Update.
SELPA Consultation	The LCAP Director and Director of Special Education met with the SELPA on May 12, 2025 to discuss plans for the 2025-26 school year. The CCEIS (Comprehensive Coordinated Early Intervening Services) Plan was discussed pertaining to the African American students disproportionality in discipline - suspensions, least restrictive environments, and over-identification for special education services. CCEIS transitioned into the CIM (Compliance and Improvement Monitoring) for Significant Disproportionality process at the state level. In order to address these issues PSD contracted with, first, Tribesy, and now, Humanize Us All, to conduct various forums to determine root

	causes of disproportionality and to determine areas of focus. PSD has one Teacher on Special Assignment (TOSA) to conduct training in Multi-Tiered Systems of Support. In addition, as part of the CIM Plan we piloted PBL at three sites (one K-5 school, one K-8 special needs school, and one middle school) to increase engagement. Consultation with the SELPA director led to discussions of the current plan to support students – Project Based Learning, Identification training to reduce over-identification in OHI and ED, and the Co-Teaching Model. The SELPA Director provided district staff with areas of concern which PSD was in the process of addressing, leading to additional conversations and support from the SELPA. We continue to train teachers on the AA Blueprint in connection with the CIM plan.
Students	In addition to student representatives at the district LCAP Educational Partnership Committee meetings, the secondary-level (Grades 6-12) ASBs rebranded the InterCommunications Council (ICC) to establish the Superintendent's Student Advisory Council, where representatives from each of the nine middle schools K-8 schools met monthly to ensure student voices are heard. We hosted a town hall forum with the district Superintendent where the student representatives spoke directly to him to share strengths about their individual schools and areas of concern impacting all their sites. We met twice during the 2025-26 school year with our Student PROMISE Ambassadors to build their capacity regarding individual and collective leadership, building a sense of identity and belonging in a community, and to discuss the LCAP and how it supports students.
Parents	Parents are able to participate in a variety of advisory groups that have an impact on measuring the effectiveness of current LCAP programs, as well as, providing input into future LCAP plans. - Superintendent's Parent Advisory Committee (SPAC): The SPAC is an advisory group of over50 parents with representatives from 28 schools in the district and reflects the unduplicated students who make policy recommendations to the Board of Trustees. They serve as a formal mechanism for parental involvement and also make policy recommendations to the Board of Education. Parents at the Advisory Committee include parents of students who are classified as English Learners (EL), Foster Youth (FY), Socio-economically disadvantaged (SED), Gifted and Talented Education (GATE) and Special Education Students (SPED). They met with the LCAP Director twice: to review 2025-26 LCAP progress and to make final recommendations for the 2026-27 LCAP Plan (February 10, 2026 and May 26, 2026). - 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 2026-27 LCAP (February 24, 2026 and May 26, 2026). - Breakfast with the Superintendent: The Superintendent and Director of LCAP hosted meetings to give each site updates on the LCAP, answer questions, and request/capture input as to the needs of our Foster Youth, Low-Income, and English Learner students at each school site. These breakfasts were held on the following dates: August 21, 2025 (Desert Rose), August 22, 2025 (Cimarron and Barrel Springs), August 26, 2025 (Palm Tree and Palmdale Learning Plaza), August 29, 2025 (Quail Valley and Shadow Hills), September 2, 2025 (Innovations Academy), September 4, 2025 (Golden Poppy and Buena Vista), September 5, 2025 (Yucca and Ocotillo), September 9, 2025 (Mesquite and Cactus), September 12, 2025 (Joshua HIlls and Desert Willow), September 16, 2025 (Yellen), September 23, 2025 (Los Amigos), September 25, 2025 (Summerwind and David G. Millen), September 26, 2025 (Dos Caminos), September 30, 2025 (Chaparral and Manzanita), October 3, 2025 (Tumbleweed and SAGE), October 24, 2025 (Tamarisk and Oak Tree).
Community Groups	Members of the public are invited to attend our Palmdale PROMISE strategic planning meetings and the Board of Trustees meetings for the LCAP updates. At the Board meetings, the public is offered the opportunity to submit comments at the public hearing. Contact information for the LCAP Director is available on the district website where community members can submit written comments regarding specific actions and expenditures in the LCAP. The community was also invited to complete the LCAP Educational Partnership survey that was posted on the district website where they could answer multiple choice and ranking questions; as well as submit their comments.
LCAP Educational Partnership Survey	In addition to the engagement with various groups, PSD developed, launched and analyzed parent, teacher/staff, student, and community surveys on Survey Monkey, sent out in March 2026. The surveys focused on measures of satisfaction/input about programs as well as how to increase and improve student engagement and achievement focused on the needs of our English Learners, Foster/Homeless youth, and students from limited income backgrounds.
Innovations Academy	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/08/2026. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, Access & Equity for AA & Multilingual

	Learners, and Mental Health Services to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants with engagement of staff and families. Follow up meetings hosted in person between site principal and external consultant to finalize actions for budget approval and submission on LCAP Annual Update as Goal 5.
Oak Tree Community Day School	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/03/2026. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, and Access & Equity for AA & Multilingual Learners to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants. Follow up meetings hosted in person between site principal and LCAP Director to finalize actions for budget approval and submission on LCAP Annual Update as Goal 6.
Palm Tree Elementary	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/02/2026. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, Access & Equity for AA & Multilingual Learners, and Special Education to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants with engagement of staff and families. Follow up meetings hosted via email between site principal and external consultant to finalize actions for budget approval and submission on LCAP Annual Update as Goal 7.
SAGE Magnet Academy	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/03/2026. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, Access & Equity for AA & Multilingual Learners, and Mental Health Services to determine root cause analysis and begin to develop its updated initial plan. The site utilized root cause analysis developed by an external consultant with engagement of staff and families. Follow up meetings hosted in person between site principal and external consultant and via email between site principal and LCAP Director to finalize actions for budget approval and submission on LCAP Annual Update as Goal 8.
Yellen Learning Center	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/02/2026. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, Access & Equity for AA & Multilingual Learners, and Special Education to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants with engagement of staff and families. Follow up meetings hosted in person between site principal and external consultant and with the LCAP director to finalize actions for budget approval/submission on LCAP Annual Update as Goal 9.
Yucca Elementary	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/02/2026. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, Access & Equity for AA & Multilingual Learners, and Mental Health Services to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants with engagement of staff and families. Follow up meetings hosted via email between site principal and external consultant and with the LCAP director to finalize actions for budget approval/submission on LCAP Annual Update as Goal 10.
Tamarisk Elementary	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/02/2026. Met with site principal, external consultant, and district directors of LCAP, Curriculum & Instruction, Student Services, and Access & Equity for AA & Multilingual Learners to determine root cause analysis and begin to develop its updated plan, discuss concerns, and completion of plan requirements. The site utilized root cause analysis developed by external consultants with engagement of staff and families. Follow up meetings hosted in person between site principal and external consultant and with the LCAP director via email to finalize actions for budget approval/submission on LCAP Annual Update as Goal 11.
Desert Rose Elementary	Equity Multiplier Engagement: Initial meeting regarding Equity Multiplier requirements was held on 4/08/2026. Met with site principal, external consultant, and district director of LCAP. Separate meeting hosted by the site leadership meeting, then with the whole school at a site staff meeting. The drafted plan, developed in conjunction with the site leadership team and the literacy coach, was presented to the School Site Council for their input and feedback. Their feedback was captured and a follow up meeting was hosted between the district external consultant and the LCAP director in person, via email and over the phone to finalize actions for budget approval and submission of the LCAP Annual Report as Goal 12.
LCAP Public Hearing and Approval Process	Educational Partners were notified at each meeting that they were able to provide direct or indirect (written) responses to the LCAP regarding actions and services, as well as, funding allocations. The annual LCAP Survey and the LCAP Educational Partners Surveys

(provided to the group and also posted on the district website) allowed for anonymous feedback, both in checking answers and providing comments. Public notice was posted in the local newspaper in accordance with Notification to the Public requirements.

LCAP Public Hearing and Approval Process:
LCAP Mid-Year Update Presentation
- February 10, 2026 – Superintendent's Parent Advisory Council
- February 13, 2026 – LCAP Educational Partnership Team
- February 17, 2026 – Board of Trustees Meeting
- February 18, 2026 – Superintendent Student Advisory Council
- February 23, 2026 – African American Parent Advisory Council
- February 24, 2026 – District English Learner Advisory Council
- March 12, 2026 – GATE Parent Advisory Council

LCAP Final Draft Update Presentation
- May 26, 2026 – Superintendent Parent Advisory Council
- May 26, 2026 – District English Learner Advisory Council
- May 29, 2026 – LCAP Educational Partnership Team

May 29, 2026 – Notice of Public Hearing on PSD Website
May 29, 2026 – Notice of Public Hearing in the Antelope Valley Press Newspaper
June 5, 2026 – LCAP Draft available for public review
June 9, 2026 – Public Hearing, Board of Trustees Meeting – soliciting LCAP input
June 10, 2026 – June 22, 2026 - LCAP is revised based on public input
June 23, 2026 – Board of Trustees Meeting - Final Adoption of LCAP and Budget, Local Indicators Report
June 24, 2026 – Submit LCAP to LACOE

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

The LCAP was presented to DELAC, the Superintendent's Parent Advisory Council (SPAC) and the LCAP Educational Partnership Committee, as well as, families throughout the district at the Breakfast with the Superintendent meetings, providing multiple opportunities to understand the changes to LCAP reporting this year, sharing ideas, determining changes to actions and services, and which areas need to increase, decrease or maintain funding. In addition to meeting with these groups, a survey was created and posted on the district website to obtain additional input from members of our school district community. At the SPAC and DELAC meetings in May2026, no questions were received regarding the LCAP for 2026-27.

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

During the 2025-26 school year, the LCAP Educational Partnership meetings covered the following topics:

December 4, 2025 – The team reviewed the guiding principles of LCAP, the development process of the LCAP, and reviewed the2024-25 LCAP to determine progress on goals and actions based on metric updates from Quarter #1. An introduction to LCFF Equity Multiplier was provided to the Committee, including the parameters of the funding, eligibility criteria, and the schools who were eligible for this additional support. The Learning Recovery Emergency Block Grant (LREBG) was also introduced, sharing the anticipated approval of the proposal to report how the district is utilizing these funds in the LCAP for the next 3 years: 2025-26, 2026-27, 2027-28. The domains that LREBG is supposed to support, the amount of the district's allocation (over $30 million), and the process by which this Goal must be developed was presented to the Educational Partners. Questions and feedback were taken regarding these categorical funds, updates on the adopted budget, new and updated metrics.

February 12, 2026 – The LCAP Educational Partnership Team was presented with the Mid-Year LCAP Updates for their review and feedback. They were able to see the changes to the district's fiscal outlook based on the Governor's Initial Proposed Budget for 2026-27, Updates to the Budget Overview for Parents, updates to Mid-Year Student Data- Goals 1-10, and updates to Mid-Year Expenditures – Goals 1-10. At this meeting, we confirmed that Desert Rose would be added as an additional LCFF Equity Multiplier school, and its action plan would be created as Goal 12. LREBG Funding Accountability and Reporting was officially added to the 2026-276 LCAP as Goal 13. A further discussion was facilitated on how the offices for LCAP, State & Federal Programs, and Community Schools are working together to change the budgeting philosophy to a needs-based approach and streamline plan development and expenditure submissions in order to maximize the funding sources available to our district.

May 29, 2026 – The LCAP Educational Partnership Team reviewed the proposed 2025-26 LCAP Annual Update prior to submitting the plan to the Palmdale School District Board of Trustees for their review. The proposed 2026-27 LCAP update reflects the changes submitted from various educational partners, in addition to the team, as well as, budget updates based on the Governor's May Revise. Goal 12 (LCFF Equity Multiplier Plan, Desert Rose ES) and Goal 13 (LREBG Accountability Goal) were also presented. Discussion about possible actions that can be added in Goal 13 were proposed by various team members with the following recommendations made to consider for LREBG support. The Needs Assessment process was discussed to help the team understand what programs/supports/services were being proposed as actions.

Specific Feedback from Educational Partners

LCAP Educational Partnership:
Discussion on how to align all the major plans of the district: District strategic plan (Palmdale PROMISE/La PROMESA de Palmdale), CSEIS/CIM for significant disproportionality, District EL Support Plan, African-American Blueprint for Achievement, PSD Humanizing Roadmap (to be developed in 26-27).
- It was agreed that District Strategic Plan must be the true "north star" of our district's work
- To that end, the LCAP operationalizes the District Strategic Plan
- All other plans must align with the LCAP, which is aligned to the PROMISE.

Superintendent's Parent Advisory Committee: Feedback Survey responses
Note: This meeting (May 26, 2026) took place prior to the LCAP Educational Partnership Committee meeting (May 29, 2025)
Positive Feedback
- Proposed actions for help that long-term English Learners will receive is good (parent response)
- The LCFF Equity Multiplier money being given to the schools that need it most in the District is good, but is a lot of money. It is too bad the money cannot be shared among the other schools because there are English learners at all the other sites, too, who can benefit from this extra help
- The educational partner input and engagement throughout the process is clear
- Funding data and explanations are clear. It is clear that next year's expenditures proposed by the director reflect the need for budget cuts
Areas for Further Consideration
- If there is declining enrollment, you can't just cut spending because all the schools still need to run. There are kids who still go to school and need help.
- More staff need to receive the training for CKH. More people should be nice if they are helping people.
- Some people are still having a hard time enrolling at the Welcome & Enrollment Center, but when they complain, we do our best to let Senora Salcedo or the PCLs know to help them. But not everything should be online because not everyone is comfortable to do the paperwork online.

Breakfast with the Superintendent Parent Survey Responses:
Goal #1 –
- 77% of those surveyed were satisfied or very satisfied with student Access to Curriculum through Technology
- 76% were satisfied or very satisfied with the rigorous P.E. program at the school sites
- 73% 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 –
- 81% of those surveyed were satisfied or very satisfied with Social-Emotional Wellbeing actions such as, Capturing Kids Hearts, use of Social-emotional Learning Specialists (SELSes) and SEL programs and actions.
- 80% were satisfied or very satisfied with Campus Security
- 79% were satisfied or very satisfied with Health support at both the site and district levels

Goal #3 –

- 82% were satisfied or very satisfied with the methods used by the district and sites to communicate information
- 80% of those surveyed were satisfied or very satisfied with Parent and Community Meetings and Events
- 76% were satisfied or very satisfied with the support received through the Welcome and Enrollment Center

Results for Ways to Make Current Programs Better and expanding programs:
- Enhanced Security: Multiple parents expressed concerns about campus safety, noting that gates are sometimes left accessible and parents or unidentified individuals are seen lingering on campus without being questioned. There is a strong request for improved security, both inside and outside the schools.
- Special Education Support: Parents want better structures for students with special needs, such as ADHD and Autism, including 1:1 support structures, specialized staff training, and better communication with parents via ParentSquare. There is also a desire for special recognition for these students.
- Academic Rigor and Classroom Support: Feedback indicates a need for more rigorous academic curriculums in middle school (specifically in math and English), smaller class sizes, and more bilingual programs for young children across more school sites.. Parents also want more tutoring and after-school enrichment resources to help both failing students and students who are already excelling.
- Mental Health and Staff Training: There is a specific call to hire more full-time school psychologists, counselors, and social-emotional support staff. Additionally, parents suggested "people skills" training for staff to ensure they are friendly and know how to properly communicate with the students.
- Improved Enrollment Process: Parents noted that the current enrollment and document submission process at the Welcome Center is slow and difficult to navigate, especially for those who struggle with technology. They suggested that the individual school sites should provide more direct assistance during registration.
- Inclusive Extracurricular Access: Parents requested that schools stop limiting activity participation to certain grade levels. They also suggested incorporating specific sports (like volleyball and basketball) into regular PE classes so that students aren't rejected from after-school sports due to a lack of experience.

Requests for new and expanding programs:
- Sports and Physical Activities: There is a high demand for sports at the elementary level, including baseball, basketball, soccer, cheerleading, dance teams, and physical hobbies like step or drill teams.
- Arts and Music: Parents frequently requested music classes, choir, band, instrument instruction (particularly for younger children), painting, and theater.
- STEM and Practical Life Skills: There is strong interest in STEM and robotics, especially for early grades like Kindergarten and 1st grade. Parents also suggested technology classes, chess and Lego clubs, gardening, basic mechanics, cooking and food preservation classes, and even etiquette classes to teach students how to be "proper ladies and gentlemen".
- Special Needs Inclusivity: Parents want to see sensory play, Autism-friendly events and outings, and specific extracurricular activities and recognition ceremonies tailored for special education students.
- Academic and Emotional Resources: Parents reiterated the need for full-time psychologists and counselors. They also asked for focused homework help.
- Family and Community Engagement: Parents suggested adding "Family Nights" at more school sites to better integrate parents with their children at school, as well as PTA initiatives focused on anti-bullying and educational meetings on how students can better protect themselves.
- Transportation Route & Stop Availability: Increase number of transportation routes and bus stops available to students. Sometimes the distance to bring students to school is far and we see buses driving by along the route that our students have to walk. Can’t they be picked up along the way? It’s already costing the same amount of gas and time.

LCAP Educational Partners Survey:
Goal 1: Academic Preparation/ College and Career Readiness
The top three priorities identified were:
- Increase the number of students reading on grade level by the end of 3rd grade 80.9%
- 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 71.7%
- Decrease learning gaps among lower performing student groups 50.5%

Goal 2: Welcoming, Safe and Healthy Learning Environment
The top three priorities identified were:
- Provide a safe, secure, and operationally efficient school environment 75.4%
- Reduce truancy and chronic absenteeism rates 59.7%
- Increased behavioral support / MTSS 46.4%

Goal 3: Family and Community Engagement
Top 3 priorities identified were:
- Increased Parent Participation / Community Engagement 47.7%

- Use multiple platforms/forums for communication, including technology to build positive relationships and increase engagement and communication with parents, guardians, and the community 42.7%
- Connect parents to community resources by providing parent resource centers, parent workshops, liaisons, translation, and leadership opportunities 40.57%.

Additional Feedback provided for any programs rated “Unsatisfactory”:
Goal 1
- Underutilization of Makerspaces: A recurring complaint is that Makerspaces are a "waste of a classroom" and are rarely used for actual science or innovation. Teachers report lacking the time, training, financial supplies, or curriculum to utilize these rooms effectively, with some suggesting they should be converted into regular classrooms or indoor gyms.
- Ineffectiveness of Bank Time: The weekly "bank time" designed for teacher collaboration is heavily criticized. Staff feel this time is mismanaged, bogged down by district-mandated busywork, and focused on creating a "paper trail" rather than fostering meaningful student intervention or lesson planning. Teachers emphasize a need for actual daily prep time instead.
- Lack of Academic Rigor and Honors Classes: There is a strong demand to reinstate honors classes in middle schools. Respondents feel that high-achieving and GATE students lack access to challenging, in-depth curricula that properly prepare them for high school. Some reported that supplementary interventions like Saturday Academy act more like "babysitting" than rigorous academic support.
- Overreliance on Technology and Screen Time: Respondents express serious concern over the sheer amount of screen time elementary students endure, advocating for a return to traditional "pencil to paper" learning. Respondents also note that replacing textbooks entirely with technology creates disadvantages for students who do not have reliable tech access at home.
- Equity and "Schools of Choice" Impacts: The "school of choice" initiative is criticized for inadvertently concentrating behavioral issues and underperforming students into the remaining neighborhood schools, creating systemic strain. Furthermore, there is a noted lack of equity for special education populations, who are reportedly excluded from engagement activities like robotics and esports.
- Inadequate English Learner (ELL) Support: Staff report a severe lack of resources for newcomers with zero English proficiency, noting it is particularly frustrating when these students are forced to take standardized math assessments in English. Additionally, there are complaints that some ELD programs rely too heavily on computer work rather than active tutoring.
- Concerns with School Schedules: Extending the school day by 24 minutes is criticized for increasing teacher burnout and taking away from planning time without clear evidence of improving student learning. Separately, early start times (such as 7:20 AM) are cited as being detrimental to elementary students' focus, energy, and readiness to learn.

Goal 2
- Campus Security and Safety: A heavy demand for more campus security assistants and School Resource Officers (SROs), particularly at middle and elementary schools, was reported. Respondents cited severe concerns with campus vulnerabilities, such as unlocked gates and doors, security failing to intervene in student fights or aggressive parent encounters, and inadequate training for existing security personnel.
- Expansion and Diversity of Arts Programs (VAPA): Respondents emphasized that Visual and Performing Arts should be treated as a foundational necessity rather than a peripheral activity, requiring dedicated funding and professionally trained instructors. Additionally, there is a push for broader cultural representation in these programs beyond just folklorico and mariachi, ensuring all student identities are reflected.
- Mental Health and Socioemotional Support: There is a critical need for more counselors, school psychologists, and Socioemotional Learning Specialists (SELs) to help students manage trauma and behavioral issues. Staff noted that every elementary school needs at least one full-time counselor, and middle schools need multiple.
- Ineffective Behavioral Management: Many respondents expressed frustration with current discipline frameworks. Restorative justice spaces are frequently viewed as ineffective "holding classes" or "glorified time out rooms" for disruptive students. Furthermore, the "Capturing Kids' Hearts" (CKH) program is criticized as being performative, with some staff openly resisting the framework and treating students and colleagues unprofessionally.
- Student Leadership (ASB) Concerns: While ASB is highly valued for building school morale and empowering student voices, there are complaints about the selection process. Some respondents noted that poorly behaving students are chosen for peer mediation and leadership roles, which perpetuates a culture of disrespect. Additionally, these programs sometimes stall due to a lack of staff willing to volunteer to run them.
- Staffing and Operational Shortages: Respondents highlighted a lack of supervision staff for lunch and recess, which creates difficulties when employees call out sick. Other operational concerns include technology technicians being improperly tasked with security watch, and some school nurses reportedly not participating in IEP meetings.

Goal 3:
- Welcome and Enrollment Center (WEC) Inefficiencies: A major source of frustration is the WEC, which parent and staff respondents describe as slow, unresponsive, and unwelcoming. Processing enrollments can take 3 to 5 weeks, causing students to miss the first days of school. Families report that staff often do not answer phones or emails, can be rude in person, and fail to assist those who struggle with the technology required for applications. Additionally, there are severe complaints about incorrect student

placements, such as illegally enrolling students into Special Day Classes without IEPs or putting SDC students in general education.
- Exclusivity and Execution of Cultural Events: While district events like the Black History Gala, AAPAC Cookout, and Multicultural Showcase aim to celebrate diversity, respondents feel they are problematically exclusive and restricted to a "handpicked few" rather than being open to the community. There is a lack of transparency regarding how tickets and merchandise are distributed. Furthermore, some feel the events are too long (e.g., a 3-4 hour gala), over-involve external organizations rather than focusing on the students, and fail to adequately celebrate all ethnic groups, such as Asian teachers.
- Ineffective Parent Communication and Engagement: Communication methods are failing to connect with families effectively. District-wide automated calls are often not relevant to individual students, and many parents do not keep up with ParentSquare notifications. Respondents suggest making ParentSquare a conditional part of enrollment and hiring a dedicated media position to engage parents through social media, photos, and videos. Additionally, Parent Community Liaisons (PCLs) reportedly need more training; respondents shared PCLs currently spend too much time on front-office tasks rather than actively doing outreach or informing parents of engagement opportunities.
- Lack of Foster Youth and Trauma Support: There is a significant gap in perceived support for foster families and children with trauma. Staff are reportedly uneducated on foster youth needs, and there is a lack of collaboration between the district, LACOE, and DCFS to properly handle IEPs and identify Educational Rights Holders. Respondents are calling for widespread professional development in trauma-informed practices and restorative environments.
- Missed Opportunities for Adult Education and Orientation: Respondents shared the district is missing key opportunities during the enrollment phase to mandate parent orientations, offer tutoring, or sign parents up for workshops. Adult Education programs (like ESL or GED classes) are inconsistently offered across school sites, poorly advertised, and do not provide the regular, routine engagement that parents need to build a school community.

Equity Multiplier Schools:
- Post-Sessions Feedback
  - Site Principals appreciated the format provided this Spring 2026 semester to prepare them for the Equity Multiplier plan development. Having the external evaluator and the Team of District Directors to serve as consultants for the principal as they presented their Needs Assessment was appreciated– everyone was in one room, focused on listening to the school's context and what they want to focus on for the coming year. They felt heard and supported, and appreciated the dialogue when discussing what they proposed for their school plan.
  - The External Evaluator appreciated meeting with the EM Schools in a focused, organized manner. The prompts provided to the principals to prepare their slide deck outlined the components of a Needs Assessment and how it should be done by the sites. Feedback given by the directors was consultative, acting as thought partners rather than as evaluators or gatekeepers. The process was collaborative and productive - worth the investment of time.
  - Some site principals expressed appreciation for the opportunity to have the LCAP Director or the External Evaluator present the information about Equity Multiplier to their site leadership team or their whole staff.
- The sites presented their requests for key staffing of positions they felt would best address challenges they felt most impacted the site's ability to effectively interact with their students and families to promote coming to school, and to address the challenges that often serve as barriers to student success at school.
- Data analysis of student performance on summative assessments and the frequency of these assessments continues to be an area of need across all sites. The district has been providing more guidance on the use of FIABs and IABs to inform progress to reaching proficiency in grade level standards.
- Current LPM's and the process of assessing and monitoring student progress has determined that we need to find and/or develop valid, reliable progress monitoring and screening tools to better evaluate student needs, growth, and enrichment opportunities.
- The External Evaluator and LCAP Director agree that a discussion about the type of metrics being used to monitor progress may also need to be adjusted as the progress monitoring and screening tools for evaluating student needs, growth and opportunities for enrichment are refined. This will frame the LCAP metrics development for the 2027-2029 cycle

Title I / LCAP Parent and Guardian Feedback Survey 2025-26:
The Title I / LCAP Parent and Guardian Feedback Survey, administered in the Spring 2026 semester, continues to affirm the path that the Palmdale School District is on as it attempts to meet the needs of our students and families.

Key areas of success:
- Of the respondents to the survey 89.6% strongly agree or agree that they are kept informed about district and school events.
- 88.2% 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.
- 88.8% strongly agree or agree that students understand consequences of breaking school rules.
- 87.2% strongly agree or agree that their school has staff that believes their child can be successful.
- 85.4% strongly agree or agree that their child's teacher is preparing their students for success.

Key areas of concern are as follows:

- Of the respondents to the survey, 70.4% strongly agree or agree that if their child struggles academically, the school will provide extra help.
- 71.2% strongly agree or agree that their school has high-level academics and is preparing their child for college/career.
- 73.7% strongly agree or agree that their child feels appropriately challenged with high expectations from school staff.

Goals and Actions

Goal

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

State priorities addressed by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

The Palmdale School District established the goal of High Levels of Academic Achievement and Career Readiness as a result of evidence provided through various metric data,

and in keeping with the Palmdale PROMISE strategic plan. This goal is also supported by various educational partnership groups as evidenced in the LCAP Educational Partner Survey and the annual LCAP survey.

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

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

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

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

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

Measuring and Reporting Results

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

1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year) - Elementary Grade 3-5	2022-23 All: 26% RFEP: 60% EL: 11% FY: 10% LI: 24% AA: 16% SWD: 7% HL: 16% AI: 29% MR: 27%	2023-24 All: 26% RFEP: 59% EL: 10% FY: 13% LI: 28% AA: 15% SWD: 7% HL: 13% *AI: unknown MR: 29% *not enough students to report	2024-25 All: 29% RFEP: 62% EL: 7% FY: 14% LI: 26% AA: 15% SWD: 7% HL: 15% AI: 30% MR: 35%	2025-26 All: 32% RFEP: 66% EL: 17% FY: 16% LI: 30% AA: 22% SWD: 13% HL: 22% AI: 35% MR: 33%	All: +3% RFEP:+2 % EL: -4% FY: +4% LI: +2% AA: -1% SWD: no change HL: -1% AI: +1% MR: +8%
2	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year) - Middle Grade 6-8	2022-23 All: 28% RFEP: 47% EL: 4% FY: 13% LI: 27% AA: 17% SWD: 5% HL: 24% AI: 14% MR: 32%	2023-24 All: 28% RFEP: 45% EL: 3% FY: 8% LI: 26% AA: 17% SWD: 5% HL: 25% *AI: unknown MR: 33% *not enough students to report	2024-25 All: 31% RFEP: 50% EL: 3% FY: 9% LI: 29% AA: 19% SWD: 7% HL: 20% AI: 30% MR: 33%	2025-26 All: 34% RFEP: 53% EL: 10% FY: 19% LI: 33% AA: 23% SWD: 11% HL: 30% AI: 20% MR: 38%	All: +3% RFEP: +3% EL: -1% FY: -4% LI: +2% AA: +2% SWD: +2% HL: -4% AI: +16% MR: +1%
3	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year) - Elementary Grade 3-5	2022-23 All – 21% RFEP – 48% EL – 10% FY – 6% LI – 19% AA – 9% SWD – 6% HL - 15% AI - 15% MR - 25%	2023-24 All: 21% RFEP: 48% EL: 10% FY: 10% LI: 19% AA: 9% SWD: 5% HL: 7% *AI: unknown MR: 29% *not enough students to report	2024-25 All: 23% RFEP: 49% EL: 8% FY: 9% LI: 21% AA: 12% SWD: 6% HL: 11% AI: 21% MR: 28%	2025-26 All – 27% RFEP – 54% EL – 16% FY – 12% LI – 25% AA – 15% SWD – 12% HL – 21% AI - 21% MR - 31%	All: +2% RFEP: +1% EL: -2% FY: +3% LI: +2% AA: +3% SWD: no change HL: -4% AI: +6% MR: +3%

4	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year) - Middle Grade 6-8	2022-23 All: 12% RFEP: 21% EL: 1% FY: 2% LI: 11% AA: 5% SWD: 2% HL: 9% AI: 4% MR: 10%	2023-24 All: 13% RFEP: 22% EL: 1% FY: 5% LI: 11% AA: 5% SWD: 2% HL: 6% *AI: unknown MR: 14% *not enough students to report	2024-25 All: 15% RFEP: 24% EL: 2% FY: 5% LI: 13% AA: 8% SWD: 3% HL: 7% AI: 18% MR: 16%	2025-26 All: 18% RFEP: 27% EL: 7% FY: 8% LI: 17% AA: 11% SWD: 8% HL: 15% AI: 10% MR: 16%	All: +3% RFEP: +3% EL: +1% FY: +3% LI: +2% AA: +3% SWD: +1% HL: -2% AI: +14% MR: +6%
5	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q3 LPMs (increase by 2% per year) - Elementary Grades 3-5	2023-24 All: 31% RFEP: 67% EL: 21% FY: 25% LI: 37% AA: 26% SWD: 15% HL: 27% AI: 41% MR: 43%	2024-25 All: 40% RFEP: 66% EL: 25% FY: 27% LI: 37% AA: 26% SWD: 18% HL: 25% AI: 35% MR: 47%	2025-26 All: 40% RFEP: 63% EL: 25% FY: 30% LI: 37% AA: 27% SWD: 22% HL: 24% AI: N/A MR: N/A	2026-27 All: 37% RFEP: 73% EL: 27% FY: 31% LI: 43% AA: 32% SWD: 21% HL: 33% AI: 47% MR: 49%	All: +9% RFEP: -4% EL: +4% FY: +5% LI: No change AA: +1% SWD: +7% HL: -3% AI: -6% MR: +4%
6	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q3 LPMs (increase by 2% per year) - Middle Grades 6-8	2023-24 All: 38% RFEP: 66% EL: 25% FY: 29% LI: 49% AA: 37% SWD: 19% HL: 39% AI: 32% MR: 52%	2024-25 All: 52% RFEP: 71% EL: 30% FY: 41% LI: 51% AA: 37% SWD: 24% HL: 44% AI: 73% MR: 61%	2025-26 All: 49% RFEP: 64% EL: 25% FY: 26% LI: 48% AA: 36% SWD: 21% HL: 40% AI: N/A MR: N/A	2026-27 All: 44% RFEP: 72% EL: 31% FY: 35% LI: 55% AA: 43% SWD: 25% HL: 45% AI: 38% MR: 58%	All: +11% RFEP: -2% EL: No change FY: -3% LI: -1% AA: -1% SWD: +2% HL: +1% AI: +41% MR: +9%

7	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q3 LPMs (increase by 2% per year) - Elementary Grade 3-5	2023-24 All: 49% RFEP: 78% EL: 46% FY: 47% LI: 54% AA: 43% SWD: 31% HL: 42% AI: 56% MR: 61%	2024-25 All: 55% RFEP: 79% EL: 44% FY: 36% LI: 53%% AA: 39% SWD: 31% HL: 42% AI: 60% MR: 56%	2025-26 All: 61% RFEP: 84% EL: 49% FY: 48% LI: 56% AA: 47% SWD: 37% HL: 43% AI: N/A MR: N/A	2026-27 All: 55% RFEP: 84% EL: 52% FY: 53% LI: 60% AA: 49% SWD: 37% HL: 48% AI: 62% MR: 67%	All: +12% RFEP: +6% EL: +3% FY: +1% LI: +2% AA: +4% SWD: +6% HL: +1% AI: +4% MR: -5%
8	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q3 LPMs (increase by 2% per year) - Middle Grade 6-8	2023-24 All: 37% RFEP: 57% EL: 25% FY: 37% LI: 43% AA: 34% SWD: 23% HL: 37% AI: 42% MR: 42%	2024-25 All: 45% RFEP: 57% EL: 29% FY: 34% LI: 43% AA: 35% SWD: 25% HL: 33% AI: 41% MR: 49%	2025-26 All: 34% RFEP: 42% EL: 17% FY: 22% LI: 33% AA: 23% SWD: 12% HL: 17% AI: N/A MR: N/A	2026-27 All: 43% RFEP: 63% EL: 31% FY: 43% LI: 49% AA: 40% SWD: 29% HL: 43% AI: 48% MR: 48%	All: -3% RFEP: -15% EL: -8% FY: -15% LI: -10% AA: -11% SWD: -11% HL: -20% AI: -1% MR: +7%

9	SBA ELA Grades 3-8 – decrease points from level 3 by 9 points – Status level on CA School Dashboard (decrease by 3 points per year)	2022-23 All: -59.5 pts below standard RFEP: -5.1 pts below standard EL: -78.1 pts below standard FY: -100.9 pts below standard LI: -64.2 pts below standard AA: -90.8 pts below standard SWD: -100.9 pts below standard HL: -69.2 pts below standard AI: -84.1 pts below standard MR: -49.6 pts below standard	2023-24 All: -61.4 pts below standard RFEP: -6.8 pts below standard EL: -76.8 pts below standard FY: -115.1 pts below standard LI: -65.7 pts below standard AA: -97.6 pts below standard SWD: -130.3 pts below standard HL: -85.5 pts below standard AI: -78.9 pts below standard MR: -53.2 pts below standard	2024-25 All: -53.3 pts below standard RFEP: -3.7 pts below standard EL: -67 pts below standard FY: -96.2 pts below standard LI: -59.3 pts below standard AA: -92.3 pts below standard SWD: -122.2 pts below standard HL: -80.7 pts below standard AI: -56.7 pts below standard MR: -38.3 pts below standard	2025-26 All: -50.5 pts below standard RFEP: 0 pts below standard EL: -69.1 pts below standard FY: -91.9 pts below standard LI: -55.2 pts below standard AA: -81.8 pts below standard SWD: -91.9 pts below standard HL: -60.2 pts below standard AI: -75.1 pts below standard MR: -40.6 pts below standard	All: +6.2 pts RFEP: +1.4 pts EL: +11.1 pts FY: +4.7 pts LI: +4.9 pts AA: -1.5 pts SWD: -21.3 pts HL: -11.5 pts AI: +27.4 pts MR: +11.3 pts

10	SBA Math Grades 3-8 – decrease points from level 3 by 9 points – Status level on CA School Dashboard (decrease by 3 points per year)	2022-23 All: -97.1 pts below standard RFEP: -53.3 pts below standard EL: -112.3 pts below standard FY: -137.4 pts below standard LI: -102 pts below standard AA: -134.1 pts below standard SWD: -161.7 pts below standard HL: -112.4 pts below standard AI: -104.2 pts below standard MR: -97.7 pts below standard	2023-24 All: -98.2 pts below standard RFEP: -57.6 pts below standard EL: -112.1 pts below standard FY: -138.6 pts below standard LI: -102.8 pts below standard AA: -138.3 pts below standard SWD: -160.5 pts below standard HL: -135.4 pts below standard AI: -108.2 pts below standard MR: -89.6 pts below standard	2024-25 All: -93.1 pts below standard RFEP: -59.4 pts below standard EL: -106.4 pts below standard FY: -131.8 pts below standard LI: -99 pts below standard AA: -132 pts below standard SWD: -158 pts below standard HL: -122.9 pts below standard AI: -85.8 pts below standard MR: -84.2 pts below standard	2025-26 All: -88.1 pts below standard RFEP: -44.3 pts below standard EL: -103.3 pts below standard FY: -128.4 pts below standard LI: -93 pts below standard AA: -125.1 pts below standard SWD: -152.7 pts below standard HL: -103.4 pts below standard AI: -95.2 pts below standard MR: -88.7 pts below standard	All: +4 pts RFEP: +6.1 pts EL: +6.1 pts FY: +5.6pts LI: +3 pts AA: +2.1 pts SWD: +3.7 pts HL: -10.2 pts AI: +_+18.4 pts MR: +13.5 pts
11	Increase the percentage of students in K-2nd Grade mastering foundational skills in math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-2024 Kinder: 88% Grade 1: 71% Grade 2: 71%	2024-25 Kinder: 85% Grade 1: 72% Grade 2: 70%	2025-26 Kinder: 87% Grade 1: 73% Grade 2: 64%	2026-2027 Kinder: 94% Grade 1: 77% Grade 2: 77%	Kinder: -1% Grade 1: +2% Grade 2: -7%

12	Increase the percentage of students in K-2nd Grade reading by 3rd Grade by 15% – average of Q1-Q3 LPMs (increase by 5% per year)	2023-2024 Grade 3: 41%	2024-25 Grade 3: 38%	2025-26 Grade 3: 37%	2026-2027 Grade 3: 47%	Grade 3: -4%
13	Increase the percentage of students achieving met or exceeded standard for Science on CAST by 6% (increase by 2% per year)	2022-2023 13.64%	2023-24 14.79%	2024-25 15.37%	2025-2026 19.64%	+1.73%
14	Increase the overall English learner reclassification rate by 7.5%, as determined through the PSD reclassification policy (increase by 2.5% per year)	2023-2024 13.3% (480 students reclassified this year, currently PSD has 3,602 English Learners)	2024-25 15.3% (543 students reclassified this year, currently PSD has 3,026 English Learners)	2025-26 17.3% (571 students reclassified this year, currently PSD has 3,300 English Learners)	2026-2027 20.8%	+4%
15	Increase percentage of English learner students at Level 4 on the ELPAC by 7.5% (increase by 2.5% per year)	2023-2024 14.2% (581 students)	2024-25 13.0% (467 students)	2025-26 5.3% (159 Students)	2026-2027 21.7%	-8.9%

16	Increase the percentage of English learner students making progress towards English language proficiency by 7.5% – CA School Dashboard (increase by 2.5% per year)	2022-2023 51.2%	2023-24 46.2%	2024-25 48.2%	2025-2026 58.7%	-3%
17	Decrease the number of Long-Term English Learners by 7.5% in each category, as evidenced through district evaluation criteria – ELLevation Data (increase by 2.5% per year)	2023-2024 4-5 Years – 19.5% 7 or More Years – 18.5%	2024-25 4-6* Years - 28.6% 7 or More Years - 19.1% *LTEL has changed from 6 to 7 years, number of at-risk includes year 4, 5, and 6	2025-26 4-6 Years - 26.4% 7 or More Years - 16.2%	2026-2027 4-6 Years - 12.0% 7 or More Years - 11.0%	4-6 Years: +6.9%% 7 or More Years: -2.3%
18	Increase to 65% students showing growth toward meeting California PE standards – CA Fitnessgram and LPMs	Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2023-24.	Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2024-25.	Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2025-26.	Data not available at this time. HFZ was not administered to 5th and 7th grade students in 2023-2024.	No change Data collected/reported to CDE is in participation rate: 99% in 2023, 2024, and 2025

19	Increase collaboration among students through the use of technology and digital tools by 12% – Technology Survey (increase by 4% per year)	2023-2024 Grades 2-5 69.5% Grades 6-8 78.9%	2024-25 Grades 3-5 88.0% Grades 6-8 91.8% *2nd grade was not surveyed in 24-25	2025-26 Grades 3-5 83.8% Grades 6-8 88.2%	2026-2027 Grades 2-5 81.5% Grades 6-8 90.9%	Grades 3-5 +14.3% Grades 6-8 +9.3%
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	2023-24 ELA: 5 – Full Implementation and Sustainability ELD: 4 – Full Implementation Math: 4 – Full Implementation NGSS: 3 – Initial Implementation History-Social Science: 4 – Full Implementation	2024-25 ELA: 4 - Full Implementation ELD: 4 - Full Implementation Math: 4 - Full Implementation NGSS: 4 - Full Implementation History-Social Science: 4 - Full Implementation	2025-26 ELA: 5 - Full Implementation & Sustainability ELD: 5 - Full Implementation & Sustainability Math: 5 - Full Implementation & Sustainability NGSS: 3 - Initial Implementation History-Social Science: 4 - Full Implementation	2026-27 ELA: 5 – Full Implementation and Sustainability ELD: 4 – Full Implementation Math: 4 – Full Implementation NGSS: 4 – Full Implementation History-Social Science: 4 – Full Implementation	ELA: No change ELD: +1 Math: +1 NGSS: No change History-Social Science: No change

21	Receive a Rating Scale of 4 – Full Implementation or better in the implementation of state standards – Local Indicator Survey - CTE - Health - PE - World Languages	2023-24 CTE: 1 – Exploration and Research Phase Health: 3 – Initial Implementation PE: 4 – Full Implementation World Language: 2 – Beginning Development	2024-25 CTE: 3 – Initial Implementation Health: 3 – Initial Implementation PE: 4 – Full Implementation World Language: 2 - Beginning Development	2025-26 CTE: 3 – Initial Implementation Health: 3 – Initial Implementation PE: 5 - Full Implementation & Sustainability World Language: 1 - Exploration & Research Phase	2026-27 CTE: 4 – Full Implementation Health: 4 – Full Implementation PE: 4 – Full Implementation World Language: 4 – Full Implementation	CTE: +2 Health: No Change PE: +1 World Language: -1
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	2023-24 Teachers & Staff as a whole: 4 – Full Implementation Individual Teachers: 5 – Full Implementation and Sustainability Standards not yet mastered: 4 – Full Implementation	2024-25 Teachers & Staff as a whole: 3 – Initial Implementation Individual Teachers: 3 – Initial Implementation Standards not yet mastered: 3 – Initial Implementation	2025-26 Teachers & Staff as a whole: 3-4 – Initial/Full Implementation Individual Teachers: 4 – Full Implementation Standards not yet mastered: 2 – Beginning Development	2026-27 Teachers & Staff as a whole: 4 – Full Implementation Individual Teachers: 5 – Full Implementation and Sustainability Standards not yet mastered: 4 – Full Implementation	Teachers & Staff as a whole: maintained Individual Teachers: -1 Standards not yet mastered: -2

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 1 was fully/partially/minimally implemented.
5 out of 13 actions were implemented fully with no substantive differences in the actual implementation of these actions.
1 out of 13 actions were implemented fully as described and then expanded in the 2025-26 school year.
6 out of 13 actions were partially implemented in the 2025-26 school year.
1 out of 13 actions were minimally implemented

Fully Implemented: Actions 5, 6, 8, 10, 11, 12, 13 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: Action 3 was fully implemented and expanded in the 2025-26 school year.
Partially Implemented: Actions 1, 2, 4, 6, 7 9 were partially implemented in the 2025-26 school year.
Minimally implemented: No actions.

Successful Implementation of Actions:
Actions 3 & 12 - The extended school day to increase elective availability for students at the middle school level also provides our staff the ability to collaborate together on a weekly basis, whether it is to receive more training on Teacher Clarity, the FIABs and IABs, or efforts to improve climate and culture (PBIS, Capturing Kids Hearts, CHAMPS). The district-wide focus on Teacher Clarity to support teachers has also made this collaboration structure vitally important for collective growth. We continue to see the positive impact of this dedicated time on how intentional our staff is in how they prepare for and provide necessary supports to our unduplicated youth, and this work continues into 2026-27.

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

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

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 - Supporting students and Closing the Achievement Gap, Elementary Schools: Planned: $9,125,820, Estimated Actual $8,487,008 - Summer Professional Development costs funded instead by LREBG, Actions 12 & 17 (see special note below after Action 2 to reconcile material difference via LREBG support) for Learning Loss Mitigation efforts. Additional material differences include salary fallout for Instructional Aides.. Backfilled positions went to Transitional Kindergarten, funded in lieu with LCFF Base funds.

Action 2 - Supporting students and Closing the Achievement Gap, Middle Schools: Planned $2,818,664, Estimated Actual: $2.590,088 - Summer Professional Development costs funded instead by LREBG for Learning Loss Mitigation efforts (see special note below to reconcile material difference via LREBG support):

For both Actions 1.1 & 1.2, Supplemental Actions 13.12 & 13.17 were funded via LREBG.. Action 13.12, Certificated Professional Learning to accelerate instruction/close learning gaps in ELA & Math: Planned $48,000, Estimated Actual $1,603,090. More money was spent more than anticipated on conferences, professional development opportunities, substitute teacher costs, and certificated extra duty compensation for Elementary and Secondary-level teachers Teachers on Special Assignment, and Support Providers. For Supplemental Action 13.17, LREBG funding was planned to support Certificated Professional Learning on the new Math & ELA Framework & Standard along with High Leverage Practices. Planned $1,734,000, Estimated Actual $561,500. Less on extra duty hours than expected for teacher participation due to a lack of facilitators available to train staff. The protracted RFP procurement process made it difficult to secure consultants to support this work.

Action 4 - Professional Learning Communities: Planned: $5,528,662, Estimated Actual: $6,133,548 - Certificated salary increase.

Action 5 - Equitable Learning - Schools of Choice: Planned: $393,719, Estimated Actual: $351,994 - Allocation for magnet middle schools not fully expended. IB School Fees covered by site discretionary funds.

Action 9 - English Learner Support Plan: Planned: $1,900,149, Estimated Actual: $1,692,266 - Salary fallout, Instructional Aide vacancies not backfilled. Professional Development costs supported by LREBG for Mitigating Learning Loss efforts. Additional support via LREBG. Action 13.23: Planned: $173,000, Estimated Actual: $99,275. Certificated Professional Learning and Materials: ELD support and progress monitoring. Spent less on materials and certificated extra duty compensation than expected

Action 10 - Long Term English Learners (LTELs): Planned $20,000, Estimated Actual $46,800 - LTEL Support Plan expenditures began with 2025-26 implementation, including increased planning time to support site-level and individualized student support once they were identified.

Action 11 - Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan: Planned $200,000, Estimated Actual $97,500 - tutoring contracts support via LREBG for learning loss mitigation. Additional support via LREBG, Action 13.7, Targeted Tutoring Support, Planned: $150,000 Actual: $50,000. RFP in procurement process for vendors approved halfway into the 25-26 school year. Split among SWD, AA, EL and FY youth.

Action 12 - Extended Learning Opportunities & Access to Broad Curriculum: Planned $8,724,530, Estimated Actual $9,514,200 - Certificated salary increase.

Action 13 - Student Engagement Programs & Activities: Planned $70,000, Estimated Actual $86,411 - expenditures for the SAGE Planetarium Seating project carried over from the 2024-25 school year.

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

Theme 1: Core Academic Achievement & Instructional Effectiveness
Actions 1 & 2 (ELA/Math Instruction & Assessments): Actions 1 and 2 have shown mixed effectiveness in uniformly improving Math achievement across sites and grade spans, as evidenced by varied achievement results on the LPM and CAASPP. While investment in understanding FIAB and IAB assessments and their analyses is anticipated to impact future instruction, current data does not yet reflect significant improvement in student achievement results on the CAASPP in Math. ELA achievement has improved at a higher rate compared to Math for most student groups across the district, but some groups still lag behind their peers, specifically Students with Disabilities.

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

Action 6 (High Levels of Academic Preparation & College/Career Readiness): Action 6 has demonstrated partial effectiveness in promoting high levels of academic preparation and college/career readiness, particularly for unduplicated students. 2025 CA School Dashboard results indicate that EL and LI students have improved to the yellow performance level for ELA and orange performance level for Math, with FY students on the orange level for both ELA and Math. Continued investment in Teacher Clarity, the PLC structure, and Gradual Release of Responsibility to support the extra 12 minutes for collaboration remains essential to keep focus on students needing greater support, including our unduplicated youth.

Actions 11 & 12 (Unduplicated Youth Academic Performance & Foster Youth Support): Actions 11 and 12 have been partially effective in improving academic performance for EL, LI, and Foster Youth students. The SBA results in ELA (Metrics 1.1, 1.2) and Math (1.3, 1.4), the LPM results in ELA (1.5-1.6) and Math (1.7, 1.8), and Dashboard Data for Math (1.9) and ELA (1.10) demonstrate that these student groups continue to underperform in academics, but they are making gains that are above nominal levels. The Foster Youth Support plan is coordinated with additional support from the LREBG funding to provide targeted tutoring support that was made available but not accessed by as many students as eligible. A deeper dive is necessary to determine what additional services can be augmented to increase the personalized support necessary for their learning acceleration.

Theme 2: Targeted Support for Specific Student Populations (Unduplicated Students)
Action 4 (EL, LI, FY Student Support): Action 4 has shown partial effectiveness in providing additional support for EL students, with documentation being better than for LI and FY students. There has been partial effectiveness in 2025-26 in addressing the needs of Long-Term English Learners (LTELs), a new student group impacting performance on the EL Progress indicator. Both groups scored in the green performance level for 2025.

Metric 1.14 (EL Reclassification Rate): A notable mixed effectiveness is the decrease in the EL Reclassification rate (Metric 1.14) by 1.6% in SY 2025-26. The reclassification rate is still a positive number, and this overall effectiveness is primarily attributed to the availability of ELPAC results prior to the end of the 2025-26 school year, allowing for more timely reclassifications. This is beneficial because Reclassified-English Fluency Proficient (R-FEP) students consistently score higher on the CAASPP ELA and Math assessments compared to their English-Only (EO), English Learner (EL), and Long-Term English Learner (LTEL) counterparts, leading to a higher likelihood of demonstrating grade-level proficiency. However, the total number of students designated EL has decreased because students in Kindergarten are no longer evaluated for eligibility (started SY 2025-26). This is a historically significant number of students in our district. Now, the work to determine this designation does not begin until the 1st Grade.

Actions 9 & 10 (Qualified Staffing for EL Support): Actions 9 and 10 have been partially effective as the district has been able to secure qualified staffing to support how teachers assist English Learners in accessing grade-level curriculum. Specifically, the number of Instructional Coaches focused on EL student support has increased. This staffing positively impacted progress being made districtwide toward increasing students scoring Level 4 on ELPAC (Metric 1.15), increasing students demonstrating progress to English proficiency (Metric 1.16), and decreasing the number of LTELs (Metric 1.17). Backfilling these positions was critical for addressing these challenges in the final year of the LCAP cycle.

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

engagement at school and the availability of courses in topics that interest them.

Action 7 (Educational Technology Coordinator & Technology Programs):. Though a new Director Assessment for Learning & Ed Technology was hired prior to the start of the 2025-26 school year, the department had only one instructional coach to support Ed Technology use by certificated staff throughout the district. The PSD Technology survey reported that student collaboration through technology and digital tools decreased for both elementary and secondary grades: 83.8% in Grades 3-5, 88.2% in Grades 6-8 Backfilling the two vacant instructional coach positions for Ed Technology for 2026-27 will significantly impact how teachers utilize technology to support student collaboration, and we look forward to measuring this progress in the last year of the LCAP cycle.) Action 8 (Physical Fitness Test - PFT): Action 8 has been ineffective in providing measurable data to the state for the Physical Fitness Test (PFT), as this metric remains immeasurable for state reporting. Only the participation rate of 5th and 7th graders is required by CDE. While physical education is offered to elementary students to promote active, healthful lifestyles and develop collaboration/conflict resolution skills, quantifying how effectively teachers facilitate this through collaboration and lesson design remains a challenge in directly relating it to children's engagement in fitness and learning academic expectations of physical education. We need to define the effectiveness of this expenditure in ways separate from state testing.

Action 13 (Attendance & Chronic Absenteeism): Action 13 has been ineffective in addressing consistent daily student attendance. The district continues to struggle with consistent, daily attendance, with a district-wide 92.6% attendance rate and a concerning 29.7% Chronic Absenteeism rate, as provided by Infinite Campus, EveryDay Labs, and the CA School Dashboard. Attracting students to participate in enrichment activities remains a struggle when students do not consistently come to school.

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

No changes were made to this Goal, Actions, or Metrics for Goal 1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	Acknowledging the pivotal role of exemplary and high-quality first instruction in minimizing the necessity for interventions, this initiative is geared towards the establishment of a Multi-Tiered System of Support (MTSS) with targeted strategies tailored to the unique needs of low-income, foster youth, and English learner student groups, thereby reinforcing their pursuit of academic excellence in English Language Arts (ELA) and Mathematics. Addressing the specific needs of elementary student groups in the red performance level on the Student Performance Indicators in ELA and Mathematics, the Palmdale School District (PSD) will focus on: - implementation of standards; - comprehensive assessments for placement and monitoring of progress; - integrated instructional programs that are culturally responsive; and - the equitable distribution of resources. For EL students we will use programs such as Be Glad and other high leverage EL strategies.	$4,885,928.00	Yes

		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 TK to 5th grade.		
2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	District and site personnel provide a welcoming and safe place for English learners, foster youth and low-income students and their families: from providing behavior supports, implementing Restorative Justice, MTSS, and PBIS programs to ensuring all staff are Capturing Kids' Hearts trained professionals that support students' social-emotional needs. Using the additional concentration funds, extra hours were allotted for Noon Duties to support Capturing Kids' Hearts program across the district and building relationships with our unduplicated students. Social Emotional Learning Specialist and/or School Counselors provide small group support targeted to suspensions and behavior. PSD will build on the In-Lieu of Suspension Program to target Foster students and socio-economically disadvantaged students who are high in suspensions on the CA School Dashboard. Trauma-Informed training for school staff will be provided to enhance their understanding of the impact of trauma on unduplicated students and equip them with the skills to respond compassionately and effectively to behavioral issues, reducing the likelihood of suspensions. PSD will implement Advocacy Centers at the middle school level as a Tier I behavior resource. Peer Mediation elective will be implemented to function for 5 periods a day on all middle and high school campuses. This action will support all unduplicated students UPK – 8th grade, as well as, our lowest performing student groups district-wide.	$1,862,577.00	Yes
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 TK to 8th grade.	$6,260,270.00	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 TK – 8. Additional hours for Library Aides have been allocated using concentration funds to implement this initiative.	$1,808,850.00	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.	$395,540.00	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	$2,552,620.00	Yes

		effectively.		
7	Access to Curriculum through Technology	The Educational Technology Department and the Information Services Department are committed to engaging unduplicated students through innovative tailored technologies, providing necessary software, hardware, and infrastructure along with tech liaisons at school sites to facilitate curriculum access. The Education Technology Department model software use, integrate technology into teaching strategies with an emphasis on increasing student collaboration, and offer resources for teachers to support English learners, foster youth, and low-income students. Buses upgraded with Wi-Fi devices enable students to work on homework during their commutes, ensuring essential academic support for student success.	$4,022,072.00	Yes
8	Rigorous Physical Fitness Program through Curricular Collaboration	English learners, foster youth, and low-income students need a robust physical education program provided by credentialed P.E. teachers and their instructional aides (aides are in Elementary only). The enhanced P.E. program works to increase the number of unduplicated students passing the PFT.	$3,412,151.00	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 TK – 8th grade.	$1,624,924.00	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. (See Goal 12, Action 12)	$5,000.00	Yes
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.	$100,000.00	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.	$9,796,957.00	Yes
13	Student Engagement Programs and Activities	PSD staff members implement co-curricular and extracurricular activities that ensure access for English learners, foster youth, and low-income students that expand their interest, multicultural perspectives, and academic understanding. Some examples of activities include assemblies, college awareness, Career Fair, Mathletes, Robotics, Science Olympiad, etc.	$70,000.00	Yes

Goal

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

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

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

1	Increase district-wide rate of attendance by 1.5% – Infinite Campus (increase by 0.5% per year)	2023-2024 91.43%	2024-25 92.16%	2025-26 92.6%	2026-2027 92.93%	+1.17%
2	Decrease district-wide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2022-2023 District - 21.2% (0% in red) Cimarron HI - 32.6% SED - 33.6% SWD - 41.4% DGMillen EL - 25.8% HI - 21.3% SED - 23.0% SWD - 29.9% WHI - 31.8% Joshua Hills AA - 32.4% HI - 25.5% SED - 25.0% SWD - 34.0% SAGE AA - 32.4% SED - 24.0% Tamarisk HI - 20.2% SED - 22.2% SWD - 29.3% Yucca AA - 36.7% EL - 27.3% HI - 26.8% SED - 28.5% SWD - 37.2%	2023-24 District: 31.3% Cimarron HI: 31.8% LI: 31.9% SWD: 41.5% DGMillen EL: 28.8% HI: 31.9% LI: 36.2% SWD: 37.4% WHI: 36.5% Joshua Hills AA: 41.5% HI: 31.7% LI: 34.6% SWD: 35.6% SAGE AA: 46.1% LI: 17.2% Tamarisk HI: 36.3% LI: 43.4% SWD: 44.4% Yucca AA: 66.9% EL: 32.5% HI: 36.8% LI: 43.4% SWD: 50.0%	2024-25 District: 29.7% Cimarron HI: 32.3% LI: 33.1% SWD: 44.2% DGMillen EL: 26.8% HI: 29.9% LI: 33.8% SWD: 33.9% WHI: 35.2% Joshua Hills AA: 31.3% HI: 33.8% LI: 34.2% SWD: 39.0% SAGE AA: 49.7% LI: 40.4% Tamarisk HI: 43.2% LI: 45.9% SWD: 51.7% Yucca AA: 70.6% EL: 34.6% HI: 39.0% LI: 49.1% SWD: 55.2%	2025-2026 District - 15.2% Cimarron HI - 26.6% SED - 27.6% SWD - 35.4% DGMillen EL - 19.8% HI - 15.3% SED - 17.0% SWD - 23.9% WHI - 25.8% Joshua Hills AA - 26.4% HI - 19.5% SED - 19.0% SWD - 28.0% SAGE AA - 26.4% SED - 18.0% Tamarisk HI - 14.2% SED - 16.2% SWD - 23.3% Yucca AA - 30.7% EL - 21.3% HI - 20.8% SED - 22.5% SWD - 31.2%	District: +8.5% Cimarron HI: -0.3% LI: -0.5% SWD: +2.8% DGMillen EL: +1% HI: +8.6% LI: 10.8% SWD: -4% WHI: +3.4% Joshua Hills AA: -1.1% HI: +8.3% LI: +9.2% SWD: +5% SAGE AA: +17.3% LI: +16.4% Tamarisk HI: +23% LI: +23.7% SWD: +22.4% Yucca AA: +33.9% EL: +7.3% HI: +12.2% LI: 20.6% SWD: +18%

3	Maintain the district-wide 8th grade dropout rate – Infinite Campus	2023-24 0%	2024-25 0%	2025-26 0%	2026-27 0%	No Change
4	Reduce district-wide suspension to 3% – CA School Dashboard	2022-23 District - 5.7% FY - 12.4% MR - 6.8% PI - 10.0% LI - 6.1%	2023-24 District: 4.9% FY: 9.7% MR: 5.8% PI: 4.9% LI: 5.2%	2024-25 District: 5.1% FY: 12.9% MR: 6.3% PI: 16.7% LI: 5.5%	2026-2027 District - 3.0% FY - 9.4% MR - 3.8% PI - 7.0% LI - 3.1%	District: -0.6% FY: -3% MR: -3% PI: -3% LI: -3%
5	Reduce district-wide African American student suspension rate by 3% – CA School Dashboard (decrease by 1% per year)	2022-23 14.2%	2023-24 11.7%	2024-25 13.0%	2025-26 11.2%	-1.2%
6	Maintain/Decrease district-wide number of expulsions	2023-24 8	2024-25 4	2025-26 4	2026-27 0	-4
7	Increase student positive engagement and school connectedness by 6% – California Healthy Kids Survey (increase by 2% per year)	2023-24 Grade 5: 63.7% Grade 7: 46.2%	2024-25 Grade 5: 63.3% Grade 7: 45.4%	2025-26 Grade 5: 66.5% Grade 7: 50.6%	2026-27 Grade 5: 69.7% Grade 7: 52.2%	Grade 5: +2.7% Grade 7: +4.4%

8	Increase student social-emotional learning and strength of body, mind, and character by 6% – California Healthy Kids Survey (increase by 2% per year)	2023-24 Grade 5: 71.5% Grade 7: 43.0%	2024-25 Grade 5: 71.0% Grade 7: 41.2%	2025-26 Grade 5: 72.3% Grade 7: 49.2%	2026-27 Grade 5: 77.5% Grade 7: 49.0%	Grade 5: +0.8% Grade 7: +6.2%
9	Increase the percentage of parents and staff that feel that the school sites are providing social-emotional supports for students by 6% - CA School Parent Survey and CA School Staff Survey (increase by 2% per year)	2023-24 Parent: 72.7% Staff: 88.7%	2024-25 Parent: 74.0% Staff: 91.7%	2025-26 Parent: 76.7% Staff: 96.0%	2026-27 Parent: 78.7% Staff: 94.7%	Parent: +4.0% Staff: +7.3%
10	Increase student perception of safety at school by 6% – California Healthy Kids Survey (increase by 2% per year)	2023-24 Grade 5: 71.3% Grade 7: 80.1%	2024-25 Grade 5: 71.4% Grade 7: 81.4%	2025-26 Grade 5: 71.6% Grade 7: 82.0%	2026-27 Grade 5: 77.3% Grade 7: 86.1%	Grade 5: +0.3% Grade 7: +1.9%

11	Increase percentage of parents that strongly agree or agree that the school provides a safe, welcoming, and healthy environment for their child by 6% – Title I/LCAP Parent Survey (increase by 2% per year)	2023-24 District: 71.8% EL: 77.1% 2024-25 FY: 78.9%	2024-25 District: 78.1% EL: 84.1% FY: 78.9%	2025-26 District: 82.7% EL: 88.1% FY: 78.9%	2026-27 District: 77.8% EL: 83.1% FY: 84.9%	District: +10.9% EL: +11.0% FY: No Change
12	Increase the percentage of parents that strongly agree or agree that this school is a safe place for their child by 6% – California School Parent Survey (increase by 2% per year)	2023-24 83%	2024-25 87.0%	2025-26 89%	2026-27 89%	+6%
13	Increase the percentage of School Staff that strongly agree or agree that the school is a safe place for staff and students by 6% – California School Staff Survey (increase by 2% per year)	2023-24 Students: 92% Staff: 89%	2024-25 Students: 89% Staff: 88%	2025-26 Students: 92% Staff: 91%	2026-27 Students: 98% Staff: 95%	Students: No change Staff: +2%

14	Increase the percentage of students that feel like they can trust school all of the time to keep them safe in a natural disaster or emergency situation by 12% - LCAP Student Survey (increase by 4% per year)	2023-24 Yes, All of the time - 31% Yes, Most of the time - 33%	2024-25 Yes, All of the time 31% Yes, Most of the time 33%	2025-26 Yes, All of the time 32% Yes, Most of the time 32%	2026-27 Yes, All of the time - 43% Yes, Most of the time - 45%	Yes, All of the time: +1% Yes, Most of the time: -1%
15	Increase the percentage of parents that are Very Satisfied or Satisfied with the Health Support at the Schools and District by 6% - LCAP/Title I Parent Survey & Breakfast with the Superintendent Survey (increase by 2% per year)	2023-24 60%	2024-25 75.8%	2025-26 72.5%	2026-27 66%	+12.5%

16	Increase the percentage of staff and parents that Strongly Agree or Agree that their school appreciates and respects diversity and different cultural beliefs and practices by 6% - CA School Parent Survey and CA School Staff Survey (increase by 2% per year)	2023-24 Staff: 92% Parent: 80%	2024-25 Staff: 92% Parent: 83%	2025-26 Staff: 94% Parent: 83%	2026-27 Staff: 98% Parent: 86%	Staff: +2% Parent: +3%
17	Increase the number of unduplicated students that are identified for the GATE program by 6 (2 per year)	2023-24 EL: 5 FY: 0	2024-25 EL: 0 FY: 3	2025-26 EL: 2 FY: 2	2026-27 EL: 11 FY: 6	EL: -3 FY: +2
18	Increase the percentage of students that feel Very Satisfied or Satisfied with the District Student Leadership Opportunities by 15% - LCAP Student Survey (increase by 5% per year)	2023-24 39.9%	2024-25 45.7%	2025-26 41.7%	2026-27 54.9%	+1.8%

19	Increase the number of students participating in mentoring/Rites of Passage programs by 5 at each participating school sites and increase the number of schools participating by 3 (1 school site per year)	2023-24 Oak Tree: 20 Cactus: 20 SAGE: 20	2024-25 Oak Tree: 0 Cactus: 0 SAGE: 0 *Program is being restructured and anticipated to start in the 2025-26 school year.	2025-26 Oak Tree: 0 Cactus: 0 SAGE: 0 *Program is being restructured and anticipated to start in the 2026-27 school year.	2026-27 Oak Tree: 25 Cactus: 25 SAGE: 25	Oak Tree: -20 Cactus: -20 SAGE: -20
20	Receive a Rating Scale of 4 – Full Implementation or better in the Implementation of State Standards in VAPA – CDE Local Indicator Survey	2023-24 4 – Full Implementation	2024-25 4 – Full Implementation	2025-26 3 – Initial Implementation	2026-27 4 – Full Implementation	-1

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 2 was fully/partially/minimally implemented.
8 out of 15 actions were implemented fully with no substantive differences in the actual implementation of these actions.
0 out of 15 actions were implemented fully as described and then expanded in the 2025-26 school year.
6 out of 15 actions were partially implemented in the 2025-26 school year.
1 out of 15 actions were minimally implemented

Fully Implemented: Actions 1, 3, 4, 7, 10. 11, 12 and 15 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: No actions were fully implemented and expanded in the 2025-26 school year.
Partially Implemented: Actions 2, 5, 6, 9, 13 and 14 were partially implemented in the 2025-26 school year.
Minimally implemented: Action 8 was minimally implemented in the 2025-26 school year.

Successful Implementation of Actions:
Parent perception of safety at schools increased by 12.58% (Metric 2.15); but the number of families who respond to our survey is small - not a true representation of our district's demographics. Perception of appreciating and respecting diversity and difference in cultures remains the same for parents (83%) but went up slightly for staff (94%) (Metric. 2.16). A slight increase in the number of students (92%), staff (91%) reporting they feel safe at school (Metric 2.13) and of parents who report they feel school is safe for students and staff (89% - Metric 2.12) are positive indicators that the district's targeted efforts are making a positive impact.

The most challenging aspects of our implementation of these actions has been as follows:
Action 9 - The Mentoring/Rites of Passage program (Metric 2.19) was not implemented in 2025-26. The previous partner was unable to support the program; a new partnership/MOU/vendor is sought to re-establish this program at strategic sites in our district, including Oak Tree, SAGE, Cactus and Tamarisk.

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

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

Action 5 - Student Design Projects - Planned $1,581,954, Estimated Actual $1,175,770 - Spent less on Planetarium-related projects, custodian salaries, and extra duty hours than expected.
Action 6 - Culturally Responsive Practices: Planned $476,162, Estimated Actual $555,912 - Contract with Humanize Us All, Increased extra duty hours for the Equity Academy series
Action 11 - Home to School Transportation: Planned $2,602,253, Estimated Actual $3,059,920 - Increase in salaries, site van maintenance (wraps), Contracts with REI, CI Solutions, and Tyler Tech were greater than expected.
Action 14 - Access to Specialized Program Opportunities - GATE: Planned $45,000, Estimated Actuals: $33,443 - Contract with Riverside Heights for the CogAT screener was less than expected, Did not provide Extra Duty compensation for GATE professional development.
Action 15 - Student Voice & Leadership: Planned $50,000, Estimated Actual $$70,707 - The Superintendent's Student Advisory Council was very successful this year, the additional cost is due to providing substitutes for the ASB Advisors that attended each meeting with their students, along with videography services to memorialize the work of the student groups

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

Theme 1: Health, Wellness & Social-Emotional Support

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

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

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

Action 4 (Suspension Rates & Restorative Approaches): Action 4 highlights ineffectiveness in addressing high suspension rates for FY (12.7%, an increase of 3% from the prior year) and LI students (5.5%, an increase of 0.3% from last year) on the CA School Dashboard. Pacific Islanders were included for the first time at 16.7% Students need more social-emotional support and assistance with attendance/behavior. Fostering SRO and Campus Security engagement through restorative approaches (secondary) and PBIS (elementary) is also crucial

Action 5 (Student Engagement in Design Projects & Connectedness): Action 5 has been ineffective in consistently fostering student connectedness. Only 66.5% of Grade 5 students (up by 2.2%)and 50.6% of Grade 7 students (up by 3.4%) reported connectedness (Metric 2.7), a slight increase from the prior year. This indicates a need for greater student input into school design projects.

Action 6 (Cultural Proficiency & Unconscious Bias Training): Action 6 has had limited effectiveness in addressing disproportionate suspension rates for FY, AA, and EL students. Though some staff trained in Cultural Proficiency and Unconscious Bias, the number of staff exposed must increase to better understand and uplift these student groups' cultural and linguistic needs. This will continue to be scaled to include the site administrators next year (26-27).

Action 7 (Social Emotional Learning Specialists (SELS)): Action 7 has shown limited effectiveness in addressing enrollment, documentation, attendance and monitoring case status for foster youth. These SELS work at school sites to help reduce the caseloads of their colleagues throughout the district, but the district's Foster Youth still continues to struggle with higher suspension rates (Metric 2.2), higher absenteeism (Metric 2.1), and lower academic success.

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

Action 15 (Student Leadership Opportunities): Action 15 shows increased effectiveness in student satisfaction with leadership opportunities (Metric 2.18), rising to 41.7%from 26% in 2023-24. With significant increases in student participation in the Superintendent's Student Advisory Council (50-60 students) and the Student PROMISE Ambassadors (70 students), increased support for student leadership and ASB advisor training, based on partner feedback, these efforts work to strengthen student-superintendent dialogue.

Theme 3: Attendance, Access & Systemic Operational Challenges
Action 9 (Attendance & Chronic Absenteeism - General): Action 9 has been effective. District-wide Attendance Rate increased to 92.6% , but Chronic Absenteeism rates remain persistently very high for six of 14 student groups across the district. Chronic absenteeism remains very high for 12 of our school sites, but 17 schools experienced either a decline or significant decline in the chronic absenteeism rate, The district-wide rate dropped 1.6% from 2024 to 2025, but many of our schools remain in double digit rates of chronic absenteeism.by 10.1% (to 29.7%). A major attendance campaign focused on motivating students to come to school was implemented, along with continued review of SEA duties and the implementation of EveryDay Labs for attendance monitoring are still in progress.

Action 10 (Chronic Absenteeism Staffing): Action 10 appears partially effective currently, as chronic absenteeism decreased for 17 schools in 2025. The "Nudge" module pilot from EveryDay Labs at ten highest-absenteeism schools aims to engage families. However, SEAs struggle with large caseloads and high volumes of truancy meetings. Understaffing in critical attendance roles across the district is a barrier.

Action 11 (Student Engagement in Activities & Transportation): Action 11 highlights a challenge: CHKS engagement rates (66.5% Gr5, 50.7% Grade 7, Metric 2.7) show students need greater activity engagement. This is compounded by lower attendance rates (92.6% ADA) and high chronic absenteeism (29.7%). While district Transportation provides essential, safe access, it does not directly address disengagement or absenteeism.

Action 12 (Participation Barriers & Fine Arts Programs): Action 12 addresses ineffectiveness in full student activity engagement (CHKS: Grade 5 – 66.5%, Grade 7 – 50.7%, Metric2.7), alongside low attendance (92.6% rate) and high chronic absenteeism (29.7%). Educational partners noted transportation costs and time constrain FY and LI student participation. While signature Fine Arts programs like Youth Cinema Project and Folklorico are supported and popular at specific sites, their broad impact on district-wide engagement requires further evaluation.

Action 13 (Music Program Growth & Staffing): Action 13 indicates limited effectiveness in increasing engagement through music programs, with rates lower than desired (CHKS: Grade 5 – 66.5%, Grade 7 – 50.7%). Music programs exist at 9 elementary sites, but lack of staffing availability hampers growth. Challenges in backfilling 2.0 FTE elementary/K-8 and 1.0 FTE middle school music positions limit service expansion, despite LCAP Concentration funds and AMS (Prop 28) funds for future positions.

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

Metric 18 - incorrect data was listed. Updated with correct information.
Action 8 - Student Engagement Activities - Sports Programs will be removed in the 2027-28 LCAP update. This now uses ELOP funds.

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.	$1,828,815.00	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	$10,537,063.00	Yes

		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 TK – 8th grade, as well as, our lowest performing student groups district-wide.		
3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	English learners and Foster youth need a designated person to monitor their academic success to determine needed interventions and supports, ensure they participate in activities, are serviced through the English Learner and Foster Youth Support Plans, and to determine additional programs needed to support social-emotional wellbeing. Site Assistant Principals will be the designated person to work with ELs, FY and their families. Additional Assistant Principals were added to support this action using the additional concentration funds.	$6,495,326.00	Yes
4	Campus Security	Unduplicated students, who have suffered trauma, need to be able to trust the emergency trained staff at each site to provide for their safety while on campus. Each site prepares a Comprehensive School Safety Plan that details procedures in case of an emergency. Cameras are placed on campuses, maintained and replaced to support a safe campus by acting as a deterrent to bullying. SRO's and Campus Security will support school safety and build relationships with students.	$2,865,480.00	No
5	Student Design Projects	To enhance opportunities for foster and low-income students to access core curriculum in their daily lives; foster and low-income students will participate in student directed design projects at their school sites. The program is focused on integrating content knowledge with real world experiences. Students will receive design criteria around a theme, then create designs and submit to professionals. Students will learn design management, assessment, and cycles of design. Students will be supported by M&O personnel and additional site custodians to bring their designs to completion using the additional concentration funds.	$1,265,864.00	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.	$484,669.00	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.	$685,748.00	Yes
8	Student Engagement Activities - Sports Programs	Low-income and Foster students often do not have the resources to participate in team sports through city and private sports programs. Funding of Intramural sports and Interscholastic sports, includes transportation, allows foster youth and low-income student groups to participate in team sports, which supports healthy living, and develops leadership skills. The Athletic Director, along with site PE coaches coordinate the teams' practices and events in four different sports.	$0.00	No
9	School Sites Support for Social-Emotional Well-being	English learners, foster youth, and low-income students receive additional support 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.	$1,421,530.00	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	$955,638.00	Yes

		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 conduct home visitations and parent conferencing to encourage school attendance.		
11	Home to School Transportation	Many parents lack the ability to ensure their students arrive on time and safely to school daily. The 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.	$2,984,692.00	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.	$500,000.00	Yes
13	Access to Specialized Program Opportunities - Music	The Music and Honors Music Programs, led by certificated Music teachers, puts musical instruments in the hands of our foster and low-income students who would not be able to participate in such programs outside the school day. The Honors program showcases our English learner, foster youth, and low-income students who are particularly gifted or talented in the area of Music. We expanded our music program by adding an additional music teacher using additional concentration funds.	$302,787.00	Yes
14	Access to Specialized Program Opportunities - GATE	English learners, foster youth, and low-income students in general are underrepresented in the Gifted and Talented program for a number of reasons. In order to eliminate this barrier, and in addition to current district requirements, all second-grade students will take the CogAt, a strength-based assessment given by the classroom teacher, that will identify strengths in our unduplicated students that could qualify them for the GATE program in spite of language, cultural, transiency, academic, and funding barriers. The Office of Access and Equity oversees the GATE program and training of site GATE Leads to better understand the academic and developmental needs of our gifted students.	$30,000.00	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 the Superintendent’s Student Advisory 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.	$44,000.00	Yes

Goal

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

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

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

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

This goal also provides for: Adult Education support such as GED classes;professional development for staff that work with our parent groups; and conferences for parents and

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase district-wide parent participation and engagement by 6% – California School Parent Survey & Title I/LCAP Parent Survey (increase by 2% per year)	2023-24 CSPS: 81.2% Title I/LCAP: 74.5% Title I/LCAP EL: 81.3% 2024-25 Title I/LCAP FY: 77.3%	2024-25 CSPS: 83.8% Title I/LCAP: 80.4% Title I/LCAP EL: 87.0% Title I/LCAP FY: N/A	2025-26 CSPS: 82.0% Title I/LCAP: 82.8% Title I/LCAP EL: 89.5% Title I/LCAP FY: 89.5%	2026-27 CSPS: 87.2% Title I/LCAP: 80.5% Title I/LCAP EL: 87.3% Title I/LCAP FY: 85.0%	CSPS: +0.8% Title I/LCAP: +8.3% Title I/LCAP EL: +8.2% Title I/LCAP FY: +12.2%
2	Increase district-wide home/school communication by 6% – California School Parent Survey & Title I/LCAP Parent Survey (increase by 2% per year)	2023-24 CSPS: 77.0% Title I/LCAP: 72.3% Title I/LCAP EL: 79.7% 2024-25 Title I/LCAP FY: 77.6%	2024-25 CSPS: 81.5% Title I/LCAP: 79.3% Title I/LCAP EL: 84.7% Title I/LCAP FY: N/A	2025-26 CSPS: 81.3% Title I/LCAP: 83.0% Title I/LCAP EL: 89.5% Title I/LCAP FY: 80.3%	2026-27 CSPS: 83.0% Title I/LCAP: 78.3% Title I/LCAP EL: 85.7% Title I/LCAP FY: 85.0%	CSPS: +4.3% Title I/LCAP: +10.7% Title I/LCAP EL: +9.8% Title I/LCAP FY: +2.7%

3	Increase the percentage of parents that feel the district and/or school site personnel are keeping them informed and promote parent participation in parent groups and school programs by 6% - LCAP/Title I Parent Survey (increase by 2% per year)	2023-24 All: 75% EL: 80% 2024-25 FY: 80.3%	2024-25 All: 80.9% EL: 84.8% FY: N/A	2025-26 All: 83.6% EL: 89.3% FY: 82.9%	2026-27 All: 81% EL: 86% FY: 86.3%	All: +8.6% EL: +9.3% FY: +2.6%
4	Increase or maintain the number of parent academic initiatives and parent classes offered at the school site by 2 per year	2023-24 513	2024-25 145	2025-26 392	2026-27 519	-168
5	Increase the number of foster youth and parent/caregiver engagement and training by 4 per year	2023-24 0	2024-25 13	2025-26 2	2026-27 12	+2

6	Increase percentage of parents that feel that site provided meetings and workshops are effective in helping them support their students by 6% – Parent Meeting/ Training Survey (increase by 2% per year)	2024-2025 86.5%	2024-25 N/A	2025-26 76.8	2026-27 92.5%	-9.7%
7	Maintain the number of community partnership meetings with a minimum of 40 meetings per year – as evidenced by agendas and sign-in sheets	2023-24 31	2024-25 61	2025-26 29	2026-27 40	-2
8	Increase the percentage of parents that are Very Satisfied or Satisfied with the Welcome and Enrollment Center by 6% - Parent Surveys (increase by 2% per year)	2023-24 64%	2024-25 76.6%	2025-26 69.4%	2026-27 70%	+5.4%

9	Receive a Rating Scale of 4 – Full Implementation or better in progress in building capacity of and supporting family members to effectively engage in advisory groups – Local Indicator Survey	2023-24 3 – Initial Implementation	2024-25 4 - Full Implementation	2025-26 4 - Full Implementation	2026-27 4 – Full Implementation	+1
10	Receive a Rating Scale of 4 – Full Implementation or better in providing all families with opportunities to participate in decision making and provide input on policies and programs, and implementing strategies to reach underrepresented groups in the school community – Local Indicator Survey	2023-24 3 – Initial Implementation	2024-25 4 - Full Implementation	2025-26 4 - Full Implementation	2026-27 4 – Full Implementation	+1

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 3 was fully/partially/minimally implemented.
_3_ out of 8 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_0_ out of 8 actions were implemented fully as described and then expanded in the 2025-26 school year.
_4_ out of 8 actions were partially implemented in the 2025-26 school year.
_1_ out of 8 actions were minimally implemented

Fully Implemented: Actions 1, 2, 5 and 7 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: No actions were fully implemented and expanded in the 2025-26 school year.
Partially Implemented: Actions 3, 4 and 8 were partially implemented in the 2025-26 school year.
Minimally implemented: Action 6 was minimally implemented in the 2025-26 school year.

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

Efforts to improve the customer satisfaction rates at our district's Welcome and Enrollment Center over the last year, including the strategic hiring of supportive staff and streamlining enrollment procedures, have resulted in an improvement of satisfaction by about 5% from the start of the LCAP cycle, but has decreased over 7.2% in the last year. This needs to be investigated more closely to determine what prolongs enrollment/processing%.

A significant increase in expenditures is noted for this year due to the increased number of parents/family members who attended both CABE and CAAASA to strengthen parent skills in areas that are specific to the needs of their children to enhance their learning. This investment in our families (Action 3) will continue to be a priority to support our unduplicated youth, whose success depends wholly on the support of all the adults involved in their growth and protection. This has been, in part, supported through the Community Schools grant, allowing us to free up resources to send more staff with supplemental LCFF funding to these types of engagement events and conferences.

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

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

The Director of Mental Health Services, who is our Foster Youth Liaison, has been able to provide services for Foster Youth families (Action 6) through memorandums of understanding (MOUs) with community and regional agencies that have come at no cost to the district. However, it is part of his plan in 2026-27 to increase support for Foster

Youth families beyond just the robust services requiring no cost on the district side.

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

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

Action 1 - Communications: Planned $210,500, Estimated Actual $159,258 - contract with Student Support Services Solutions was paid from a different action (2.2)
Action 4 - District Parent Events & Meetings: Planned $666,980, Estimated Actual $529,639 - Spent less on salaries and district events than expected.
Action 5 - English Learner Parent Support: Planned $75,000, Estimated Actual $32,977 - Did not purchase Latino Family Literacy Packets
Action 6 - Foster Youth Parent Support: Planned $500, Estimated Actual $0 - did not start
Action 7 - Welcome & Enrollment Center: Planned $458,012, Estimated Actual $l533,263 - Certificated & Classified staff salary increases

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

Theme 1: Enhancing Communication & Family Engagement
Action 1 (Multimedia Communication & Engagement): Action 1 has been effective in increasing communication efforts. Despite the radio show's elimination, overall communication satisfaction didn't decrease: CSPS 82.0% (+0.5%), Title I/LCAP Survey 82.8% (+3.5%) for all respondents, and 89.5% (+4.8%) for EL Parents. The district offered 392 parent academic initiatives/classes and held 29 community partnership meetings in 2025-26. The Local Indicator Survey reports a "Rating Scale of 4 – Full Implementation or better" in building capacity for family engagement in advisory groups, aligning with the goal of "Full Implementation."

Action 2 (Parent & Community Voice): Action 2 shows mixed effectiveness. District-wide parent participation exceeded metric expectations, yet results indicate this reflects a small population of engaged families. Increasing broader community participation remains a challenge. The district is exploring AI-assisted technology to capture more parent, student, and community voice, along with the communication tools that will be available in the new districtwide data ecosystem platform from Panorama Education beginning in July 2026.

Action 3 (Parent Education Awareness & Survey Response): Action 3 has been partially effective. Adding a two-question survey at meetings increased responses for Metric 3.3. While parent education opportunities are robust for ELs, LCAP survey feedback indicates families are unaware these activities are available to all, not just EL families. Engaging with the Directors of Access & Equity for African American Achievement and Multilingual Learners to better define these activities as broadly as we can for our community.

Action 4 (Informed Parents & Participation Promotion): Action 4 demonstrates partial effectiveness. Title I/LCAP Parent Survey results show 83.6% of all parents, 89.3% of EL parents, and 82.9% of FY parents feel informed and that participation is promoted. While these results show improvement, this remains an area of growth for the district, as survey respondents represent a small, highly engaged percentage of families.

Action 5 (Parent Support & Training): Action 5 demonstrates partial effectiveness. The CA School Parent Survey shows 89% of parents feel their students and staff come to safe campuses (Metric 2.12). Certificated and classified staff will provide meetings, capacity-building trainings, and workshops focused on parent-requested topics during the 2025-26 school year. In addition, English learner parents will be able to participate in multicultural events that support the goals of the Palmdale PROMISE to celebrate and appreciate the culturally and linguistically diverse community we serve, including the DELAC celebration and the Black History Gala.

Action 8 (District Promotion of Site Activities): Action 8 shows mixed effectiveness. The percentage of parents feeling informed and that participation is promoted is high (All: 83.6%, EL - 89.5%, FY =82.9%) in 2025-26). District office promotion of site activities via the webmaster and Coordinator of Extended Learning Opportunities is effective. However, streamlining consistency in sharing site-level information to the district level remains a challenge.

Theme 2: Operational Efficiency & Accessibility
Action 7 (Welcome and Enrollment Center Customer Service): Action 7 has been partially effective. The Welcome and Enrollment Center's customer service ratings decreased to 69.4% (down 7.2% from last year, (Metric 3.8). The district needs to review its efficiency rates with enrollment and other basic application processing. Hiring additional personnel and achieving faster enrollment processing times have boosted the center's efficiency.

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

No changes were made to this Goal, Actions, or Metrics for Goal 3.

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.	$168,000.00	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.	$3,049,648.00	Yes
3	Parent and Community Engagement / Adult Education	To support parents in their efforts to educate their students, Palmdale School District offers many classes, such as GED classes for low-income families, ESL classes for parents of our English learner students, nutrition classes, and parenting classes for Foster families that support parent's ability to assist in increasing the academic success of students during the 2025-26 school year. Palmdale School District provides various community engagement activities throughout the year to ensure families are well aware of the resources available within the community, as well as those provided by PSD. We have held Career Fairs, Backpack Giveaway, and AAPAC Unity in the Community, as well as other events.	$522,280.00	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 2025-26 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 TK to 8th grade.	$526,543.00	Yes
5	English Learner Parent Support	To support the parents and families of our English learner students in navigating the district system, increase participation in their student's education, and assist with their student learning, certificated and classified staff will provide meetings, capacity-building trainings, and workshops focused on parent-requested topics during the 2025-26 school year. In addition, English learner parents will be able to participate in multicultural events that support the goals of the Palmdale 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 TK to 8th grade.	$27,000.00	Yes
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	$500.00	Yes

		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.		
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.	$472,028.00	Yes
8	Resources for Site Parent Engagement	Schools will provide a variety of events during the 2025-26 school year that promote information focused on the engagement of families in programs to provide increased and improved services to our low-income, foster youth, and English learner student groups. District funds will support the site activities. District funding of these activities allows sites to better serve their communities with events and training - Family Math Night, Latino Literacy classes, etc. In turn, families can better understand and support their students' academic development.	$222,815.00	Yes

Goal

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

State priorities addressed by this goal.

1, 7

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% of teachers will be appropriately credentialed for the students that they are assigned to teach per Williams Act Requirements	2023-24 100%	2024-25 76.1%	2025-26 89.6%	2026-27 100%	-10.4%

2	100% of schools will be providing students with standards-based instructional materials by meeting Williams Act Requirements	2023-24 100%	2024-25 100%	2025-26 100%	2026-27 100%	No Change
3	100% of facilities will be in good repair by meeting Williams Act Requirements	2023-24 100%	2024-25 100%	2025-26 100%	2026-27 100%	No Change

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 4 was fully/partially/minimally implemented.
6 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 2025-26 school year.
2 out of 9 actions were partially implemented in the 2025-26 school year.
0 out of 9 actions were minimally implemented

Fully Implemented: Actions 1, 2, 3, 4, 5, and 7 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: Action 6 was fully implemented and expanded in the 2025-26 school year.
Partially Implemented: Actions 8 and 9 were partially implemented in the 2025-26 school year.
Minimally implemented: No actions were minimally implemented in the 2025-26 school year.

Successful Implementation of Actions:
Action 1 - Certificated staffing was fulfilled in large part due to the recruitment of teachers from international countries: Philippines, Spain and Mexico, and Cameroon. They filled positions in Math, Science, Special Education (RSP & SDC), Music, and teaching in Spanish at the Dual Immersion sites. The district expects to engage in hiring of additional International teachers for a fourth consecutive year. The district is committed to providing unduplicated youth with highly qualified staff who provide direct services to increase/improve their access to and experience success at school. The delay of one additional year to the anticipated Math textbook adoption process has not hampered the efforts of the district to prepare teachers with understanding the new math framework (Action 2), in preparation for this adoption season in the 2025-26 school year. Technology deployment at the school sites is robust, but the replacement and update of equipment to current standard is a costly - and ongoing- challenge. Ensuring our unduplicated youth have access to technology and the learning materials they need remain a top priority in the LCAP.

Our Facilities and Operations teams ensure district buildings are in good repair, (Action 3) despite ongoing staffing challenges to the custodial and groundskeeper teams. The District Facilities Master Plan has ensured our campuses are beautiful, safe and appealing environments for learning to take place. Basic supplies are provided for all facilities to maintain compliance (Action 4).
Home to School (HTS) Transportation services (Action 5) are enhanced with programs that allow buses and students to be monitored at all times when traveling to and from home and school. These technological supports (cameras, tracking system, RFID cards) enhance safety for our student riders.

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

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

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

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

Action 1 - Certificated Staffing: Planned $89,477,798, Estimated Actual $103,948,930 - increased cost for staffing increases and salary/benefit increases
Action 7 - Classified Staffing-Health & Safety at School Sites: Planned $5,196,552, Estimated Actual $3,609,477 - decreased cost due to unfilled positions
Action 8 - Classified Staffing-Support for Student Referrals & Enrollment: Planned $260,213, Estimated Actual $329,171 - increased cost for classified salaries and benefits, and services

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

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

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

No changes were made to this Goal, Actions, or Metrics for Goal 4.

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.	$119,139,716.00	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).	$47,941,804.00	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.	$30,761,182.00	No
4	Site Allocations for Basic	• Basic Classroom Supplies	$1,484,330.00	No

	Supplies and Other Expenditures to Support Basic Services for Williams Compliance	• 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.		
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.	$6,433,778.00	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.	$1,423,459.00	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.	$3,852,296.00	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.	$70,503.00	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.	$3,915,626.00	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 2026.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 4

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase percentage of EL students making progress by 7.5% - CA School Dashboard (2.5% per year)	2022-23 41.2%	2023-24 48.7%	2024-25 48.9%	2025-26 48.7%	-7.7%

2	SBA Math Grades 3-8 - decrease points from level 3 by 6 points - Status level on CA School Dashboard (decrease by 2 points per year)	2022-23 All: -133.2 pts below standard EL: -129.7 pts below standard FY: not reported, less than 11 students SED: -139.5 pts below standard HI: -135.2 pts below standard	2023-24 All: 142.7 pts below standard EL: 139.5 pts below standard *FY: unknown LI: 179.8 pts below standard HI: 132 pts below standard *not enough students to report	2024-25 All: 80.5 pts below standard EL: 72.6 pts below standard *FY: unknown LI: 86.5 pts below standard HI: 80.5 pts below standard *not enough students to report	2025-26 All: -125.7 pts below standard EL: -122.2 pints below standard FY: FY: not reported, less than 11 students SED: -132.0 pts below standard HI: -127.7 pts below standard	All: -52.7 pts EL: -57.1 pts FY: unknown LI: -53.0 pts HI: -54.7 pts
3	SBA ELA Grades 3-8 – decrease points from level 3 by 6 points – Status level on CA School Dashboard (decrease by 2 points per year)	2022-23 All: -83.1 pts below standard EL: -90.7 pts below standard FY: not reported, less than 11 students SED: -87.9 pts below standard AA: -95.8 pts below standard HI: -86.8 pts below standard	2023-24 All: 82.4 pts below standard EL: 87.5 pts below standard *FY: unknown LI: 86.7 pts below standard AA: 108.8 pts below standard HI: 75.5 pts below standard *not enough students to report	2024-25 All: 47.9 pts below standard EL: 46.4 pts below standard *FY: unknown LI: 51.5 pts below standard AA: 90 pts below standard HI: 40.1 pts below standard *not enough students to report	2025-26 All: -81.1 pts below standard EL: -84.7 pts below standard FY: not reported, less than 11 students SED: -81.9 pts below standard AA: -89.8 pts below standard HI: -80.8 pts below standard	All: -35.2 pts EL: -44.3 pts FY: unknown LI: -36.4 pts AA: -5.8 pts HI: -46.7 pts
4	Stride Curriculum/Assessments	2024-25 ELA: 60% Math: 53%	N/A	2025-26 ELA: 60% Math: 83%	2027-28 ELA: 70% Math: 65%	ELA: No change Math: +30%

5	Star360 (Quarterly Assessment)	2024-25 Kinder: 45% 1st: 50% 2nd: 63% 3rd: 64% 4th: 50% 5th: 43% 6th: 50% 7th: 30% 8th: 45%	N/A	2025-26 ELA Kinder: 73% 1st: 68% 2nd: 68% 3rd: 29% 4th: 57% 5th: 43% 6th: 60% 7th: 57% 8th: 65% Math Kinder: 79% 1st: 62% 2nd: 45% 3rd: 35% 4th: 44% 5th: 35% 6th: 77% 7th: 52% 8th: 60%	2027-28 Kinder: 50% 1st: 55% 2nd: 68% 3rd: 70% 4th: 55% 5th: 50% 6th: 55% 7th: 35% 8th: 50%	ELA: Kinder: +28% 1st: +18% 2nd: +5% 3rd: -35% 4th: +7% 5th: 0% 6th: +10% 7th: +12% 8th: +20% Math TBD
6	Live Session Attendance – Small Group/Tutoring	2024-25 Attendance - Small Groups with Teachers: 70% Attendance; Small Groups w/ Instructional Aides: 75%	N/A	2025-26 No Data Available	2027-28 Attendance - Small Groups with Teachers: 80% Attendance; Small Groups w/ Instructional Aides: 75%	To be updated in the 2027-28 LCAP
7	Increase Average Attendance Rate (Monthly Report) by 6% (2% per year)	2023-24 90.8%	2024-25 95%	2025-26 96.8%	2026-27 96.8%	+6%
8	Student & Learning Coach Connectedness Survey	2024-25 Students: 92% Parents: 89%	N/A	2025-26 Students: N/A Parents: 80% *students did not complete survey in 2025-26	2027-28 Students: 95% Parents: 92%	Students: N/A Parents: -9%
9	Learning Coach Login Report (current LC login)	2023-24 20%	2024-25 22%	2025-26 32%	2026-27 35%	+12%

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 5 was fully/partially/minimally implemented.
12 out of 19 actions were implemented fully with no substantive differences in the actual implementation of these actions.
0 out of 19 actions were implemented fully as described and then expanded in the 2025-26 school year.
6 out of 19 actions were partially implemented in the 2025-26 school year.
1 out of 19 actions were minimally implemented.

Successful Implementation of Actions:
Actions 1, 3 4, 9, 11, 13,14. 15, 16, 17, 18, and 19 were fully implemented. The support of a 0.5 FTE Assistant Principal was supportive in the transition between the outgoing Principal who left the district mid-year for a promotion, and the new Principal, who transitioned back to site administration after serving at the district level. Instructional support was enhanced with the purchase of targeted programs that enhanced virtual instructional delivery, along with the relevant professional learning opportunities provided to staff to enhance their delivery and interactions with students and families.

The school demonstrated strong fidelity to the plan by fully implementing almost all designated actions, including the launch of At-Home Learning Kits (Action 16) , Family Engagement Nights (Action 3), and robust Academic Programming Support (Action 8). These efforts successfully provided students with grounded instructional practices and increased access to curriculum tools. These were also the actions where full implementation was not only realized, but expanded as the year went forward.

The most challenging aspects of our implementation of these actions has been as follows:
Our primary implementation hurdle remains the low conversion rate of Learning Coach training into platform engagement (Action 5). General outreach has proven insufficient for our highest-risk learners; consequently, we are pivoting toward a targeted engagement model to address chronic academic and attendance deficits.

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 - Eduprotocols Professional Development - Planned: $8,200, Estimated Actual: $1,208 - Eduprotocols Conference cost was less than expected; fewer staff members chose to attend.
Action 3 - Little Whisk Academy - Planned: $15,580, Estimated Actual: $30,222 - Contract with the Little Whisk Academy was more than expected. More events hosted due to popular demand from families and the school community.
Action 6 - Noon Duty - Planned: $60,973, Estimated Actual: $38,300 - the cost of the noon duty was less than expected due to the employee leaving position mid-year. The position remains unfilled until later in the 2025-26 school year.
Action 7 - Small Group Instruction, Literacy - Planned: $23,042, Estimated Actual: $14,041 - the cost for substitute teacher coverage was less than expected
Action 8 - Academic Programming Support - Planned: $15,791, Estimated Actual: $5,300 - Purchased Padlet licenses and Flocabulary licenses, the total cost was less than expected
Action 12 - Data Informed Student Lesson Planning - Planned: $9,000, Estimated Actual: $27,001 - the cost was more than expected due to increasing the number of hours per month offered to staff for lesson planning.
New Expenditure - Family Engagement Nights - Planned: $0, Estimated Actual: $959 - Purchased supplies for family engagement nights (this is not included in the actions for 2026-27)
New Expenditure - Video Creation - IA Ways to Connect - Planned: $0, Estimated Actual: $4,900 - Contract with Z-Axis to create videos highlighting the engagement opportunities that are provided to students (this is not included in the actions for 2026-27)
New Action - Smores Newsletters - Planned: $0, Estimated Actual: $1,360 - Contract for Smores Newsletters to provide streamlined communication for families and staff.
New Action - Student Connectedness & Attendance Engagement Program - Planned: $0, Estimated Actual: $13,290 - Contract with Z-Axis for Google Display ads to support enrollment recruitment efforts.

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

Academic Growth in ELA and Math: The combination of targeted interventions, such as those led by the Learning Support Teacher and Instructional Assistants, has proven highly effective. Current data shows a substantial reduction in the distance from standard across all key student groups. For example, the All Students improved by 52.7 points in Math and 35.2 points in ELA compared to the baseline.

English Learner (EL) Progress: Actions dedicated to EL students—including the use of the Learning Support Teacher for small group instruction and specialized professional development—have thus far been effective. The percentage of EL students making progress increased by 7.7% from the baseline, exceeding the annual growth targets.

Attendance and School Connectedness: Efforts to foster a supportive learning environment, such as Family Engagement Nights have been effective in maintaining high attendance rates. The average attendance rate reached 95% in Year 1, demonstrating strong student connectedness. The school reached 95% attendance again for the 2025-26 school year.

Ineffectiveness in Learning Coach Engagement: Despite the successful rollout of instructional technology and teacher training, the Learning Coach University (Action 5) has been largely ineffective in meeting its primary metric. Learning Coach logins only reached 22% in Year 1 and 32 in year 2, falling short of the 35% target. This indicates that while classroom-based actions are moving academic markers, the current strategy for increasing parent-level digital engagement among high-risk learners requires further work.

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

REVISED Metrics:
Metric 2 - Changed from "Decrease the percentage of students making progress in Math by 7.5% - CA School Dashboard (2.5% per year)" to "SBA Math Grades 3-8 - decrease points from level 3 by 6 points - Status level on CA School Dashboard (decrease by 2 points)"

REVISED Actions:
Action 2 - Eduprotocols Summer Institute - added wording to include professional development throughout the school year.
Action 3 - Little Whisk Academy - added wording to include a day of professional development.
Action 6 - Noon Duty - The number of noon duties will increase from two to three.
Action 12 - Data Informed Student Lesson Planning - added wording in that this would take place before the school year begins.
Action 18 - Instructional Assistants - updated to include the number (two) of instructional assistants.

NEW Actions:
Action 20 - Certificated PD for Curriculum & Instruction delivery, enhancing LMS student management
Action 21 - Student Connectedness & Attendance Engagement Program

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Learning Support Teacher	The Learning Support Teacher (LST) will provide support and develop instruction for the EL Learner during the school year. The LST will oversee instructional aides and provide small group instruction and intervention for Math and ELA. The LST will support teachers on analyzing data, providing professional development, and progress monitoring. The LST will also receive training from the Director of Curriculum and attend meetings for continued professional development.	$165,308.00	No
2	Eduprotocols Summer Institute	Teachers will receive specialized professional development on how to utilize Eduprotocols as tools and strategies to increase learning in live synchronous instruction thus encouraging students to master key concepts in EL, Math, and Language Arts. This cost also includes PD throughout the school year.	$23,400.00	No
3	Little Whisk Academy	Cooking & Gardening Enrichment Classes provided to students during in person learning opportunities along with professional development opportunities to support in-class lessons. Classes will be offered in the Fall and Spring, 4X a week for a total of 8 weeks each session. One class will be for the younger grades (TK-4th) and one class will be for upper grades (5th – 8th). The cost also includes one PD Day for staff.	$59,922.00	No
4	CUE Conference	Teachers will receive specialized professional development on how to utilize technology and strategies to increase learning in live synchronous instruction thus encouraging EL, HI, AA, and SED students to master key concepts in EL, Math, and Language Arts.	$12,500.00	No
5	Learning Coach University	Teachers and counseling team will deliver Learning Coach University focused on areas of support from working with students at home, SEL topics, internet safety, and other key areas of support needed to ensure students have a supportive learning environment. Students need a team to	$4,800.00	No

		support them in their virtual learning environment. A key component to the team is their assigned learning coach.		
6	Noon Duty (3 - 5.75 hours/day)	Due to increased in person learning opportunities and events on campus an additional Noon Duties will provide safety and security measures on site. This will ensure students and parents feel safe while attending events on campus.	$84,927.00	No
7	Small Group Instruction, Literacy	A retired substitute teacher will work with urgent reading intervention students in small groups, 2 days a week throughout the school year, to assist students in gaining skills necessary to make progress to grade-level reading skills.	$23,039.00	No
8	Academic Programming Support	Teachers will work with students in small and whole groups to support students learning in language arts and mathematics during live sessions and in person learning opportunities. These programs and materials will help support and enhance students' learning environment. Programs include 99 math, Padlet, and Flocabulary/Nearpod.	$1,499.00	No
9	Student Achievement Systems	Cost of software license for teachers, admin, and office staff to utilize this independent study compliance software to track attendance, work submission, and student progress to ensure students are adequately supported in the progress.	$24,300.00	No
10	Digital Learning Collaborative Conference	Students may experience difficulty with engagement in classroom learning and underperformance on local and state assessments. Use of technology and understanding trends in virtual education will be addressed during the conference to help create engaging lessons to help keep students interested to persist in the learning experience.	$12,500.00	No
11	Stride Professional Development	Teachers will receive specialized professional development to support students in the virtual learning environment (LMS) and curriculum. Teachers will continue to develop and hone skills to deliver high quality and engaging lessons for students.	$4,500.00	No
12	Data Informed Student Lesson Planning	Teacher extra duty compensation for teachers to create small groups based on individual students' needs to work on increasing students' ability to achieve mastery in Math, ELA, and Science before the school year begins. Formal assessments will need to be created to monitor and maintain accurate small groups.	$4,290.00	No
13	Snorkl Software	Students need engaging and additional support in small and whole group sessions focusing on language arts and mathematics during live sessions and in person learning opportunities. This program will help support and enhance the student learning environment.	$1,350.00	No
14	Curipod Software	Students need engaging and additional support in small and whole group sessions focusing on language arts and mathematics during live sessions and in person learning opportunities. This program will help support and enhance the student learning environment.	$3,000.00	No
15	Epic Plus Software	Digital license to provide students with 24 hours a day/7 days a week access to a virtual library to give students access to reading materials beyond the curriculum to enhance literacy and grade level expectations. Teachers will set appropriate reading goals and minutes for each grade level.	$9,600.00	No
16	At-Home Learning Kits	Students need access to materials to support their virtual in-home learning. Students need access to materials to be able to participate in live sessions. Having access to the appropriate materials ensures an equitable learning environment.	$25,000.00	No
17	Swank K-12 Streaming Software	Our EL, SED, AA, and HI students and families need opportunities to connect with teachers both during and after school hours to create a positive experience and a stronger partnership with school staff and administration. Students will be offered family engagement nights which include movies. This streaming service would allow the school to show relevant and appropriate films.	$920.00	No
18	2 Instructional Assistants	Students need additional support with small group instruction with math and ELA to make adequate growth towards grade level standards. Instructional Aides are able to push into classes and support small groups based on student needs.	$59,601.00	No

19	Assistant Principal (0.5 FTE)	Students may experience difficulty with engagement, progress, or academic needs. The assistant principal will be able to support students with 504 plans, IEPs, safety, and conferencing with learning coaches.	$108,555.00	No
20	Certificated PD for Curriculum & Instruction delivery, enhancing LMS student management	Professional development on upgrades to the LMS, Live Session Platform, and other curriculum-related enhancements to facilitate instruction and support student learning.	$3,600.00	No
21	Student Connectedness & Attendance Engagement Program	Create a welcoming and inclusive environment for students and families. It will strengthen school identity, increase student engagement and school pride, and support enrollment efforts by promoting a positive and recognizable presence at school and community events. Activities include development of the school mascot, and an online advertising campaign to educate and engage families about enrollment opportunities at Innovations Academy.	$20,240.00	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 2026. Additionally, this initiative aims to establish a Restorative Practices Center, staffed by a full-time Social Emotional Learning Specialist.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Decrease suspension rate by 3% - CA School Dashboard	2022-23 EL - 20.0% FY - 36.4% SED - 40.3% SWD - 44.4% AA - 47.1% HI - 25.0%	2023-24 EL: 30.8% FY: 46.2% LI: 30.2% SWD: 40.4% AA: 29.8% HI: 23.0%	2024-25 EL: 15.4% *FY: unknown SED: 27.6% SWD: 31.8% AA: 34.0% HI: 21.9% *not enough students to report	2025-26 EL - 17.0% FY - 33.4% SED - 37.3% SWD - 41.4% AA - 44.1% HI - 25.0%	EL: -4.6% FY: +9.8% SED: -12.7% SWD: -12.6% AA: -3.0% HI: -3.1%

2	Sown to Grow Check in Weekly Survey	2024-25 *Baseline Data Self-Management Post Score: 2.5 Self-Awareness Post Score: 3.2 Sense of Belonging Post Score: 3.13 No baselines: Social Awareness, Relationship Skills, Responsible Decision Making	N/A	2025-26 N/A This data was not collected in 2025-26	A rating of 4 or higher on the 5 CASEL Competencies. NOTE: SIX competencies, not FIVE, are measured in Sown to Grow Check in Weekly Survey.	TBD
3	Chronic Absenteeism Rate reduced by 10%	2022-23 All - 54.5% EL - 66.7% FY - 66.7% SED - 53.5% SWD - 51.8% AA -50.0% HI - 62.7%	2023-24 All: 53.2% EL: 50.0% FY: 63.6% LI: 49.5% SWD: 57.5% AA: 56.5% HI: 51.9%	2024-25 All: 56.9% EL: 36.4% *FY: unknown SED: 57.1% SWD: 65.0% AA: 60.0% HI: 57.1% *not enough students to report	2025-26 All - 44.5% EL - 56.7% FY - 56.7% SED - 43.5% SWD - 41.8% AA -40.0% HI - 52.7%	All: +2.4% EL: -30.3% FY: -3.1% SED: +3.6% SWD: +13.2% AA: +10.0% HI: -5.6%

Goal Analysis for 2025-2026

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

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

The overall implementation of the action for Goal 6 was fully implemented.
0 out of 1 actions were implemented fully with no substantive differences in the actual implementation of these actions.
0 out of 1 actions were implemented fully as described and then expanded in the 2025-26 school year.
1 out of 1 actions were partially implemented in the 2025-26 school year.
0 out of 1 actions were minimally implemented.

Successful Implementation of Actions:
Increasing the hours for the PE Teacher was successful because this allowed all teachers at the site to gain time for preparation (time while students are in PE). All students were able to engage in physical education on a more regular basis in their schedule.

The most challenging aspects of our implementation of these actions has been as follows:
Acclimating the new PE teacher to the environment and students. The teacher was newer to the profession and took time to adjust to how to better support the scholars of Oak Tree. In addition, the new Social Emotional Learning Specialist (SELS) assigned to the site was not privy to the weekly Sown to Grow check-in surveys that had been previously administered by the former SELS. He did not administer the check in surveys that comprise Metric 6.2 in time for us to include this in our annual update. This will be done for the 2026-27 school year.

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

Action 1 - PE Teacher - Planned: $165,315, Estimated Actual: $110,932 - the cost of the PE teacher was less than expected due to the employee leaving position mid-year. The position was not able to be filled until later in the school year.

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

Specific Action is effective in making progress towards the goal. With physical education class being every day, we find negative student behaviors and associated results such as suspensions are being lowered due to students having a physical outlet added to their school day (Metric 6.1).

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

Action 1 is effective in making progress towards the goal. With physical education class being every day, we find negative student behaviors and associated results such as the suspension rate are declining due to students having a physical outlet added to their school day. The rate of suspension (Metric 6.1) has decreased for all students compared to the baseline. In consultation with the district, we agreed that the salary of the PE teacher would be better allocated to another funding source, so as to maximize how to support our scholars and their families once they join Oak Tree, to enhance the learning experience and help them develop the necessary skills they need in order to eventually return to their home school sites.

REMOVED Actions:
Action 1 - PE Teacher - Staffing changes were made to assign the PE teacher across two sites of similar size and need for 26-27. Funding source changed to district-level LCFF S&C funding, as most of the students at this site are unduplicated youth.

NEW Actions:
Action 1 - Supplemental Instructional Materials: Intake/Exit & Skill Workbooks
Action 2 - Clothing: Uniforms, Business Attire, Spirit Wear
Action 3 - Co-Curricular Programs & Activities, During the School Day
Action 4 - Wolf Connection: Augmenting District Support
Action 5 - Professional Development Opportunities
Action 6 - Co-Curricular Learning Extensions for the Academic Core (Field Trips)

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	Supplemental Instructional Materials: Intake/Exit & Skill Workbooks	Costs associated with creating the following: - Welcome Package for students upon intake at OT, including classroom supplies, uniform, and student handbook - Exit Package for students upon return to home school when exiting OT, including backpack & school supplies - Workbooks geared to support HIS/Latino, AA students with lower literacy skills by helping them learn how to write - Cost of Reprographics for: Entry Handbooks, Graduate Handbook, ink/paper for printed student projects	$10,853.00	No
2	Clothing: Uniforms, Business Attire, Spirit Wear	Cost of providing the following items to students who enroll at OT, to promote signature practices of the school for LI, FY, HOM, EL, AA, SWD students: - Uniforms required to attend OT - Polo shirt, khaki pants, sweaters. Providing required uniforms removes financial barriers and socio-economic stigma for high-needs students, fostering the school connectedness and safety necessary to stabilize daily attendance - Business Attire, required for Mock Interviews - dress shirts, dress pants, ties, blouses, business-style skirts, dress shoes, dress socks, and other business attire. Supplying professional attire eliminates socioeconomic barriers to experiential career-readiness milestones, boosting student self-efficacy and confidence during critical identity-building activities.	$15,800.00	No

		- Spirit Wear - t-shirts in order to boost school identity, lower chronic absenteeism rates, and increase daily attendance at school. This would be offered as an incentive to LI, FY, HOM, EL, AA, SWD students. Utilizing spirit wear as an incentive leverages evidence-based PBIS frameworks to build school pride and connectedness, which directly drives daily engagement and mitigates chronic absenteeism among the at-promise youth being served at this school.		
3	Co-Curricular Programs & Activities, During the School Day	- “The Science Guy” - educational consultant to deliver science content in an engaging way to the student population - Little Whisk Academy - providing opportunities to teach our students how to cook on a budget and the skills necessary to prepare food for themselves	$10,800.00	No
4	Wolf Connection: Augmenting District Support	The would be augmented to include more students to attend Wolf Connection in the Spring 2027 semester in order to increase engagement at school and to promote the development of positive habits necessary for life and for learning: - Entrance Fees - Transportation Fees	$31,500.00	No
5	Professional Development Opportunities	Certificated and classified staff would be provided the opportunity to learn more about providing support to at-promise youth in areas not limited to but including: - Making meaningful relationships, Learning to connect with others - Improve student-staff relations - Anger Management - Conflict Resolution - Building Mastery and Fluency in English for ELs - Effective Strategies to support African American Learners - College/Career-going learning environment: AVID strategies	$20,000.00	No
6	Co-Curricular Learning Extensions for the Academic Core (Field Trips)	Cost of off-campus, co-curricular extensions to help at-promise youth make meaningful connections with the world around them across the academic curriculum: science, social studies, English language arts, mathematics Costs include Entrance fees, bus transportation, substitute coverage for staff to serve as chaperones, cost of meals - Aquarium of the Pacific, Long Beach - Los Angeles Zoo, Los Angeles - Museum of Tolerance, Los Angeles - CA Science Center, Los Angeles	$10,000.00	No

Goal

Goal #	Description	Type of Goal
7	Palm Tree Elementary – By May of 2026, All students, and EL students will increase level on the ELPI, with support from after-school/Saturday school program students below grade level in ELA/Math that focuses on advancing literacy skills and English language development. To address the low performance on the CAASPP in ELA and Math, Palm Tree will provide culturally relevant reading materials, after-school/Saturday programs to support student groups (All, AA, EL and SED). Parents will be invited to attend workshops focused on the four language domains, literacy, writing and Math to build capacity for supporting their students. Palm Tree Elementary will demonstrate growth towards meeting or exceeding standards in ELA & Math as measured by CAASPP test results and local progress monitoring assessments including the Star 360.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Increase percentage of EL students making progress towards English Proficiency by 7.5% (2.5% per year) on the ELPI as demonstrated on the English Language Proficiency Assessment (ELPAC)	Percentage of students making progress towards English language proficiency; ELs who maintained ELPI levels of 1, 2L, 2H, 3L, 3H 36.8%	2023-24 56.3%	2024-25 37.1%	Percentage of students making progress towards English language proficiency; ELs who maintained ELPI levels of 1, 2L, 2H, 3L, 3H 44.3%	-0.3%
2	Increase percentage of students meeting or exceeding standards in Math on the CAASPP by 6% (2% per year)	2022-23 All - 28% AA - 14% EL - 18% SED - 27%	2023-24 All: 28% AA: 7% EL: 31% LI: 26%	2024-25 All: 23% AA: 12% EL: 9% LI: 21%	2025-26 All - 34% AA - 20% EL - 24% SED - 33%	All: -5% AA: -2% EL: -9% LI: -6%
3	Increase percentage of students meeting or exceeding standards in ELA on the CAASPP by 6% (2% per year)	2022-23 All - 31% AA - 24% EL - 11% SED - 30%	2023-24 All: 28% AA: 18% EL: 20% LI: 28%	2024-25 All: 29% AA: 12% EL: 11% LI: 28%	2025-26 All - 37% AA - 30% EL - 17% SED - 36%	All: -2% AA: -12% EL: No change LI: -2%

4	Increase percentage of students at or above grade level on local reading assessment Star 360 by 6% (2% per year) - LPM	2023-24 All - 29% AA - 9% HI - 22%	2024-25 All: 30% AA: 22% HI: 33%	2025-26 All: 40% AA: 27% HI: 41%	2026-27 All - 35% AA - 15% HI - 28%	All: +11% AA: +18% HI +19%
5	Increase percentage of students at or above grade level on local Math assessment Star 360 by 6% (2% per year) - LPM	2023-24 All - 22% AA - 16% HI - 30%	2024-25 All: 28% AA: 20% HI: 28%	2025-26 All: 37% AA: 21% HI: 39%	2026-27 All - 29% AA - 22% HI - 36%	All: +15% AA: +5% HI +9%
6	Increase percentage of students meeting or exceeding standards on the District's ELA Local Progress Monitoring benchmark assessment by 6% (2% per year)	2023-24 All - 39% AA - 23% EL - 31% SED - 39%	2024-25 All - 45% AA - 43% EL - 27% LI - 45%	2025-26 All: 58% AA: 50% EL: 44% LI: 56%	2026-27 All - 45% AA - 29% EL - 37% SED - 45%	All: +19% AA: +27% EL: +6% LI: +17%
7	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All - 58% AA - 36% HL - 55%	2024-25 All - 60% AA - 50% HL - 56%	2025-26 All - 72% AA - 62% HL - 38%	2026-27 All - 64% AA - 42% HL - 61%	All: +14% AA: +26% HL: -17%

8	Increase Attendance rate by 1.5% (0.5% per year)	2023-24 91.24%	2024-25 89.97%	2025-26 91.58%	2026-27 92.74%	+0.34%
9	Decrease school-wide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2022-23 All - 37.0% EL - 28.4% FY - 40.0% SED - 37.8% AA - 51.4% SWD - 42.6%	2023-24 All: 31.8% EL: 18.8% FY: 36.4% LI: 33.3% AA: 52.4% SWD: 37.7%	2024-25 All: 40.8% EL: 37.3% FY: 55.6% LI: 41.2% AA: 53.2% SWD: 45.6%	2025-26 All - 31.0% EL - 22.4% FY - 34.0% SED - 31.8% AA - 45.4% SWD - 36.6%	All: +3.8% EL: +8.9% FY: +15.6% LI: +3.4% AA: +1.8% SWD: +3.0%
10	Decrease percentage of students suspended at least one day by 1.5% - CA School Dashboard (0.5% per year)	2022-23 All - 2.8% EL - 2.3% FY - 3.0% SED - 2.9% AA - 6.4% HI - 2.3%	2023-24 All: 1.4% EL: 0.9% FY: 9.1% LI: 1.5% AA: 4.0% HI: 0.9%	2024-25 All: 1.3% EL: 0.9% FY: 0.0% SED: 1.4% AA: 2.6% HI: 0.8%	2025-26 All - 1.3% EL - 0.8% FY - 1.5% SED - 1.4% AA - 4.9% HI - 0.8%	All: -1.5% EL: -1.4% FY: -3.0% SED: -1.5% AA: -3.8% HI: -1.5%

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 7 was fully/partially/minimally implemented.
0 out of 6 actions were implemented fully with no substantive differences in the actual implementation of these actions.
2 out of 6 actions were implemented fully as described and then expanded in the 2025-26 school year.
3 out of 6 actions were partially implemented in the 2025-26 school year.
1 out of 6 actions were minimally implemented.

Fully Implemented: No actions were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: Actions 1 and 6 were fully implemented and expanded in the 2025-26 school year.
Partially Implemented: Actions 2, 4, and 5 were partially implemented in the 2025-26 school year.
Minimally implemented: Action 3 was minimally implemented in the 2025-26 school year.

Successful Implementation of Actions:
Action 1: Extra duty compensation to provide support for developing English Learner-centric lesson plans and activities was done more frequently, thereby allowing more staff to take part in the development of these supports throughout the school year.
Action 5: Providing extra duty compensation for staff to support with outreach to parents, largely around attendance and notifications for the EL Bootcamps offered to students in the weeks leading up to the CAASPP testing, helped the school maintain a two-way conversation with families about the importance of daily attendance and additional support to build fundamental skills for language acquisition and eventual reclassification to English Proficient.

The most challenging aspects of our implementation of these actions has been as follows:
Action 3: Parent Involvement Workshops were not offered in 2025-26 because the contract process to obtain services was not successful in being able to secure vendors that could work with our district if they did not undergo the RFP process. By the time the process for procurement was completed by the District Office, it was too late in the school year to establish a contract or schedule any sessions for 25-26.

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

Action 1 - English Learner Support - Planned: $43,889, Estimated Actual: $51,123 - extra duty cost was more than planned
Action 2 - Noon Duty Campus Supervisor - Planned: $27,296, Estimated Actual: $11,282 - the cost for the noon duty was less than expected due to the position not being filled until February.
Action 3 - Parent Involvement Workshops - Planned: $165,000, Estimated Actual: $0 - this action was not started
Action 5 - Extra Duty Support (Classified Staff) - Planned: $15,360, Estimated Actual: $11,005 - extra duty cost was less than planned

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

The effectiveness of the actions set for the 2025-26 school year were largely dependent on the availability of staffing: whether it was to offer additional extra duty hours to develop/advance literacy skill building to English learners in Math and/or ELA (Action 1), or to provide additional professional development for providing small group instruction for LI, EL and AA students to improve ELA and Math competencies (Action 2), or to train parents about the work their children are doing to build their math and literacy skills (Action 3), or to manage the office to process attendance reports and touch base directly with students and families regarding the importance of coming to school consistently to ensure student success (Action 5).

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

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

REVISED Metrics:
Metric #9 was a duplicate metric. It has been changed to Metric 7 and revised from "Increase percentage of students reading at benchmark or above in ELA on LPM assessment by 6% (2% per year)" to "Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)" - updated the data along with this change

REVISED Actions:
Action 2 - Noon Duty Campus Supervisor - increased from one to two positions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learner Support	Palm Tree will provide an after-school/Saturday school program at Palm Tree for all students below grade level in ELA/Math that focuses on advancing literacy skills and English language development and proficiency based on student need, prioritizing services for students who are low-income, EL, and African American. Including periodic ELPAC Boot Camps focusing on all language domains, Grade-level specific ELPAC boot camps & ongoing training for SEIAs, IAs, and ELD teachers.	$53,690.00	No
2	Noon Duty Campus Supervisor (2)	Increasing staffing by 1 - 5.75 hour Noon Duty Campus Supervisor to support the school's MTSS/PBIS processes.	$59,981.00	No
3	Parent Involvement Workshops	Palm Tree will provide parents with workshops on language domains, Mastery Guides, writing, literacy, and Math, workshops on accessing ELPAC and SBAC practice tests. Costs will include consultant contracts for a Mastery Guide Coach, Writing Coach, Eureka Math, and a Literacy Coach. Extra Duty compensation for certificated staff to lead workshops and classified staff to provide child care for parents. Necessary supplies will be purchased to support these workshops.	$0.00	No
4	Professional Learning for Staff	Palm Tree will provide the following professional learning opportunities: - CKH 1 Training/PD for all Classified Staff - Ongoing Mastery Guide on-site/modeling and coaching session - Ongoing Writing-EL Path to Proficiency onsite/modeling and coaching sessions. - Math Workshops/onsite/modeling and coaching sessions - Onsite modeling and coaching-Small Group implementation	$167,489.00	No
5	Extra Duty Support (Classified Staff)	Extra duty compensation will be provided for our Administrative Clerk, Secretary, and Parent Community Liaison to implement/sustain programs and record keeping of initiatives targeting student achievement and student & family engagement.	$15,188.00	No
6	Extra Duty (Psychologist)	Extra duty compensation will be provided for our Psychologist to implement/sustain programs and record keeping of initiatives targeting student psychological support.	$7,200.00	No

Goal

Goal #	Description	Type of Goal
8	Space Aeronautics Gateway to Exploration (SAGE) Magnet Academy – SAGE has identified that multiple student groups (“All”, EL, SED, AA, and HI) are not meeting California Dashboard Targets in ELA. In Math, (“All” and SED) student groups are scoring low on performance levels. In addition, “All”, SED, SWD, and AA student groups are high in suspensions and chronic absenteeism. To address these needs during the 2025-26 school year, SAGE has identified the following additional supports as necessary to increase student success in the following areas: 1. improve student behavior and provide expanded social/emotional learning support services 2. provide staff with professional development to increase the capacity of staff to provide instruction that will engage students and address the diverse learning needs 3. provide additional support for students who have significant gaps in achieving grade level standards 4. provide additional support for English learners during English language development to focus instruction to support the reclassification of students 5. increase opportunities for parents to engage in meaningful participation at school and with their children’s learning	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

Students at SAGE continue to demonstrate a variety of needs in the areas of academic growth, positive behavior and social/emotional support. The school’s need exceeds their current resources. The school has implemented structures and systems to support the wide range of students’ needs, however specific programs and additional staff are needed. The school has identified four major areas focus: 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 in order to create meaningful parent/school partnerships.

Measuring and Reporting Results

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

1	Decrease suspension rate by 3% - CA School Dashboard	2022-23 All - 18.5% EL - 13.4% FY - 44.0% SED - 19.0% AA - 35.3% SWD - 23.1% HI - 13.4%	2023-24 All: 6.9% EL: 3.1% FY: 18.2% LI: 6.8% AA: 12.5% SWD: 9.1% HI: 5.1%	2024-25 All: 9.5% EL: 7.4% FY: 7.1% SED: 10.2% AA: 21.8% SWD: 16.9% HI: 6.0%	2025-26 All - 15.5% EL - 10.4% FY - 41.0% SED - 16.0% AA - 32.3% SWD - 20.1% HI - 10.4%	All: -9.0% EL: -6.0% FY: -36.9% SED: -8.8% AA: -13.5% SWD: 6.2% HI: -7.4%
2	Decrease the number of Office referrals by 25 per year.	2023-24 1,364	2024-25 1,684	2025-26 1,823	2026-27 1,289	+459
3	Decrease Chronic absentee rate by 6% - CA School Dashboard (2% per year)	2022-23 All - 23.2% EL - 17.0% FY - 38.1% SED - 24.0% AA - 32.4% SWD - 24.2% HI - 20.8%	2023-24 All: 40.6% EL: 32.6% FY: 47.1% LI: 41.1% AA: 46.1% SWD: 42.3% HI: 39.1%	2024-25 All: 39.2% EL: 31.8% FY: 39.1% LI: 40.4% AA: 49.7% SWD: 39.7% HI: 36.0%	2025-26 All - 17.2% EL - 11.0% FY - 32.1% SED -18.0% AA - 26.4% SWD - 18.2% HI - 14.8%	All: +16.0% EL: +14.8% FY: +1.0% LI: +16.4% AA: +17.3% SWD: +15.5% HI: +15.2%
4	Increase Attendance rate by 1.5% (0.5% per year)	2023-24 89.45%	2024-25 89.47%	2025-26 89.21%	2026-27 90.95%	-0.21%
5	Increase the number of workshops and other school activities to 10	2023- 24 0	2024-25 23	2025-26 Data Not Available	2026-27 10	N/A
6	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year)	2022-23 All - 18% RFEP - 30% EL - 1% FY - 11% LI - 16% AA - 11% SWD - 4% HL - 0%	2023-24 All: 17% RFEP: 34% EL: 2% *FY: unknown LI: 16% AA: 9% SWD: 2% HL: 15% *not enough students to repor	2024-25 All: 26% RFEP: 56% EL: 1% FY: 15% LI: 24% AA: 13% SWD: 8% HL: 27%	2025-26 All - 24% RFEP - 36% EL - 7% FY - 17% LI - 22% AA - 17% SWD - 10% HL - 6%	All: +8% RFEP: +26% EL: No change FY: +4% LI: +8% AA: +2% SWD: +4% HL: +27%

7	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year)	2022-23 All - 6% RFEP - 16% EL - 1% FY - 0% LI - 6% AA - 1% SWD - 2% HL - 0%	2023-24 All: 7% RFEP: 16% EL: 0% *FY: unknown LI: 7% AA: 1% SWD: 1% HL: 0% *not enough students to report	2024-25 All: 12% RFEP: 26% EL: 1% FY: 8% LI: 11% AA: 4% SWD: 3% HL: 7%	2025-26 All - 12% RFEP - 22% EL - 7% FY - 6% LI - 12% AA - 7% SWD - 8% HL - 6%	All: +6% RFEP: +10% EL: No change FY: +8% LI: +5% AA: +3% SWD: +1% HL: +7%
8	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All – 56% RFEP – 72% EL – 39% FY – 57% LI – 55% AA – 45% SWD – 23% HL – 43%	2024-25 All – 52% RFEP – 70% EL – 34% FY – 55% LI – 52% AA – 42% SWD – 28% HL – 49%	2025-26 All – 43% RFEP – 66% EL – 26% FY – 47% LI – 42% AA – 31% SWD – 22% HL – 35%	2026-27 All – 62% RFEP – 78% EL – 45% FY – 63% LI – 61% AA – 51% SWD – 29% HL – 49%	All: -13% RFEP: -6% EL: -13% FY: -9% LI: -13% AA: -13% SWD: -1% HL: -8%
9	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All – 37% RFEP – 54% EL – 21% FY – 39% SED – 37% AA – 29% SWD – 18% HL – 24%	2024-25 All – 37% RFEP – 54% EL – 26% FY – 32% SED – 37% AA – 26% SWD – 20% HL – 36%	2025-26 All – 20% RFEP – 30 % EL – 15% FY – 19% LI – 19% AA – 14% SWD – 33% HL – 30%	2026-27 All – 43% RFEP – 60% EL – 27% FY – 45% SED – 43% AA – 35% SWD – 24% HL – 30%	All: -17% RFEP: -24% EL: -7% FY: -19% LI: -18% AA: -15% SWD: +14% HL: +6%

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 8 was fully/partially/minimally implemented.
_3_ out of 14 actions were implemented fully with no substantive differences in the actual implementation of these actions.
_1_ out of 14 actions were implemented fully as described and then expanded in the 2025-26 school year.
_1_ out of 14 actions were partially implemented in the 2025-26 school year.

_9_ out of 14 actions were minimally implemented.

Fully Implemented: Actions 4, 5 and 7 were fully implemented with no substantive differences in the actual implementation of these actions.
Fully Implemented as described and expanded: Action 1 was fully implemented and expanded in the 2025-26 school year.
Partially Implemented: Actions 14 were partially implemented in the 2025-26 school year.
Minimally implemented: Actions 2, 3, 6, 8, 9, 10, 11, 12, and 13 were minimally implemented in the 2025-26 school year.

Successful Implementation of Actions:
Significant items implemented include:
Action 1 - structured play activities during the lunch periods to minimize downtime and maximize enrichment activities for students

Action 4 - Providing a roving certificated substitute allowed for teachers to meet together to discuss behaviors of students, MTSS support, collaboration to implement the appropriate use of NextGenMath across the Math department.

Action 5 - Designed Targeted Intervention through extra duty compensation for the teachers who created the "Co-Pilot" intensive intervention program targeted students who struggled in the school setting and were provided a unique classroom environment with additional supports for academics, behavior and social emotional wellness. This Co Pilot program piloted in the Spring 2025 semester. It was so well received by the school community that it expanded in the 25-26 school year, split funding many of the initiatives between CSI and the LCFF Equity Multiplier funds as part of their combined plans.

Action 6 - Providing the staff to teach in the Co Pilot Intensive Intervention class was split amongst the teachers as extra duty hours during their preparation periods. This was highly successful because the students were supported by teachers they knew and interacted with on the campus. Their lesson planning was focused on individualized student needs and promoted collaborative design to reach these students who had significant gaps in knowledge that needed to be mitigated through Co-Pilot.

Action 7: School uniforms are required for attendance at school, but we found many families donated their children's uniforms upon promotion from SAGE (8th Grade) or if their students left the district and disenrolled (6th-8th grades). Though the school has a large population of mobile students, the goal to provide uniforms or clear backpacks to those who need it has been realized. Our attendance has increased because students understand the expectation of being appropriately dressed for the school.

The most challenging aspects of our implementation of these actions has been as follows:
Much of the action items in the 2025-26 plan for Equity Multiplier were not implemented due to staffing issues (Actions 2, 7, 12) or lack of vendor availability (Actions 3, 10, 11) or were actions already supported by other initiatives mandated by the District (Actions 6, 9). Parent engagement activities were implemented and supported but were done through site LCFF Supplemental & Concentration funds, not LCFF Equity Multiplier funds (Actions 13 & 14)

Funding field trips to extend student learning have been difficult to coordinate because there are few opportunities for the teachers to plan on what type of experiences students should have outside of school on field trips. This is something for further discussion by the Academic Leadership Team in the 26-27 school year (Actions 8, 9, 10).

Maintaining staff to support in the Co-Pilot classroom (Action 6) or the P.E. locker room & classes (Action 2) has been a challenge. No Instructional Aides have been available to backfill vacated positions due to other pressing district priorities (TK ratio mandates, Special Education 1:1 student support assignments, co-teaching instructional support at the middle schools)

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 Aides - Planned: $55,254, Estimated Actual: $0 - this action was not started
Action 3 - High Dosage Tutoring - Planned: $10,000, Estimated Actual: $0 - this action was not started
Action 4 - Roving Substitute Teacher - Planned: $54,020, Estimated Actual: $40,458 - sub cost was less than expected
Action 5 - High Intensity Tutoring in Co-Pilot Class - Planned $100,000, Estimated Actual: $0 - this action was not started
Action 7 - School Uniforms - Planned: $30,000, Estimated Actual: $10,549 - school uniform cost was less than expected
Action 8 - Field Trips to Increase Student Engagement - Planned: $10,000, Estimated Actual: $0 - this action was not started
Action 9 - Field Trips for Exploration ELA Class - Planned: $5,000, Estimated Actual: $0 - this action was not started
Action 10 - Field Trips for Exploration Math Elective - Planned: $10,000, Estimated Actual: $0 - this action was not started
Action 11 - Professional Development: Exploration Elective - Planned: $10,000, Estimated Actual: $0 - this action was not started
Action 12 - Collaboration Time for Co-Pilot Teachers - Planned: $22,000, Estimated Actual: $0 - this action was not started
Action 13 - Hair Braiding Activity - Planned: $20,000, Estimated Actual: $0 - this action was not started
Action 14 - Noon Duty Campus Supervisor - Planned: $28,567, Estimated Actual: $20,994 - cost for noon duty was less than expected due to the employee leaving position mid-year. The position was not able to be filled until later in the school year.
New Action - Aviation Consultant - Planned: $0, Estimated Actual: $30,000 - Contract with Aviation Expert to provide support for the Flight, Space, and Aeronautics Pathway
New Action - Aviation Consultant / 3D - Planned: $0, Estimated Actual: $25,000 - Contract with Aviation Expert to provide support with 3D printer skills to support the Flight, Space, and Aeronautics Pathway
New Action - 3D Printers - Planned: $0, Estimated Actual: $6,893 - Purchased 3D printers to support the Flight, Space, and Aeronautics Pathway

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

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

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

Action 5 - bringing in the aviation consultant to support the revitalized signature Aviation elective has brought a lot of positive press and attention to the school. This is one of the 23 workshops/activities brought to the school in 25-26 (compared to 0 last year, Metric 8.5). We desire for the Aviation pathway to be the next CTE program to be articulated to the high school in our district because of its strong base at the school. The consultant will expand his support to an after school club next year, in 2025-26, to help recruit upper grade elementary students to attend SAGE for the Aviation program.

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

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

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

Action 6 - This action was not implemented because the school was not able to secure a contract with a tutoring company that was separate from the tutoring support already being provided to AA students by the Access & Equity Office for African American Achievement.
Actions 9, 10, 11,13 and 14 were not implemented because the school was not able to identify a suitable consultant to support this work that would be different from the support already available from the district. Universal Design for Learning (UDL) is not currently a district-sponsored initiative, so it was not approved. Parent-and family-centric engagement and partnership activities are in development by the school's newly created Climate and Culture team (2025-26), and the first set of activities will be implemented in the 2025-26 school year.

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

REMOVED Actions:
Action 3 - High Dosage Tutoring
Action 13 - Hair Braiding Activity

NEW Actions:
Action 3 - Supplemental Instructional Supplies for the Aviation Class, 3D design focus
Action 13 - Aviation Consultant
Action 14 - Aviation Consultant - 3D Design

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Lunchtime Activities to Increase Student Engagement During Unstructured Time	When students have appropriate activities to participate in during unstructured time, there is a decrease in negative behavior.	$75,000.00	No
2	Instructional Aides	Provide one male and one female PE instructional aide to support supervision in the locker room and to provide support for PE teachers during instruction.	$0.00	No
3	Supplemental Instructional Supplies for the Aviation Class, 3D design focus	Purchase necessary supplemental instructional supplies for the 3D design focus to the Aviation Class, including: 3D printers and consumables (filament) to support projects and other hands-on modules in the 3D design focus.	$20,000.00	No
4	Roving Substitute Teacher (1)	Having a permanent substitute teacher will provide opportunities for: 1) teachers to receive one to one coaching support in literacy to increase implementation of effective instructional strategies and the appropriate use of instructional materials and 2) to provide support. to the restorative process by allowing time for the classroom teachers, restorative teacher, and students to continue and complete the restorative process.	$52,020.00	No
5	High Intensity Tutoring in Co-Pilot Class to Provide Additional Intervention Support in Math and ELA	High dosage tutoring for highly at-risk students provides scaffolding support while working with students on both learning gaps and core content.	$37,499.00	No
6	Instructional Assistant to Support Students in the Co-Pilot Classroom	The co-pilot classroom provides an alternate placement on SAGE's campus for students who are the most disruptive and disengaged in learning. Providing an aide in this class allows for increased personalized instruction and support in de-escalating student behavior.	$31,346.00	No
7	School Uniforms	Provide school uniforms for students who are unable to purchase; these uniforms will be collected to be re-used when the student leaves SAGE. Providing required uniforms removes financial barriers and socio-economic stigma for high-needs students, fostering the school connectedness and safety necessary to stabilize daily attendance.	$20,000.00	No
8	Co-Curricular Learning Extensions to Promote	Providing field trips to increase student engagement that are connected to grade level standards, improved attendance, and decrease in incidents of behavior. Providing field trips for high poverty	$50,000.00	No

	Student Engagement (field trips)	students is a strategy that allows students to understand the connection of what they are learning to the real world. In addition, for some students, field trips provide an appropriate experience for students to incentivize attendance and behavior.		
9	Co-Curricular Learning Extensions: Exploration ELA Class	To provide “real world” experiences related to English Language Arts to support relevance.	$10,000.00	No
10	Co-Curricular Learning Extensions: Exploration Math Elective	To provide “real world” experiences related to Math to support the relevance of instruction.	$10,000.00	No
11	Professional Development: Exploration Elective	Provide professional development for Exploration elective teachers on understanding standards and their prerequisites.	$5,001.00	No
12	Collaboration Time for Co-Pilot Teachers (Extra Duty)	Teachers working with students in the co-pilot class need regular weekly opportunities to collaborate to ensure that they are consistently meeting students’ needs and responding to students in a consistent manner.	$29,999.00	No
13	Aviation Consultant	Hire an aviation consultant to support student learning in the pathway of flight, space, and aeronautics. Students will also access this service during lunchtime.	$30,000.00	No
14	Noon Duty Campus Supervisor	Cost of 1 - 5.75 hour/day Noon Duty to ensure a safe and welcoming campus for students.	$29,924.00	No
15	Aviation Consultant - 3D Design	Hire an aviation consultant to support student learning utilizing the 3D printer to advance skills in flight, space, and aeronautics. Students will also access this service during lunchtime.	$25,000.00	No

Goal

Goal #	Description	Type of Goal
9	Yellen Learning Center – Yellen has identified that students in grades K-5 are functioning far below grade level in reading fluency and comprehension on the CAASPP, and a need to address the issue of high suspension rates for "All'' students, SED, SWD, and AA students. During the 2026-27 school year, Yellen will implement the following actions to support this need: Provide students in need of MTSS Tier 2 intervention and support systematic and explicit instruction in foundational literacy, provide professional development to build teacher capacity and understanding of foundational literacy instruction from Mastery Guides, develop and implement new behavioral framework with consultative support from Safe and Civil Schools, continue with ongoing consultation services for implementing school vision, shared beliefs, common agreements and improvement plan.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year)	2022-23 All – 7% RFEP – 0% EL – 0% FY – 6% LI – 6% AA – 7% SWD – 8% HL - 0%	2023-24 All: 3% *RFEP: unknown *EL: unknown FY: 0% LI: 4% AA: 5% SWD: 3% *HL: unknown *not enough students to report	2024-25 All: 2% *RFEP: unknown *EL: unknown FY: 0% LI: 0% AA: 3% SWD: 2% *HL: unknown *not enough students to report	2025-26 All – 13% RFEP – 6% EL – 6% FY – 12% LI – 12% AA – 13% SWD – 14% HL - 6%	All: -5% *RFEP: N/A *EL: N/A FY: -6% LI: -6% AA: -4% SWD: -6% *HL: N/A
2	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year)	2022-23 All – 2% RFEP – 0% EL – 0% FY – 0% LI – 0% AA – 0% SWD – 2% HL - 0%	2023-24 All: 0% *RFEP: unknown *EL: unknown FY: 0% LI: 0% AA: 0% SWD: 0% *HL: unknown *not enough students to report	2024-25 All: 2% *RFEP: unknown *EL: unknown FY: 0% LI: 0% AA: 0% SWD: 2% *HL: unknown *not enough students to report	2025-26 All – 8% RFEP – 6% EL – 6% FY – 6% LI – 6% AA – 6% SWD – 8% HL - 6%	All: No change *RFEP: N/A *EL: N/A FY: No change LI: No change AA: No change SWD: No change *HL: N/A
3	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All - 16% RFEP - 9% EL - 17% FY - 9% LI - 16% AA - 16% SWD - 16% HL - 0%	2024-25 All - 10% RFEP - 0% EL - 0% FY - 7% LI - 9% AA - 15% SWD - 15% HL - 0%	2025-26 All - 9% RFEP – 0% EL – 18% FY – 16% LI – 12% AA – 2% SWD – 14% HL – 0%	2026-27 All - 22% RFEP - 15% EL - 23% FY - 15% LI - 22% AA - 22% SWD - 22% HL - 6%	All: -7% RFEP: -9% EL: +1% FY: +7% LI: -4% AA: -14% SWD: -2% HL: No change
4	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All - 18% RFEP - 0% EL - 11% FY - 3% LI - 13% AA - 10% SWD - 13% HL - 0%	2024-25 All - 8% RFEP - 0% EL - 44% FY - 41% LI - 33% AA - 34% SWD - 16% HL - 0%	2025-26 All - 38% RFEP – 0% EL – 44% FY – 42% LI – 28% AA – 30% SWD – 29% HL – 0%	2026-27 All - 24% RFEP - 6% EL - 17% FY - 9% LI - 19% AA - 16% SWD - 19% HL - 6%	All: +20% RFEP: No change EL: +33% FY: +39% LI: +15% AA: +20% SWD: +16% HL: No change

5	Decrease Chronic absentee rate by 6% - CA School Dashboard (2% per year)	2022-23 All - 49.3% EL - not reported, less than 11 students FY - 26.7% SED - 48.6% SWD - 49.3% AA - 60.0% HI - 42.3%	2023-24 All: 43.9% *EL: unknown FY: 20.0% LI: 41.6% SWD: 43.9% AA: 50.0% HI: 32.1% *not enough students to report	2024-25 All: 51.9% *EL: unknown FY: 52.0% SED: 53.9% SWD: 51.9% AA: 61.5% HI: 34.8% *not enough students to report	2025-26 All - 43.3% EL - TBD FY - 20.7% SED - 42.6% SWD - 43.3% AA - 54.0% HI - 36.3%	All: +2.6% *EL: unknown FY: -6.0% SED: +5.3% SWD: -6.0% AA: -6.0% HI: -6.0%
6	Increase Attendance rate by 1.5% (0.5% per year)	2023-24 88.85%	2024-25 88.11%	2025-26 91.64%	2026-27 90.35%	+2.79%
7	Reduce school-wide suspension by 3% – CA School Dashboard	2022-23 All - 22.6% EL - not reported, less than 11 students FY - 13.9% SED - 22.9% SWD - 22.6% AA - 30.4% HI - 17.2%	2023-24 All: 17.4% *EL: unknown FY: 25.7% LI: 17.4% SWD: 17.4% AA: 16.7% HI: 18.8% *not enough students to report	2024-25 All: 20.5% *EL: unknown FY: 25.0% SED: 21.7% SWD: 20.5% AA: 29.6% HI: 7.4%	2025-26 All - 19.6% EL - TBD FY - 10.9% SED - 19.9% SWD - 19.6% AA - 27.4% HI - 14.2%	All: +2.1% EL: unknown FY: +11.1% SED: -1.2% SWD: -2.1% AA: -0.8% HI: -9.8%
8	Increase or maintain the number of parent academic initiatives and parent classes offered at the school site by 4 per year	2023-24 0	2024-25 0	2025-26 4	2026-27 4	+4

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 9 was fully/partially/minimally implemented.
3 out of 8 actions were implemented fully with no substantive differences in the actual implementation of these actions.
1 out of 8 actions were implemented fully as described and then expanded in the 2025-26 school year.
1 out of 8 actions were partially implemented in the 2025–26 school year.
3 out of 8 actions were minimally implemented.

Successful Implementation of Actions:
Professional development in trauma-informed practices has contributed to measurable improvements in student outcomes. Staff are better equipped to respond to students' social-emotional and behavioral needs, resulting in a slight decrease in schoolwide suspension rates. These practices have also supported stronger student engagement, reflected in a 2.79% increase in the attendance rate despite an increase in chronic absenteeism. Overall, this work is helping to create a more supportive and responsive school climate where students are more consistently present and ready to learn.

When a roving certificated substitute was available, it was highly beneficial in maintaining stability and continuity of instruction. The roving sub ensured that classrooms remained structured and supported during teacher absences for IEP meetings, parent conferences, or unexpected leave. This was critical for students who rely on consistency. This support also allowed teachers to participate in instructional coaching and collaboration without disrupting student learning. Overall, it helped minimize downtime, reduced behavioral disruptions, and ensured students continued to receive consistent, high-quality instruction and support throughout the day.

Parent attendance for "Back to School Night" increased dramatically, and "Breakfast with the Superintendent" saw attendance increase tenfold. These events along with the PBL Exhibition successfully connected families to mental health and wellness resources as community organizations were invited to host information booths and discuss their services with students, staff, and their families.

The most challenging aspects of our implementation of these actions has been as follows: Inability to secure consultants due to limitations beyond our site's control. Lack of available substitutes in the district to fill the roving certificated substitute position.

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 - Consultation for Equity Multiplier Support - Planned: $10,000, Estimated Actual: $0 - this action was completed but paid for using a different funding source
Action 3 - Professional Development: Teacher Clarity - Planned: $9,000, Estimated Actual: $0 - this action was not started
New Action - Professional Development: CKH 1 Training - Planned: $0, Estimated Actual: $25,500 - Contract with Capturing Kids Hearts for professional development for teachers for relationship building techniques to improve classroom and school culture. This action will not continue into the 2026-27 school year.
New Action - Piano & Drumming Lessons - Planned: $0, Estimated Actual: $12,900 - Contract with High Desert Music Academy for piano and drum lessons for students. This action will not continue into the 2026-27 school year.
New Action - Professional Development: Trauma-Informed Practices - Planned: $0, Estimated Actual: $16,300 - Contract with Catapult Learning to provide workshops for teachers on various topics in special education with emotionally dysregulated students.
New Action - Professional Development: Literacy - Planned: $0, Estimated Actual: $2,250 - Contract with LDF Concepts to provide professional development for teachers in Effective Literacy Instruction.

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

Providing staff with training in trauma-informed practices is helping Yellen reduce suspensions and keep students in class where they can learn. Teachers are using more proactive, relationship-based strategies, aligned with the Safe and Civil Schools framework, which has led to a slight decrease in suspensions across key student groups, including students with disabilities and those with social-emotional needs. With fewer students removed from class, more students—especially those below grade level—are able to consistently receive Tier 2 supports and explicit foundational reading instruction. In addition, a 2.79% increase in attendance shows that students are more engaged and feel more supported, creating better conditions for improving reading skills.

Offering piano and drumming lessons has helped create a more positive and supportive school environment while giving students meaningful ways to express themselves. These opportunities build confidence, promote a sense of belonging, and support students in managing their emotions. As a result, students are more motivated to come to school, contributing to improved attendance. They have also helped reduce behavior issues by giving students a structured, positive outlet for their energy and encouraging collaboration with peers.

Academic Decline: Despite the annual target of 13% for ELA, the actual performance in 2024-25 dropped to 2%, a 5% decline from the baseline. Chronic Absenteeism: Instead of decreasing, the rate increased to 51.9% in 2024-25, which is 2.6% higher than the baseline. This will need to be reviewed with data from the 25-26 school year when available.

Staffing & Transitions: The inclusion of a Roving Certificated Substitute (Action 2) highlights the challenge of ensuring "continuity of instruction during staff absences" and onboarding of new students.

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.

Metric 9.5 - updated the school year for year 1 to 2023-24. It was listed as 2024-25 in error.

REMOVED Actions:
Action 1 - Consultation for Equity Multiplier Support – Contract with Bridges to Excellence provided by Becky Wetzel
Action 4 - Professional Development, CKH 1 Training – after providing this training this summer, an estimated 90% of staff will have been trained in CKH and the need for Yellen to offer it will no longer be needed. New hires and those unable to attend the training at Yellen as scheduled can join a training offered by the district during the 26-27 school year.
Action 5 - Piano and drumming lessons through Tony Capko. The district has hired a part time music teacher to teach at Yellen using site AMS (Prop 28) Art/Music Funds.

REVISED Actions:
Action 2 - Provide a roving certificated substitute teacher, ensuring the coverage is not more than 30 consecutive days. Provide a rotation of certificated substitute support.
Action 3 - Professional Development in Teacher Clarity with Corwin but increase it to 3 full days for $23,700
Action 6 - Professional Development for Trauma-Informed Practices. Increase the expenditure to $19,500
Action 7 - Professional Development in Literacy with Lori Furgerson but increase it to 4 full days for $18,000

NEW Actions:
Action 1 - Professional Development in Reading Comprehension and Written Language. Strengthen Foundational Literacy and Teacher Capacity with professional development through Smekens
Action 4 - Professional Development for Trauma-Informed Practices
Action 5 - Professional Development in Literacy

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	Professional Development in Reading Comprehension and Written Language	Contract with Smekens to provide 4 full days of professional development in effective literacy instruction, including gradual release of responsibility.	$25,000.00	No
2	Roving Certificated Substitute	Compensation for 1 roving certificated substitute to assist with the transition and onboarding of new students, enable the release of teachers for instructional coaching, and ensure continuity of instruction during staff absences, whether due to IEP meetings, parent conferences, or unavoidable teacher absences by providing immediate classroom coverage and support.	$54,020.00	No
3	Professional Development: Teacher Clarity	Contract with Corwin for Teacher Clarity professional development for staff. Will offer two full days of training split into four half day sessions.	$23,700.00	No
4	Professional Development for Trauma-Informed Practices	Contract with Catapult Learning to provide staff workshops on various topics in special education with emotionally dysregulated students.	$17,120.00	No
5	Professional Development in Literacy	Contract with LDF (Lori Fergerson) to provide two full days of professional development in effective literacy instruction.	$11,800.00	No

Goal

Goal #	Description	Type of Goal
10	Yucca Elementary – During the 2026-27 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 2026-27 school year, Yucca Elementary will implement the Ron Clark Houses and additional training for staff in Capturing Kid’s Hearts.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year) - Grades 3-5	2022-23 All – 16% RFEP – 45% EL – 4% FY – 17% LI – 16% AA – 18% SWD – 0% HL - 17%	2023-24 All: 14% RFEP: 45% EL: 2% *FY: unknown LI: 14% AA: 16% SWD: 0% *HL: unknown *not enough students to report	2024-25 All: 17% RFEP: 39% EL: 7% *FY: unknown LI: 17% AA: 9% SWD: 7% HL: 7%	2025-26 All – 22% RFEP – 51% EL – 10% FY – 23% LI – 22% AA – 24% SWD – 6% HL - 23%	All: +1% RFEP: -6% EL: +3% *FY: unknown LI: +1% AA: -9% SWD: +7% HL: -10%
2	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year) - Grades 3-5	2022-23 All – 10% RFEP – 30% EL – 4% FY – 0% LI – 10% AA – 7% SWD – 0% HL - 17%	2023-24 All: 7% RFEP: 27% EL: 3% *FY: unknown LI: 7% AA: 6% SWD: 0% *HL: unknown *not enough students to report	2024-25 All: 12% RFEP: 33% EL: 8% *FY: unknown LI: 11% AA: 13% SWD: 11% HL: 0% *not enough students to report	2025-26 All – 16% RFEP – 36% EL – 10% FY – 6% LI – 16% AA – 13% SWD – 6% HL - 23%	All: +2% RFEP: +3% EL: +4% *FY: unknown LI: +1% AA: +6% SWD: +11% HL: -17%
3	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All – 25% RFEP – 53% EL – 31% FY – 28% LI – 27% AA – 25% SWD – 16% HL – 26%	2024-25 All – 30% RFEP – 71% EL – 30% FY – 37% LI – 31% AA – 25% SWD – 15% HL – 25%	2025-26 All – 22% RFEP – 48% EL – 21% FY – 11% LI – 23% AA – 15% SWD – 19% HL – 10%	2026-27 All – 31% RFEP – 59% EL – 37% FY – 34% LI – 33% AA – 31% SWD – 22% HL – 32%	All: -3% RFEP: -5% EL: -10% FY: -17% LI: -4% AA: -10% SWD: +3% HL: -16%
4	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2023-24 All – 64% RFEP – 90% EL – 67% FY – 56% LI – 65% AA – 56% SWD – 34% HL – 51%	2024-25 All – 62% RFEP – 92% EL – 64% FY – 38% LI – 61% AA – 46% SWD – 37% HL – 36%	2025-26 All – 57% RFEP – 85% EL – 61% FY – 35% LI – 57% AA – 47% SWD – 41% HL – 48%	2026-27 All – 70% RFEP – 96% EL – 73% FY – 72% LI – 71% AA – 62% SWD – 40% HL – 57%	All: -7% RFEP: -5% EL: -6% FY: -21% LI: -8% AA: -9% SWD: -7% HL: -3%

5	Decrease district-wide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2022-23 All - 28.7% EL - 27.3% SED - 28.5% FY - 34.6% AA - 36.7% SWD - 37.2% HI - 26.8%	2023-24 All: 44.0% EL: 32.5% LI: 43.4% FY: 59.1% AA: 66.9% SWD: 50% HI: 36.8%	2024-25 All: 48.6% EL: 34.6% SED: 49.1% FY: 58.3% AA: 70.6% SWD: 55.2% HI: 39.0%	2025-26 All - 22.7% EL - 21.3% SED - 22.5% FY - 28.6% AA - 30.7% SWD - 31.2% HI - 20.8%	All: +19.9% EL: +7.3% SED: +20.6% FY: +23.7% AA: +33.9% SWD: +18% HI: +12.2%
6	Reduce district-wide suspension by 3% – CA School Dashboard	2022-23 All - 5.1% EL - 3.4% SED - 5.4% FY - 10.3% AA - 8.5% SWD - 3.9% HI - 4.2%	2023-24 All: 7.4% EL: 3.9% LI: 7.4% FY: 0.0% AA: 11.5% SWD: 6.6% HI: 6.7%	2024-25 All: 5.3% EL: 0.7% SED: 5.2% FY: 8.3% AA: 9.2% SWD: 8.9% HI: 3.9%	2025-26 All - 2.1% EL - 1.4% SED - 2.4% FY - 7.3% AA - 5.5% SWD - 0.9% HI - 1.2%	All: +0.2% EL: -2.7% SED: -0.2% FY: -2.0% AA: +0.7% SWD: +5.0% HI: -0.3%
7	Increase the number of community partnership meetings 9 meetings (3 meetings per year) – as evidenced by agendas and sign-in sheets	2023-24 17	2024-25 9	2025-26 11	2026-27 26	-6

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 10 was fully/partially/minimally implemented.
5 out of 17 actions were implemented fully with no substantive differences in the actual implementation of these actions.
2 out of 17 actions were implemented fully as described and then expanded in the 2024-25 school year.
3 out of 17 actions were partially implemented in the 2024-25 school year.
7 out of 17 actions were minimally implemented.

Successful Implementation of Actions:
Action 5 - Folklorico - More students participated in the program this year. There is an end-of-year performance for parents during our Open House. We continue to see requests for this after school program go up every year.

Action 8 - RCA Conference and incentives - Seven more staff members were able to attend the Ron Clark Academy professional development in Atlanta, GA. since we implement the House System schoolwide. Incentives from the RCA and other vendors were purchased to help incentivize students for their good behavior, attendance, and academics. We anticipate seeing an increase in survey responses re: the school environment being more welcoming to students and staff in the next school year (26-27); no direct metrics can measure the effectiveness of this expenditure.

Actions 9 & 11 - Additional student interventionist - A second student interventionist helped immensely with behavior and attendance. Metric 10.6 measured the decrease in suspension rates for all student groups. - Since we have a challenging student population, an additional campus supervisor was able to help monitor student bathrooms and our campus. It promotes a safer learning environment. This resulted in less office referral and suspensions.

Action 10 - Two additional instructional assistants - These classroom assistants were utilized in each of our kindergarten classrooms to help manage behavior and help academically. This brought much assistance to our kindergarten teachers, especially when working with small groups. Metrics to measure effectiveness are not direct; students in K are not tested for most reportable indicators on the CA Dashboard.

The most challenging aspects of our implementation of these actions has been as follows:
Due to contract issues, we were not able to implement an after school fitness class. Lesson studies did not happen due to teachers being out of the classroom with consultants (Action 2). Because this action could not be completed without the consultants, the use of the substitute to support classroom coverage was not scheduled (Action 13). The only off-site professional learning opportunity that staff attended was the Ron Clark Academy (Actions 8, 12), and other opportunities for individual staff members were not prioritized (Action 14). We were not able to secure the necessary staff to run the fitness class (Action 16) or the Aviation class (Action 17). The Admin Clerk I (Action 18) will not be starting until the end of May 2026.

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

Action 1 - ELA & Math PD - Planned: $18,000, Estimated Actual: $24,000 - contracts with LDF Concepts and Corwin were more than expected
Action 2 - Lesson Studies - Planned: $10,404, Estimated Actual: $0 - this action was not started
Action 3 - Materials for MakerSpaces - Planned: $27,000, Estimated Actual: $9,384 - spent less on materials than expected
Action 4 - LiveSchool Software - House Incentives - Planned: $8,000, Estimated Actual: $6,411 - this subscription was less than expected
Action 5 - After School Dance Program - Planned: $5,300, Estimated Actual: $2,030 - there were no expenditures for this action in the 2025-26 school year, expense for folklorico dresses was rolled over from the 2024-25 school year
Action 6 - Music Supplies & Instruments - Planned: $14,000, Estimated Actual: $2,297 - spent less on music supplies than expected
Action 7 - Field Trips - Planned: $10,000, Estimated Actual: $20,238 - spent more on field trips than expected, these field trips were for good attendance
Action 8 - Ron Clark Housemania System: Planned: $80,000, Estimated Actual: $30,608 - spent less on materials than expected
Action 11 - Noon Duty Campus Supervisor - Planned: $30,860, Estimated Actual: $42,178 - the cost for the noon duty campus supervisor was more than expected.
Action 12 - House Committee: Planned: $9,000, Estimated Actual: $0 - this action was not started
Action 13 - Substitute Teacher Coverage - Planned: $8,670, Estimated Actual: $0 - this action was not started
Action 14 - Professional Development - Conferences - Planned: $25,000, Estimated Actual: $0 - this action was not started
Action 15 - Supplies for Use at Recess/Lunch - Planned: $2,000, Estimated Actual: $3,369 - cost for supplies was more than expected
Action 16 - Afterschool Activities - Fitness Class - Planned: $14,000, Estimated Actual: $0 - this action was not started
Action 17 - Afterschool Activities - Aviation Program - Planned: $15,000, Estimated Actual: $0 - this action was not started
NEW Action - Administrative Clerk I - Planned: $0, Estimated Actual: $4,150 - hired a new administrative clerk to support attendance

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

Effective Actions: 7, 8, 9, 10, 11, 15
Action 7 - Field trips were planned and implemented for more grade levels compared to prior year to increase opportunities for at-promise students to have experiences that extend the learning beyond the classroom, which are proposed to increase student connectedness and engagement to school.

Action 8 - Implementation of the Ron Clark House system continued with its second year in 25-26. Many of the supplies purchased to start of year 1 had not yet been fully exhausted, so not as many supplies were required in Year 2. We will find a balance of the appropriate supplies needed as we move into Year 3 and continue with our House Committee meetings (Action 12).

Actions 9 & 10 - Additional student interventionist (Action 9) and two additional instructional assistants (Action 10) are utilized to support more sensitive student populations: at promise students who have been subject to increased disciplinary consequences and the kindergarten classrooms to help manage behavior and help academically. Metrics to measure effectiveness are not direct as students in K are not tested for most reportable indicators on the CA Dashboard. Students who have reported feeling more connected to school (CA Healthy Kids Survey) is limited but we hope this continued support in conjunction with the Ron Clark Housemania system implementation will continue to increase student connectedness and less traditional behavioral intervention.

Actions 11 & 15 - Metric 10.6, Suspension rate, shows that the two additional noon duty campus supervisors were effective in mitigating disruptive behaviors during unstructured time throughout the school day (recess & lunch). Having additional equipment for students to use during these unstructured times helped keep students engaged in activities that were manageable by the additional campus supervision, promoting cooperation skills and group play.

Ineffective Actions: 2, 3, 4, 5, 12, 13, 14, 16, 17

Action 2 - The desired consultant to facilitate this work with the grade-level teams was not secured due to a new procurement process for professional learning services that took a longer time to complete than expected; approval did not come in time to support this work at the site this year.

Action 3 - The use of the MakerSpace has been largely dependent on staff who feel comfortable to use the space for activities. As an incentive to entice more staff to utilize the space, supplies were provided, but the room still goes underutilized for STEAM-related projects. This is an area of focus for the 26-27 school year, with the aviation consultant (Action 17) being brought to the school to establish an afterschool program.

Action 4 - Directly connected to the implementation of the Ron Clark Housemania system. LiveSchool allowed the entire staff to monitor positive student behavior - progress could be easily measured in real time and allowed staff to provide incentives to students to reward their positive contributions to the school. Unfortunately, all student groups increased in their chronic absenteeism rate (Metric 10.5) but student suspension rates dropped for most student groups in the same time span (Metric 10.6). We anticipate continued decreases in chronic absenteeism and suspension rates across all student groups in 26-27 as the use of the program becomes more mainstream.

Action 7 - Additional field trips did not happen. They will be designed by the grade level teams and reviewed at the start of the new school year by the new administration.

Action 12 - Building school identity required regular meetings with staff. Although there was money for members of the House Committee to meet after school for 10 hours (Action 8), these meetings took place on Wednesdays after our staff meetings. Therefore, extra compensation was not needed.

Action 13 - Roving substitute was difficult to obtain on a regular basis to support teacher collaboration

Action 14 - The focus last year was for learning and developing Ron Clark's House model. We also focused on bringing consultants to work with our entire staff, rather than just sending individuals to conferences.

Action 16 - We were not able to obtain a staff member to lead the fitness class after school.

Action 17 - Due to procurement guidelines set in place by the district at the start of the year, the aviation consultant was not able to take on more contracts without needing to go to RFP (formal bid process). Yucca's contract was, as a result, not put through.

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

REMOVED Actions:
Action 2 - Lesson Studies

REVISED Actions:
Action 11 - Noon Duty Campus Supervisor - increased to two positions
Action 12 - House Committee - revised to include classifies extra duty hours

NEW Actions:
Action 2 - Roving Substitute
Action 18 - PIQE (Parent Institute for Quality Education) Workshop
Action 19 - Administrative Clerk I
Action 20 - Elevo
Action 21 - Instructional Reprographics
Action 22 - Printer and Printer Supplies

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: Consultant contract & extra duty compensation to attend training and complete lesson planning.	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.	$152,400.00	No
2	Roving Substitute	To support academic planning support by certificated staff to meet during the school day to collaborate.	$52,020.00	No
3	Materials for MakerSpace	Various materials/supplies to be utilized in MakerSpace. These materials will allow our students to engage in hands-on critical thinking activities which will increase our students capacity to problem solve.	$20,000.00	No
4	LiveSchool Software - House Incentives	Cost of annual digital license for access to LiveSchool to monitor House points and incentivize students to come to school every day, on time.	$8,000.00	No
5	After School Dance Program	A Folklorico/Hip Hop/Other dance program gives opportunities for our students to engage in a fine arts program during the school year that also supports pride in their culture and student engagement. This would include the teacher and materials (costumes).	$8,500.00	No
6	Music Supplies & Instruments	The half-time music teacher will require materials to support the music program. Musical instruments including keyboard, recorders, ukuleles, rhythm sticks, tambourines, wood blocks, xylophones, boom whackers, etc. to be included.	$20,000.00	No
7	Co-Curricular Learning Extensions of the Academic Core (Field Trips)	Additional co-curricular learning extensions of the academic core (field trips) to be provided for all grade levels (entrance fees and transportation); supplements the curriculum in academic core subject areas.	$25,000.00	No
8	Ron Clark Housemania System	Certificated staff may attend a House Conference during the school year to learn engagement strategies for presenting common core standards. Students will use House points to purchase incentives for good attendance and behavior. This also includes all House materials. These incentives will include items from RCA and other vendors. House student leaders will be able to attend four (4) virtual student leadership zoom sessions.	$70,719.00	No
9	Additional Student Interventionist	An additional student interventionist will be funded to help support at-risk students. The hours would be staggered so the whole school day would be covered between the two student interventionists. Goal 4 in our SPSA of maintaining a positive and safe learning environment.	$31,482.00	No
10	Instructional Assistants for Kindergarten classes (2)	To help support the Kindergarten teachers, one instructional assistant for each teacher will be provided. This position would support the teacher in working with the students (small group instruction, monitoring academic progress, and behavior).	$59,620.00	No
11	Noon Duty Campus Supervisor (2)	Cost of two 5.75 hour/day Noon Duty Campus Supervisor - Two additional noon duties will be funded to ensure a safe and welcoming campus for students.	$57,859.00	No

12	House Committee	Extra duty compensation for certificated and classified staff to join the House Committee which will meet for 10 hours during the school year to collaborate and plan student incentives and activities to engage and encourage students to improve their attendance and build school culture.	$10,000.00	No
13	Substitute Teacher Coverage	Substitute Teachers over 22 days to allow teachers to participate in professional development with a consultant.	$19,074.00	No
14	Professional Development - Conferences	Cost for site staff (classified, certificated, and administrators) to attend various conferences throughout the year to learn best practices and stay current on curriculum and instructional practices. Costs will include travel expenses and substitutes if attending during a work day.	$23,000.00	No
15	Supplies for Use at Recess/Lunch	Equipment and supplies to be used by students at recess and/or lunch to engage students in structured activities. Providing equipment for structured recreational activities is an evidence-based strategy that mitigates behavioral infractions during unstructured times, directly reducing disproportionate suspension rates for focal student groups by fostering positive peer interactions and a safer, more inclusive school climate.	$3,000.00	No
16	After School Activities - Fitness Class	Contract with an external vendor or extra duty for staff (including supplies) to provide an after school fitness class every day. Students will engage in the class that promotes physical fitness and physical health, which should build their confidence and self esteem.	$15,000.00	No
17	After School Activities - Aviation Program	Cost of contract for a consultant to provide an after school aviation class (including supplies). Students will engage in the class where they will learn how to build and fly drones and RC airplanes, which should build their confidence and self esteem and spark their curiosity about aviation as a potential field of study.	$20,000.00	No
18	PIQE (Parent Institute for Quality Education) Workshop	Contract with PIQE to provide parent workshops to improve our parent involvement and support our parents with helping their children succeed academically.	$15,000.00	No
19	Administrative Clerk I	Additional clerical staff member to help in the office, with a focus on attendance. Expanding administrative capacity with a dedicated attendance clerk enables proactive, supportive family outreach, an evidence-based intervention that reduces chronic absenteeism and fosters the school connectedness necessary to mitigate disciplinary disparities among high-mobility and vulnerable student groups.	$35,020.00	No
20	Elevo	Contract with Sports for Learning to provide structured activities for 500 students during school lunch hours.	$62,346.00	No
21	Attendance Outreach Supplies	Cost of supplies specific to attendance outreach activities by the SEA/PCL/Admin Clerk, including printer and printer supplies and the cost of printing instructional reprographics. These will be used to create attendance reports/flyers/materials to focus on attendance and family engagement.	$3,000.00	No

Goal

Goal #	Description	Type of Goal
11	Tamarisk Elementary - Tamarisk School- During the 2026-27 school year, student subgroups ("All", SED, SWD, EL and AA) will demonstrate growth towards proficiency in ELA on the ELPI for ELs and in ELA and Math on the SBA and district LPMs. These subgroups will receive support through effective first instruction, small group instruction, and targeted interventions. Teachers and staff will be provided with professional learning opportunities in both academics and classroom/campus management to lead to academic growth and a structured, cohesive school environment inclusive to all.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase overall SBA proficiency rate for ELA by 6% (increase by 2% per year)	2023-24 All: 17% RFEP: 54% EL: 6% LI: 17% AA: 10% SWD: 2%	N/A	2024-25 All: 13% RFEP: 31% EL: 2% LI: 13% AA: 7% SWD: 0%	2026-27 All: 23% RFEP: 60% EL: 12% LI: 23% AA: 16% SWD: 8%	All: -4% RFEP: -23% EL: -4% LI: -4% AA: -3% SWD: -2%

2	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year)	2023-24 All: 12% RFEP: 46% EL: 3% LI: 12% AA: 2% SWD: 0%	N/A	2024-25 All: 9% RFEP: 31% EL: 2% LI: 8% AA: 1% SWD: 3%	2026-27 All: 18% RFEP: 52% EL: 9% LI: 18% AA: 8% SWD: 6%	All: -3% RFEP: -15% EL: -1% LI: -4% AA: -1% SWD: +3%
3	Increase overall percentage of students at benchmark and above in ELA by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2024-25 All: 27% RFEP: 52% EL: 22% FY: 26% LI: 27% AA: 20% SWD: 10% HI: 11%	N/A	2025-26 All: 29% REFP: 47% EL: 16% FY: 25% LI: 28% AA: 20% SWD: 17% HL: 18%	2027-28 All: 33% RFEP: 58% EL: 28% FY: 32% LI: 33% AA: 26% SWD: 16% HI: 17%	All: +2% RFEP: -5% EL: -6% FY: -1% LI: +1% AA: No change SWD: +7% HL: +7%
4	Increase overall percentage of students at benchmark and above in Math by 6% – average of Q1-Q3 LPMs (increase by 2% per year)	2024-25 All: 44% RFEP: 73% EL: 38% FY: 35% LI: 45% AA: 34% SWD: 26% HI: 37%	N/A	2025-26 All: 55% RFEP: 89% EL: 48% FY: 53% LI: 51% AA: 42% SWD: 31% HL: 44%	2027-28 All: 50% RFEP: 74% EL: 44% FY: 41% LI: 51% AA: 40% SWD: 32% HI: 43%	All: +11% RFEP: +16% EL: +10% FY: +18% LI: +6% AA: +8% SWD: +5% HL: +7%
5	Decrease schoolwide rate of chronic absenteeism by 6% – CA School Dashboard (decrease by 2% per year)	2023-24 All: 42.7% EL: 28.1% FY: 40.9% SED: 43.4% AA: 63.6% SWD: 44.4% HI: 36.3% WH: 46.7%	N/A	2024-25 All: 45.6% EL: 41.7% FY: 70.8% SED: 45.9% AA: 50.0% SWD: 51.7% HI: 43.2% WH: 34.6%	2026-27 All: 36.7% EL: 22.1% FY: 34.9% SED: 37.4% AA: 57.6% SWD: 38.4% HI: 30.3% WH: 40.7%	All: +2.9% EL: +13.6% FY: +29.9% SED: +45.9% AA: -13.6% SWD: +7.3% HI: +6.9% WH: -12.1%

6	Reduce schoolwide suspension by 3% – CA School Dashboard	2023-24 All: 4.8% EL: 0.8% FY: 3.7% SED: 5.1% AA: 9.2% SWD: 4.3% HI: 3.0% WH: 11.4%	N/A	2024-25 All: 3.5% EL: 1.9% FY: 12.5% SED: 3.5% AA: 7.9% SWD: 5.2% HI: 2.1% WH: 0.0%	2026-27 All: 1.8% EL: 0.0% FY: 0.7% SED: 2.1% AA: 6.2% SWD: 1.3% HI: 0.0% WH: 8.4%	All: -1.3% EL: +1.1% FY: +8.8% SED: -1.6% AA: -1.3% SWD: +0.9% HI: -0.9% WH: -11.4%

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 11 was fully/partially/minimally implemented.
7 out of 11 actions were implemented fully with no substantive differences in the actual implementation of these actions.
0 out of 11 actions were implemented fully as described and then expanded in the 2025-26 school year.
1 out of 11 actions were partially implemented in the 2025-26 school year.
3 out of 11 actions were minimally implemented.

Successful Implementation of Actions:
Action 1: The addition of a second Assistant Principal has provided additional leadership to the campus which has increased the principal's ability to be an instructional leader and be visible and active in the classroom and during PLC meetings. The additional leadership support has also been instrumental in the implementation of CKH as evident in the school being recognized as a National Showcase School for 25/26.

Actions 2 & 5: The CKH consultant summer training as well as the cost of compensation for staff participation proved to be successful. Staff was trained on the EXCEL model and how to imbed those practices into supporting the culture and climate of the school. CKH data collected from teachers, staff and students demonstrated that the EXCEL model of CKH is being implemented effectively. In addition, the site was recognized as a National Showcase School for 25/26 due to the implementation.

Action 4: The addition of two Noon Duties Campus Supervisors was also successful. Office referrals and suspensions have decreased and there is adequate monitoring of students across all areas on campus. Given the layout of the school and the number of students enrolled (currently 685) the additional supervision has helped ensure that the students on campus remain safe/ Metric 11.6 demonstrates a decrease in schoolwide suspensions for the majority of the student groups on campus..

Action 6: The site substitute teacher was instrumental in bridging the gap between professional development and classroom stability by providing reliable half-day coverage for staff. This dedicated support allowed teachers to engage in essential planning and coaching sessions with the LST and LC without sacrificing instructional momentum. Because the substitute was a consistent presence on campus, they maintained a sense of continuity and familiarity that minimized behavioral disruptions and kept students on track during teacher absences.

Action 7: The work with Bridge to Educational Excellence has provided additional support in the site working towards establishing a vision statement and teaching grade level leads how to effectively run a grade level PLC meeting.

Action 8: The student interventionist proved partially successful by serving as a dedicated bridge between behavioral theory and daily classroom practice. By providing hands-on support for the CHAMPS framework, they ensured high-expectations for student conduct were consistently modeled in both classrooms and common areas. Furthermore, their ability to lead targeted small groups in social skills and restorative justice fostered a more inclusive environment, directly reducing disciplinary disruptions and allowing teachers to focus on core instruction. This was much needed as the majority of instructional staff at the school are new (2 years or less) to the profession.

Action 10: Just Right Readers provided our 1st and 2nd grade students with high-interest decodable texts that offered each student phonics practice. This action was only partially implemented due to the late arrival of the books on campus. Full implementation into Tier 2 instruction has not been completed due to the delay in receiving the materials (Evidenced by mixed performance/achievement of student groups Metrics 11.1 (SBA ELA) & 11.3 (LPM average for ELA). Additional time and instruction with the lessons and decodables during small group instruction as well as data still needs to be collected to determine success level of action.

The most challenging aspects of our implementation of these actions has been as follows:
The most challenging aspects of the implementation were the challenges around approval of contracts. The site was not able to fulfill certain actions due to contract concerns out of the school's control. This impacted both working with Corwin (Action 3) as well as Play Works (Action 9), neither action step was taken. In addition, the days in working with Bridge to Educational Excellence were decreased to 6 days due to contract funding limitations.

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 3 - Corwin - Consultant: Planned $54,000, Estimated Actual $0 - this action was not started
Action 5 - Compensation for Staff Training with Consultants: Planned $37,224, Estimated Actual $18,466 - extra duty hours were less than expected
Action 7 - Bridges to Educational Excellence - Consultant: Planned $10,000, Estimated Actual $0 - this action was not started
Action 8 - Student Interventionist: Planned $41,446, Estimated Actual $52,435 - the increase was due to the employee moving to an 8 hour benefited position in March 2026.
Action 9 - Playworks: Planned $20,700, Estimated Actual $0 - this action was not started
New Action - Just Right Reader: Planned $0, Estimated Actual $25,498 - added this expense to support foundational skills in reading.

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

Action 1 Adding the second Assistant Principal increased the principal's visibility on the campus as the instructional leader, being more active in the classroom and during PLC meetings. The additional leadership support has also been instrumental in the implementation of CKH as evident in the school being recognized as a National Showcase School for 25-26 (Metric 11.6, decrease of suspension rate for all students).

Action 2 and Action 5 have demonstrated to be effective in regard to school climate and culture in the decrease of suspension rates for most student groups, as measured under Metric 11.6.

Action 7 has demonstrated to be effective in regard to the increase in scores as measured under Metric 11.4 for math where all student groups have increased their percentage at standard and above as well as measured under Metric 11.3 for ELA for SWD. LI and HI.

Action 6 allowed instructional staff to continue the necessary collaborative work to deepen their collegial work, and increase consistency in classroom coverage, but the impact on the student performance across the academic core is mixed. Student performance in ELA (Metrics 11.1, CAASPP, and 11.3 LPM) are higher than Math achievement, but Math progress by LPM measurements have improved (Metric 11.4) compared to results on CAASPP (Metric 11.2). We predict this to improve in the 2026 CAASPP results because this has been a widely utilized action by our site in the 25-26 school year.

The site was not able to fulfill certain actions and rendered them ineffective due to contract concerns out of the school's control, impacted by a new district procurement protocol to secure professional learning services. This impacted both working with Corwin (Action 3) as well as PlayWorks (Action 9), neither action step was taken. Action 7, the contract with Bridges to Educational Excellence, was covered by the district, but the new procurement process limited the total number of days the consultant could support our site.

Effectiveness of Action 8, the implementation of Just Right Reader, remains mixed. Based on Metric 11.3, the average growth in student ELA performance on the LPMs (Learning Progress Monitoring) formative assessments reports negative growth for all student groups, but the CAASPP results for the 2026 school year has yet to be reported. We will look forward to the results and review this as a team upon our return at the start of the 2026-27 school year.

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

REVISED Actions:
Action 3 - Noon Duty - increased from one to three positions.
Action 8 - Student Interventionist - increased from one to two positions.

NEW Actions:
Action 10 - Just Right Reader
Action 11 - Be GLAD Training
Action 12 - Field Trips

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assistant Principal	An additional Assistant Principal will be funded to help support the implementation of CHAMPS and CKH that aligns with goal 4 of the SPSA to create a welcoming and safe environment. The additional leadership will allow the principal to spend additional time focused on instructional practices that support SPSA goals 1, 2, 3 and 4.	$187,799.00	No
2	CKH - Consultant	One day staff training is needed to implement the CKH model (EXCEL), to increase positive relationships between staff and students; create a common understanding of how students and staff interact on campus and provide a positive campus culture and climate. Training and implementation aligns with SPSA goal 4.	$24,800.00	No
3	Corwin - Consultant	Training for teachers throughout the school year, four trainings throughout 2026-27, to support teachers on implementing and using evidence based and effective instructional strategies. Approximately two-thirds of Tamarisk teachers are new to teaching and have been teaching three years or less. Scores in ELA and Math for SBA and ELA for LPMs continue to show a deficit. Therefore, teachers are in need of professional development from a consultant so they can provide stronger first instruction and intervention when needed.	$54,000.00	No
4	Noon Duty Campus Supervisors (3)	Additional campus supervision is needed for students to support a safe school environment. Currently Tamarisk will only have 6 noon duties in 2026-27 to help supervise and monitor over 675 students in both the cafeteria and playground. Data demonstrates that office referrals from lunch time account for the majority of behavior incidents. Additional personnel will decrease the student-to-adult ratio.	$147,190.00	No
5	Compensation for Staff Training with Consultants	Compensation for staff for three days of training for staff members for trainings planned for summer of 2026. The cost accounts for five days for 27 certificated staff for the Be GLAD training and planning, one day for 30 certificated staff members to attend CKH 2 training and one day for 20 classified staff members to attend CKH 2 training.	$65,000.00	No
6	Site Certificated Roving Substitute	Daily site substitute teacher to provide half day coverage for teachers to allow teachers to meet with the LC for planning and coaching. The consistency of the site sub allows for continuity for students.	$57,600.00	No
7	Bridges to Educational	With support of LC and using the PLC+ model, a consultant will work with grade level leads, LC	$10,000.00	No

	Excellence - Consultant	and administration to create a shared school vision as well as build the capacity of grade level leads to facilitate an effective PLC team and train leadership how to bridge student data and training with Corwin to intentionally plan lessons to support small group instruction in ELA and Math.		
8	Student Interventionist (2)	Two student interventionists will be funded to help support the implementation of CHAMPS in the classrooms and throughout common areas on campus, providing support for small groups of students on social skills/restorative justice/classroom environment.	$99,511.00	No
9	Playworks	PlayWorks is a nonprofit organization that believes in the power of play to bring out the best in every child. Playworks helps schools and districts make the most of recess through onsite consultative support and professional development. Playworks will provide four days of on site training for noon duties/campus supervisors in organizing, running and maintaining structured play activities for students during recess. In addition, Playworks will provide two full day consultation visits following initial professional development to progress monitor site staff implementation of the program.	$20,700.00	No
10	Just Right Reader	Purchase of Just Right Readers for 1st and 2nd grade. Just Right Reader is a researched based phonics program that builds foundational skills in reading. The decodable books deliver explicit, systematic phonics practice. In addition, lesson plans are provided for teachers to provide explicit, small group instruction. Books are assigned to students based on student reading level as identified using data to determine student level. Books will be used for Tier 2 instructional support during ELD for ELs and Academies. Given the current decline in ELA scores for both SBA and LPMs, expanding the use of this program would help benefit additional grade levels, not just 1st and 2nd grade. Sets for 3rd-5th as well as specific resources for our SDC classes are needed to effectively provide small group instruction based on student needs.	$35,000.00	No
11	Be GLAD Training	The decline in SBA and LPM scores among our English Learner (EL) and Reclassified Fluent English Proficient (RFEP) populations signals an urgent need for specialized pedagogical support. While initial summer training will provide a foundation for teachers, ongoing Be GLAD professional development is essential to move beyond surface-level implementation and master high-leverage strategies that bridge the gap between language acquisition and rigorous content standards. This expenditure includes 4 days of in-person training for 27 teachers, one day of grade level planning during the summer as well as 24 full days of onsite training throughout the 26-27 school year.	$138,800.00	No
12	Co-Curricular Learning Extensions for the Academic Core (Field Trips)	Additional co-curricular learning extensions (field trips) will be provided for all grade levels during the 2026-27 school year (entrance fees and transportation) to supplement the curriculum in academic core subject areas and incentivize students to come to school on a more regular basis.	$15,000.00	No

Goal

Goal #	Description	Type of Goal
12	Desert Rose Elementary – During the 2026-27 school year, student subgroups (“All” and EL) will demonstrate growth towards proficiency on the ELPI - EL students will also receive support in Language Arts. African American students need additional support in Language Arts and Math. 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. Professional Development in Teacher Clarity will make lessons more engaging supporting academic success. Chronic absenteeism is especially high in the following subgroups: “All”, EL, HI, SED, SWD and AA. To address the issue of chronic absenteeism in the 2026-27 school year, Desert Rose Elementary will continue to build school climate using the Ron Clark House system and provide additional training for all staff in Capturing Kid’s Hearts.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

2, 3, 4, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to address the lack of success by some subgroups to meet the academic goals set for our students. In ELA, “All” students were 60 points below standard with other groups also below standard - with other groups also below standard - EL 59.6 points below standard, SED 63.1 points below, AA students were 78.2 points below, HI students were 57.6 points below, and Students with Disabilities 133 points below standard. Foster Youth did not have data reported for as they were not a significant subgroup. In Math, “All” students were 67 points below standard - with other groups also below standard - EL 61.9 points below standard, SED 71.2 points below, AA students were 85.7 points below, HI students were 63 points below, and Students with Disabilities 120.1 points below standard. Foster Youth did not have data reported as they were not a significant subgroup. Desert Rose had high levels of Chronic Absenteeism (“All” - 42.6%, EL-35.8%, HI-42%, SED-44.2%, AA-51.6% and Students with Disabilities-46.5%) and Suspensions for as least one day (“All”-3.5%, AA-10.2%, Students with Disabilities-5%, SED-3.8%, EL-1.3% and HI-2.1% - EL and HI both declined in Suspensions.

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 by ELA by 6% (Increase by 2% per year) - Grades 3-5	2024-25 ALL: 25% RFEP: 58% EL: 12% *FY: unknown LI: 24% AA: 16% SWD: 6% HL: 31% *not enough students to report			2027-28 ALL: 31% RFEP: 64% EL: 18% FY: TBD LI: 30% AA: 22% SWD: 12% HL: 37%	
2	Increase overall SBA proficiency rate for Math by 6% (increase by 2% per year) - Grades 3-5	2024-25 ALL: 21% RFEP: 39% EL: 18% *FY: unknown LI: 19% AA: 12% SWD: 3% HL: 23% *not enough students to report			2027-28 ALL: 27% RFEP: 45% EL: 24% FY: TBD LI: 25% AA: 18% SWD: 9% HL: 29%	
3	Increase overall percentage of students at benchmark and above in ELA by 6% - average of Q1-Q3 LPMs (increase by 2% per year)	2025-26 ALL: 41% RFEP: 58% EL: 27% FY: 66% LI: 40% AA: 36% SWD: 19% HL: 36%			2028-29 ALL: 47% RFEP: 64% EL: 33% FY: 72% LI: 46% AA: 42% SWD: 25% HL: 42%	
4	Increase overall percentage of students at benchmark and above in Math by 6% - average of Q1-Q3 LPMs (increase by 2% per year)	2025-26 ALL: 54% RFEP: 73% EL: 57% FY: 61% LI: 57% AA: 52% SWD: 33% HL: 37%			2028-29 ALL: 60% RFEP: 79% EL: 63% FY: 67% LI: 63% AA: 58% SWD: 39% HL: 43%	

5	Decrease school-wide rate of chronic absenteeism by 6% - CA School Dashboard (decrease by 2% per year)	2024-25 All: 42.6% EL: 35.8% SED: 44.2% AA: 51.6% SWD: 46.5% HI: 42%			2027-28 All: 36.6% EL: 29.8% SED: 38.2% AA: 45.6% SWD: 40.5% HI: 36%	
6	Reduce school-wide suspension by 3% - CA School Dashboard	2024-25 All: 3.5% EL: 1.3% SED: 3.8% AA: 10.2% SWD: 5% HI: 2.1%			2027-28 All: 0.5% EL: 0% SED: 0.8% AA: 0% SWD: 2% HI: 0%	

Goal Analysis for 2025-2026

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

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

This is a new Equity Multiplier Goal for 2026-27. Analysis of the 2026-27 goal will occur during the 2027-28 update cycle.

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

This is a new Equity Multiplier Goal for 2026-27. Analysis of the 2026-27 goal will occur during the 2027-28 update cycle.

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

This is a new Equity Multiplier Goal for 2026-27. Analysis of the 2026-27 goal will occur during the 2027-28 update cycle.

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

This is a new Equity Multiplier Goal for 2026-27. Analysis of the 2026-27 goal will occur during the 2027-28 update cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning: Capturing Kids Hearts	CKH recharge training ensures staff are experts at the Engage and X-plore phases, allowing transient students to feel "seen" and safe within 48 hours of enrollment rather than weeks. CKH training will provide staff with strategies to provide EL, Socio-Disadvantaged, Hispanic and Students with special needs structured, non-verbal, and low-stakes social cues that build belonging before they have mastered the academic vocabulary. They will also bridge the gap between home culture and school expectations.	$64,120.00	No
2	Teacher Clarity / PLC Plus Training	Teacher Clarity and PLC Plus training will supplement lessons and support staff in the practice of making the what, why and how of a lesson explicit. Our EL, Socio-Disadvantaged, Hispanic, Students with Special Needs and Transient populations knowledge of the learning goal and provides a structured framework through use of the success criteria that helps students immediately understand the expectations for the day, reducing anxiety about what is expected.	$170,595.00	No
3	Ron Clark House System: School Climate & Culture, Belonging	Supplemental Ron Clark training, supplemental and student mentor programs serve our underserved and chronically absent students by replacing everyday procedural school structures with a "family-first model. For students who may lack stability at home or feel invisible in a large system, the House System provides an immediate, non-negotiable sense of belonging, and a set of values to embody. Students earn points to purchase prizes at a student store, they earn the points through their attendance, and actions motivating them to attend school. Supplemental supplies are necessary to ensure fidelity to the House system and to encourage transient and underserved students to improve attendance and to further their sense of belonging within the school. We will use Liveschool to monitor rewards for student attendance and positive behavior. We will use IC to monitor the contact log to see what types of parent communication and how often as well as review and reflect upon parent and student surveys provided by the district and CKH in these areas. We will also regularly monitor and review PBIS surveys and reports and Liveschool surveys and reports to analyze and discuss the effectiveness of the PBIS and House implementation.	$159,720.00	No
4	Administrative Clerk	A Bilingual Admin Clerk is essential to manage and lead the school's welcoming team to continuously orientate new families to district and school programs to build a sense of community and belonging. By developing the welcoming team, the school can ensure that dedicated staff are readily available to establish and maintain communication, manage student assessments and instructional materials, and encourage student and parental participation. The 2nd PCL is crucial in helping support Desert Rose programs through collecting data for Desert Rose programs to increase attendance, decrease referrals, improve student behavior, and build a bridge of communication between all Desert Rose stakeholders. The role of the 2nd PCL would ensure fidelity to meet the desired outcomes of the programs and services that are crucial for the Desert Rose community and culture. Metrics - Increase in student attendance due to better communication about School programs, and implementation of the House system, Parent Surveys, Attendance of parents at ELAC and AAPAC, Attendance at Family Nights, Parent Nights and Parent Workshops.	$35,020.00	No

		- Explain the Palmdale PROMISE using the brochure provided by the District - The PCL would assist in distributing and explaining a Welcome Brochure explaining Desert Rose programs and activities - ie. House System, ASB, Family Nights, Parent Trainings, PBIS and CKH - Responsible for explaining specific curricular focus - explaining to students and parents what they might see upon entering the classroom - explaining Thinking Maps, Learning Intentions and classroom environment - Each House has a month where they plan the Rally, have students complete or attend a community service event and decorate the Cafeteria and Staff Lounge. The PCL would be the line of communication to reach out to parents in regards to activities and donations that may be needed to celebrate the month - They would also post messages reminding students about ASB spirit weeks and activities, Rally days, and how students might dress to show their House spirit - They would assist House Leads in helping to make decorations for the cafeteria and assisting with other needs - They would be responsible in preparing the letters that place new students in Houses and ensuring students receive their House T-shirt - Coordinates incoming assessments, books, and materials for new students as part of the school welcoming team - Responsible for facilitating the student store logistics via communication with Staff and Liveschool - Responsible for keeping track of Liveschool points and data to maintain participation and fidelity to the program - Responsible for maintaining House student behavior incentive program		
5	Campus Supervisors	EL, Socio-Disadvantaged, Hispanic, Students with Special Needs and Transient populations will be provided with a safe and welcoming environment by providing them with a noon duty that can help and support students during unstructured time that can impact their learning. This expenditure will support transient and underserved students during their arrival, lunch recess, and dismissal, which can enhance their academic learning. Metrics: -Reduction of office referrals, California Student Healthy Survey results from 5th grade, and administrators formal and informal observation and feedback.	$57,176.00	No
6	Roving Substitute	A roving substitute would receive training in Teacher Clarity success criteria. As students arrive throughout the year, the roving substitute can meet with new students for an immediate 30-minute "Onboarding Intervention," completing all required assessments. They would also be used to support the Literacy Coach and Teachers in providing small group instruction and one-on-one instruction to our underserved and transient student groups.	$53,754.00	No
7	Assemblies	Underserved and transient students have less access to extracurricular enrichment, such as theater, live music, or professional guest speakers. Assemblies provide high-impact experiences that these students might not otherwise encounter. They also can teach students about bullying, and resilience. Hearing a speaker's personal story may inspire a student to believe they also can succeed despite what they may be going through. Assemblies use music, chants, and themes to assimilate students into the school culture, making them feel more connected.	$15,000.00	No
8	Supplies for Recess and Lunch	Underserved and transient students may benefit from the use of equipment and supplies during recess and lunch by providing them an opportunity to break into a social group with structured play. Many students may not have access to a place to play or equipment to play at home with. Providing equipment at school ensures that their physical skill development isn’t limited by their family’s socio-economic status.	$4,000.00	No
9	Professional Development	Professional development conferences focusing on equity, trauma informed practices and	$20,000.00	No

	- Conferences	strategies to support academic needs of students improves how they work with students who are underserved or transient. Professional development transforms staff from educators into systems-navigators for these students.		
10	Student Incentives for Students with Disabilities	Based on Student IEP goals and accommodations there is a need for classroom incentives for Special Ed classes such as sensory items would help to keep students engaged in the classroom. Sensory items reduce anxiety and stress so students are more likely to return to school.	$6,000.00	No

Goal

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

State priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Palmdale School District has unexpended LREBG funds for the 2026-27 school year.

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

Based on this needs assessment, Goal 13 has been designed to address the major areas of support required for students to accelerate their learning recovery: Action 1, focuses on the social emotional learning supports required for students, especially with a trauma-informed lens. Student engagement strategies are the focus of Actions 2, 3, 11, 12, 14, 15, 18, 22, 24, and 30 address the need to motivate students to engage more consistently in their education and provide accessible support that can be implemented by instructional staff, certificated and classified. Action 6 implements the Yondr Pouches which minimize external distractions brought by electronic devices in the classroom environment. Actions 16, 22, and 26 emphasize the importance of data review for efficient progress monitoring of student achievement, crucial to ensuring recovery moves forward. The bulk of the support is focused around strategies that support and enhance instruction of the academic core, specifically math and ELA (Actions 4, 5, 7, 8, 9, 10, 13, 17, 19, 20, 21, 23, 25, 27, 28, 29, 31) across the various school levels, including support for students who struggle with accessing the curriculum, helping teachers understand the new frameworks for academic standards, and infusing technology to enhance the delivery of these standards to students in relevant, culturally responsive instruction.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Distance from Standard, ELA CAASPP decrease distance from standard by 25 points in 3 years	2023-24 All -61.4 pts EL: -76.8 pts LTEL: -120.9 pts HOM: -85.5 pts FY: -115.1 pts AA: -97.6 pts HI: -57.7 pts SED: -65.7 pts SWD: -130.3 pts MR: -53.2 pts	N/A	2024-25 All - 53.3 pts EL: - 67 pts LTEL: - 112.8 pts HOM: - 80.7 pts FY: - 96.2 pts AA: - 92.3 pts HI: - 49 pts SED: - 59.3 pts SWD: - 122.2 pts MR: - 38.3 pts	2026-27 All -36.4 pts EL: -51.8 pts LTEL: -95.9 pts HOM: -60.5 pts FY: -90.1 pts AA: -77.6 pts HI: -32.7 pts SED: -40.7 pts SWD: -105.3 pts MR: -28.2 pts	All: -8.1 EL: -9.8 LTEL: -8.1 HOM: -4.8 FY: -18.9 AA: -5.3 HI: -8.5 SED: -6.4 SWD: -8.1 MR: -14.9
2	Distance from Standard, Mathematics CAASPP decrease average distance from standard by 40 points in 3 years	2023-24 All: -98.2 pts EL: -112.1 pts LTEL: -180.6 pts HOM: -135.4 pts FY: -138.6 pts AA: -138.3 pts HI: -94.5 pts SED: -102.8 pts SWD: -160.5 pts WHI - 66.6 pts MR - -89.6 pts	N/A	2024-25 All - 93.1 pts EL: - 106.4 pts LTEL: - 181 pts HOM: - 122.9 pts FY: - 131.8 pts AA: -132 pts HI: - 89 pts SED: - 99 pts SWD: - 158 pts WHI: - 68 pts MR: - 84.2 pts	2026-27 All: -58.2 pts EL: -82.1 pts LTEL: -140.6 pts HOM: -95.4 pts FY: -98.6 pts AA: -98.3 pts HI: -54.5 pts SED: -62.8 pts SWD: -120.5 pts WHI - 26.6 pts MR - -49.6 pts	All: -5.1 EL: -5.7 LTEL: -0.4 HOM: -12.5 FY: -6.8 AA: -6.3 HI: -5.5 SED: -3.8 SWD: -2.5 WHI: +1.4 MR: -5.4
3	Chronic Absenteeism Rate decrease average rate by 15% in 3 years	2023-24 All: 31.3% EL: 25.2% LTEL: 31.5% HOM: 54.0% FY: 29.5% AA: 43.3% HI: 29.4% SED: 32.6% SWD: 37.6% WHI: 27.1% MR: 37.9%	N/A	2024-25 All: 29.7% EL: 23.6% LTEL: 27.0% HOM: 56.1% FY: 32.5% AA: 40% HI: 27.9% SED: 31.6% SWD: 37.5% WHI: 26.6% MR: 37.5%	2027-28 All: 16.3% EL: 10.2% LTEL: 16.5% HOM: 39.0% FY: 14.5% AA: 28.3% HI: 14.4% SED: 17.6% SWD: 22.6% WHI: 12.1% MR: 22.9%	All: - 1.6% EL: -1.6% LTEL: -4.5% HOM: +2.1% FY: +3.0% AA: -3.3% HI: -1.5% SED: -1.0% SWD: -0.1% WHI: -0.5% MR: -0.4%

Goal Analysis for 2025-2026

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

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

The overall implementation of these actions for Goal 8 was fully/partially/minimally implemented.
10 out of 35 actions were implemented fully with no substantive differences in the actual implementation of these actions.
5 out of 35 actions were implemented fully as described and then expanded in the 2024-25 school year.
5 out of 35 actions were partially implemented in the 2024-25 school year.
15 out of 35 actions were minimally implemented.

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 - Daybreak - School Based Mental Health Services: Planned $99,000, Estimated Actual: $113,700 - increased cost due expenses from the 2024-25 contract rolling over into the 2025-26 school year.
Action 2 - Unlimited K-12 Teletherapy Service: Planned $210,900, Estimated Actual: $0 - this action was not started
Action 3 - Maia Learning Path: Planned $17,500, Estimated Actual: $0 - this action was not started
Action 4 - Annual Wellness Together Conference: Planned $23,000, Estimated Actual: $0 - this action was not started
Action 5 - Little Whisk Academy: Planned $45,000, Estimated Actual: $36,000 - the contract for Little Whisk Academy was less due to offering less sessions
Action 6 - Yondr Pouches & Replacements: Planned $90,000, Estimated Actual: $212,250 - Purchased more replacement pouches and bases for school sites that originally planned
Action 7 - Contracted Tutoring Services, Core Academic Subjects: Planned $2,342,000, Estimated Actual: $606,590 - spent less on tutoring services than expected
Action 9 - Co-Teaching Collaboration: Job-Embedded Support: Planned $80,640, Estimated Actual: $0 - this action was not started
Action 10 - Co-Teaching Collaborative Sessions - PBL: Planned $189,280, Estimated Actual: $0 - this action was not started
Action 11 - Tutoring, Before- and After-School, ELA & Math: Planned $188,500, Estimated Actual: $0 - this action was not started
Action 12 - Certificated Professional Learning - accelerate instruction/close learning gaps in ELA & Math: Planned $48,000, Estimated Actual $1,603,090 - spent more than anticipated on conferences, professional development opportunities, substitute teacher costs, and extra duty costs
Action 14 - EveryDay Labs: Chronic Absenteeism Support & Tracking: Planned $130,000, Estimated Actual: $0 - this action was not started
Action 15 - Eureka Math: Progress student monitoring: Planned $64,400, Estimated Actual: $0 - this action was not started
Action 16 - 95 Percent: Reading Intervention Tool: Planned $68,680, Estimated Actual: $0 - this action was not started
Action 17 - Certificated Professional Learning: Math & ELA Framework & Standards, High Leverage Practices: Planned $1,734,000, Estimated Actual $561,500 - spent less on extra duty hours than expected
Action 18 - Capturing Kids' Hearts: Planned $167,800, Estimated Actual: $406,289 - added contracts for Capturing Kids' Hearts in addition to increased substitutes and extra duty hours
Action 19 - MTSS Instructional Coach: Planned $200,000, Estimated Actual: $0 - this action was not started
Action 20 - Instructional Materials: Dual Immersion: Planned $439,000, Estimated Actual $508,100 - spent more on materials than planned
Action 21 - Certificated Professional Learning: Dual Immersion - language proficiency: Planned $129,120, Estimated Actual $323,026 - Increased cost for the contract with the Center for Teaching for Biliteracy, extra duty, and substitute costs
Action 22 - Assessment & Monitoring Systems Pilot Review: Planned $25,000, Estimated Actual $29,207 - contracts were more than expected
Action 23 - Certificated Professional Learning and Materials: ELD support and progress monitoring: Planned $173,000, Estimated Actual $99,275 - spent less on materials and extra duty than expected
Action 24 - School Library: Culturally Responsive Texts/Supplies: Planned $290,000, Estimated Actual $93 - only purchase was for art books
Action 25 - Coaching Certificated, Classified, Leadership, Early Literacy & Intervention: Planned $200,000, Estimated Actual $0 - this action was not started
Action 27 - Certificated & Classified Professional Learning: Restorative & Trauma-Informed Practices: Planned $34,000, Estimated Actual $24,031 - only held one training this school year
Action 28 - Small Group Instruction & Intervention: cost of roving substitutes: Planned $380,000, Estimated Actual $0 - this action was not started
Action 29 - Student Learning Monitoring systems: Planned $339,000, Estimated Actual $0 - this action was not started
Action 30 - Certificated Professional Learning: Summer - Literacy & Math Camps: Planned $500,000, Estimated Actual $0 - this action was not started
Action 32 - Classified Student Support - Progress Monitoring and Data Analysis: Planned $80,474, Estimated Actual $109,306 -
New Action - PROMISE Academy Saturday School (Attendance Recovery): Planned $0, Estimated Actual $155,738 - Extra Duty Hours for Classified & Certificated Staff and printing costs for Saturday School
New Action - Attendance Campaign: Planned $0, Estimated Actual $28,000 - Videos to promote attendance
New Action - College & Career Readiness Activities: Planned $0, Estimated Actual $8,233 - Field Trip: Black College Expo

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

Effective Actions: 1, 5, 6, 12, 16, 29, 31, 32, 33, 35
Action 1 - allowed for mental health services to be provided in person at school sites, which has been requested by parents on the Title I/LCAP Survey and written feedback on the Breakfast with the Superintendent surveys.

Action 5 - Little Whisk Academy hosted events that promoted the opportunity for unduplicated youth and their families to learn in a collaborative environment together with the school.

Action 6 - Yondr pouches & replacements allowed the secondary-level schools (Grades 6-8) to reduce distractions in the classroom setting. Increases in CAASPP ELA and Math performance (Metrics 13.1 & 13.2) across the district in most student groups may be attributed in some part to the implementation of these pouches to reduce electronics usage during the school day.

Action 12 - Supporting professional learning for staff has incorporated increasing expenditures related to traveling for in person conferences, along with a Board-approved increase to the per diem daily rate for meals.

Action 16 allowed for certificated staff to receive updated classroom equipment to deliver digital instruction, specifically chromebooks and laptops that promoted digital access to enhance instructional delivery, reporting, and documentation of student progress. An increase in almost all academic indicators on the CA School Dashboard for 2025, notably in EL Progress and CAASPP ELA (Metric 13.1 & Metric 13.2) are measures of positive impact on student learning.

Action 29 - providing support for Literacy Coaches at Yellen Learning Center and Oak Tree Community Day School, two specialized programs supporting students with significant barriers to their learning, has been crucial to ensure the teachers at these sites are provided with consistent support on district-sponsored initiatives, curriculum, and instruction.

Action 31 - Summer PRIME Math Readiness Program - students identified for this program allows for a hands-on way to promote math readiness skills necessary for 6th grade and 9th grade. These students have performed better in their math class at higher rates than their non-PRIME program attending peers.

Action 32 - A classified staff member supports the Educational Services Division with processing student data necessary for progress monitoring.

Action 33 - PROMISE Academy Saturday School has allowed the district to recoup state funding for attendance recovery purposes.

Action 35 - College & Career Readiness Activities - students and staff attended the Black College Expo, including bus transportation and extra duty compensation. Student input on the LCAP/Title I survey regarding hands-on, meaningful experiences that support their future goal exploration measured the level of satisfaction for attending.

Partially Effective Actions: 7, 8, 23, 24, 34
Action 7 - Tutoring services were not fully implemented because the RFP process to secure multiple tutoring vendors to support our most needy students (FY, LI, EL, AA, SWD) took much of the fall semester. By the time the contracts were executed after the Board approval came through, only half of the school year was left.

Action 8 - The summer training for classroom-based classified instructional staff was well-received, but the high turnover in these positions left many staff without having received this training prior to supporting classrooms at the school sites.

Action 23 - The extent to which professional learning sessions were provided to staff at the elementary and secondary levels increased compared to 2024-25, but not all opportunities provided throughout the district were funded with district-level support. Many school sites absorbed the cost of providing the district-sanctioned integrated ELD professional development through their own site-specific LCFF S&C allocations.

Action 24 - The purchase of textbooks were limited to the arts

Action 34 - The attendance campaigns implemented to encourage daily attendance were well received by students in lower grades (TK-3) but were less popular with students at the secondary level (6-8). The rates of Chronic Absenteeism did not improve for most student groups (Metric 13.3).

Ineffective Actions: 2, 3, 4, 9 10, 11, 13, 14, 15, 17, 19, 25, 26, 27, 28, 29, 30
Largely, the Actions that were not started in 2025-26 (2, 3, 4, 11, 13, 17, 26, 28, 29. 30) required contracts to be secured with vendors due to the district procurement limit of $114,800 that triggers the formal bid process. This was a new requirement for District vendors that provided professional development services, so the process took much longer than expected and did not come through in time for many of the vendors that provide the services planned and reported in last year's action plan.

Many of the actions for certificated extra duty compensation (9 - Co Teaching Collaboration, 10 - Project Based Learning, 14 - Social-Emotional Wellness, 15 - Eureka Math - Student Progress Monitoring, 17 - Math & ELA Framework & Standards, 26 - Summer Literacy & Math Camps, 27 - Restorative & Trauma-Informed Practices - overestimated the anticipated participation levels for these efforts, were presented during other times, like District-managed collaboration Wednesday times at school sites whose time was already supported with district LCFF funding, or were supported with other funding sources.

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

REMOVED Actions:
Action 2 - Unlimited K-12 Teletherapy Services
Action 4 - Annual Wellness Together Conference, 2025
Action 5 - Little Whisk Academy
Action 10 - Co-Teaching Collaborative Sessions - PBL
Action 11 - Tutoring, Before- and -After-School, ELA & Math
Action 12 - Certificated Professional Learning: accelerate instruction/close learning gaps in ELA & Math
Action 13 - Certificated Professional Learning: Social Emotional Wellness
Action 15 - Eureka Math: Progress Student Monitoring
Action 16 - 95 Percent: Reading Intervention Tool
Action 22 - Assessment & Monitoring Systems Pilot Review
Action 24 - School Library: Culturally Responsive Texts/Supplies
Action 26 - Technology Tools to Enhance Learning and Sharing
Action 27 - Certificated & Classified Professional Learning: Restorative & Trauma-Informed Practices
Action 28 - Small Group Instruction & Intervention

REVISED Actions:
Action 19 - MTSS Instructional Coach: changed position title to District Learning Support Teacher
Action 31 - Summer PRIME Math Readiness Program: the action number has changed to 24
Action 29 - Student Learning Monitoring Systems: the action number has changed to 26
Action 30 - Certificated Professional learning: Summer - Literacy & Math Camps: the action number has changed to 27
Action 32 - Classified Student Support - Progress Monitoring & Data Analysis: this action number has changed to 28
Action 33 - Literacy Coaches, Yellen & Oak Tree: this action number has changed to 29

NEW Actions:
Action 2 - Supplies & Equipment: Science Bus
Action 4 - Professional Learning Support
Action 5 - Professional learning: Artificial Intelligence in PSD
Action 10 - Professional Learning: Culturally Responsive Instruction
Action 11 - Develop the PSD Humanizing Change Roadmap
Action 12 - Professional Learning: Supporting Positive Learning Environments - Safe & Civil, Equity
Action 13 - Teacher Support Department: New In-Service Teachers
Action 15 - College & Career Readiness Activities
Action 16 - Digital Tools to support MTSS Instructional Framework Implementation
Action 22 - PROMISE Academy Saturday School (Attendance Recovery)

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Daybreak - school based mental health services	Daybreak: school-based mental health services, crisis intervention, trauma informed support. Providing mental health services directly within schools leads to earlier identification and intervention, reducing stigma and improving student access to vital care. Implementing trauma-informed support helps create a nurturing environment, improving student well-being, behavior, and academic engagement. These integrated services lead to better student outcomes, including improved attendance and reduced disciplinary issues.	$154,000.00	No
2	Supplies & Equipment: Science Bus	To support Science Bus rollout to be an enhanced instructional service that expands high-quality, specialized learning opportunities directly at the school sites throughout the school day and at community events outside of the school day. We intend to deploy a mobile targeted academic intervention system engaging children During the pandemic, hands-on, tactile science labs were largely lost due to remote learning, resulting in documented STEAM competency learning gaps. The materials for the bus are the actual instructional materials that students interact with to recover lost science competencies.	$50,000.00	No
3	Maia Learning Pathfinders Program	Maia Learning Pathfinders Program: College/Career Readiness Tool. Early and sustained college and career readiness initiatives are vital for student success after graduation. Will help students explore interests, plan pathways, and make informed decisions, leading to increased engagement and higher post-secondary enrollment rates.	$17,500.00	No
4	Professional Learning Support	Conferences/Workshops to support Educational Services staff in the following areas: Instructional, Intervention, Assessment and Accountability, Coaching, Ed Technology, Ed Equity, PLC, Teacher Clarity, Career/College Readiness.	$152,000.00	No
5	Professional Learning: Artificial Intelligence in PSD	Certificated & Classified extra duty compensation to attend training on Artificial Intelligence (AI) use in PSD. Training will consist of a review of current district board policy, prompt engineering, ethical uses, and specific strategies to enhance instructional delivery and student support.	$330,999.00	No
6	Yondr Pouches & Replacements	Yondr: Pouches & Replacements at all schools in Grades 3-8 to prevent electronic device use during the school day. Limiting electronic device use during school hours reduces distractions from the classroom, improves student focus, and enhances face-to-face social interactions. This creates a more engaged learning environment which increases/stabilizes the amount of instructional time, which can lead to improved academic outcomes -specifically, accelerating academic proficiency of the state standards In addition, this supports pupil social-emotional well-being by fostering positive interpersonal connections, reducing anxiety related to social media/digital peer-pressure, and mitigating potential for cyberbullying during the school day, which are critical components of a holistic learning loss mitigation strategy.	$180,000.00	No
7	Contracted Tutoring Services, Core Academic Subjects	Tutoring Services from external vendors before and after school to meet the service demands to close identified learning gaps for students in core subjects, including ELA and Math for all students, including AA & SWD. High-dosage, targeted tutoring is a highly effective intervention for accelerating learning and closing academic gaps. It provides individualized support, which significantly improves student achievement in reading and mathematics across all student groups.	$3,000,000.00	No
8	Summer Training, Classified Instructional Support Staff	Summer Training for Classified Instructional Support Staff (Paraeducators, Instructional Aides). Well-trained instructional support staff significantly contribute to positive student outcomes, especially for students needing extra help. Professional development boosts their capacity to implement interventions and manage classrooms, improving overall instructional quality and student support.	$250,000.00	No

9	Co-Teaching Collaboration: Job-Embedded Support	Secondary Co-Teaching Teams Collaboration, Substitute Teacher Coverage, Special Education. Co-teaching, where general and special education teachers collaborate, improves academic achievement for students with disabilities and often benefits all students. Dedicated collaboration time enables effective joint planning and differentiated instruction, strengthening inclusive practices and accelerating learning.	$80,640.00	No
10	Professional Learning: Culturally Responsive Instruction	Cost of professional learning to develop understanding and train staff on strategies specific to Culturally Responsive Instruction. - 5 Schools - Individual Support with Professional Learning on 5 Saturdays - Certificated and Classified staff eligible to attend	$98,000.00	No
11	Develop the PSD Humanizing Change Roadmap	Develop the PSD Humanizing Change Roadmap, in response to the report from Humanize Us All, conducted in 2024-25. This will be a three-phase process working with Humanize Us All.	$79,000.00	No
12	Professional Learning: Supporting Positive Learning Environments - Safe & Civil, Equity	Implementing CHAMPS training equips educators with a proactive, evidence-based framework to explicitly teach behavioral expectations and cultivate highly equitable, predictable classrooms. By mastering these positive management strategies, teachers will gain the specific skills necessary to maximize instructional time, minimize disruptions, and foster a safe and civil learning environment where all students can thrive. CHAMPS Training, 16 teachers x 2 days x 6 rounds + consultant fee + substitute cost for 2 days for 16 teachers	$446,976.00	No
13	Teacher Support Department: New In-Service Teachers	Professional learning opportunities for new in-service teachers to the district, supported by the Teacher Support Department. BETR Residency ($120,500), Long-term Substitutes (3.5 - $250,000), Induction Bootcamp ($145,000), Certificated Extra Duty Hours ($450,000), SpEd Extra Duty Hour support once/month ($43,920), Substitute SpEd Mentors (3) - $60,000	$1,069,422.00	No
14	EveryDay Labs: Chronic Absenteeism support and tracking	Everyday Labs tracking, mentoring, support for students and families with chronic attendance challenges. Chronic absenteeism significantly predicts academic failure. Data-driven systems like EveryDay Labs identify at-risk students, facilitate family communication, and enable targeted interventions to re-engage students and improve attendance, leading to better learning opportunities.	$130,000.00	No
15	College & Career Readiness Activities	Co-curricular & extra-curricular activities that provide access to and increase awareness of and exposure to grade promotion requirements and to increase or improve students' eligibility for college and career ready paths. This includes college expos, AVID, CTE showcases, and field trips to colleges/universities and career training centers.	$50,000.00	No
16	Digital Tools to Support MTSS Instructional Framework Implementation	To establish a more research-based, evidence-driven system, the district identified a critical need to enhance data-informed decision-making regarding student progress toward academic standards. This expenditure supports that shift by piloting i-Ready at six schools—including our Dual Immersion and IB programs—and NWEA at five middle schools to effectively drive MTSS framework implementation, progress monitoring, and student evaluation. iReady,pilot at 6 schools in 2026-27: LA, DC, MZ, TW, QV, PLP$300,000 Math, Reading 3 yrs. NWEA pilot at 5 MS magnets: $360,000 total/3 years, Math, ELA, Sci.	$220,000.00	No
17	Certificated Professional Learning: Math & ELA Framework & Standards, high leverage practices - extra duty compensation and coaching	Focus on professional learning non-school hours for teachers to build clarity and capacity on the Math standards, Framework, Standards for Mathematical Practices and conceptual building of high leverage, evidence-based instructional practices and monitoring of student achievement progress. High-quality professional development with coaching on standards and high-leverage practices significantly improves teaching and learning. This focused training, combined with individualized support, helps teachers integrate new strategies, accelerating student achievement in core academic areas., Standards based instructional planning through Teacher Clarity and PLC +, Corwin.	$1,523,900.00	No

18	Capturing Kids' Hearts extra duty compensation substitute coverage	Continue Capturing Kids Hearts (CKH) at all schools and the district office utilizing substitutes for certificated/classified professional learning, extra duty hours at the school sites for appropriate personnel to plan continued monitoring and implementation. Programs like CKH foster positive school culture, improve relationships, and reduce disciplinary issues. Dedicated time for staff training and planning ensures effective implementation, leading to sustainable improvements in student well-being and school climate.	$371,000.00	No
19	District Learning Support Teacher: MTSS Support	Refill position of District Learning Support Teacher to support MTSS to continue progress monitoring of supports and student learning needs across the district with direct service to site teachers, families, and students. A district LST for MTSS is crucial for implementing a Multi-Tiered System of Supports, providing comprehensive tiered support for all students. Coaches offer job-embedded professional development and data analysis support, ensuring effective intervention implementation and accelerated learning.	$165,302.00	No
20	Instructional Materials: Dual Immersion	Dual Immersion instructional materials to continue building language proficiency and academic success in two languages for all language learners in PSD. Dual immersion programs foster bilingualism and biliteracy, enhancing cognitive flexibility and academic achievement. High-quality materials in both languages are fundamental for rich content instruction and successful language development, leading to overall academic success.	$184,565.00	No
21	Certificated Professional Learning: Dual Immersion - language proficiency	Dual Immersion professional learning to continue building language proficiency for all language learners in PSD and monitoring of student achievement progress in both English and Spanish. Effective dual immersion requires educators skilled in content instruction and second language acquisition. Professional development ensures teachers can maximize language and academic growth, leading to data-informed decisions and stronger bilingual fluency for students.	$346,256.00	No
22	PROMISE Academy Saturday School (Attendance Recovery)	Certificated & classified extra duty compensation, supplies, and reproduction costs for Saturday Academy at 6 sites districtwide throughout the 26-27 school year for attendance recovery.	$370,000.00	No
23	Certificated Professional Learning and Materials: ELD support and progress monitoring	ELD materials and professional learning to support English Learners in the classroom with designated and integrated English Language Development including teacher professional learning and language acquisition and achievement progress monitoring. Specialized instruction for English Learners requires professional development and appropriate materials to build language proficiency and content knowledge. Systematic progress monitoring ensures ELs equitably access the curriculum and achieve academic success.	$173,000.00	No
24	Summer PRIME Math Readiness Program	The Summer PRIME Math Readiness Program is a 20 day summer program for students entering 6th Grade and 9th grade focused on preparing them for middle school math (6th) or Algebra I (9th). This program was developed in partnership with the STEM Outreach Group of the 412th Test Wing at Edwards Air Force Base. This is the 4th year of its implementation. Costs include: extra duty salary compensation for 3 Math teachers (serving as co-teachers with the PRIME program mentors), day custodian, campus supervisor, child nutrition assistant, and extra duty hours for student recruitment and professional learning sessions for lesson design/content instruction. Early intervention programs at critical transition points significantly improve long-term academic success and close achievement gaps by preparing students for rigorous mathematics.	$60,000.00	No
25	Coaching Certificated, Classified, Leadership, Early Literacy & Intervention	Coaching for school leaders, teachers, and instructional assistants on Mastery Guides, comprehension, vocabulary, and other foundational and early intervention reading skills with monitoring of student achievement progress. Instructional coaching is a highly impactful form of professional development, leading to significant improvements in teacher practice and student outcomes. This targeted, job-embedded support, combined with data-driven progress monitoring, accelerates literacy development for all students.	$200,000.00	No

26	Student Learning Monitoring Systems	Student Learning Monitoring Information System contract - current Renaissance Learning DnA, additional MTSS tracker (to be named). Comprehensive assessment and monitoring systems are fundamental for data-driven decision-making in education. These systems provide real-time data to identify student needs, evaluate intervention effectiveness, and customize instruction, leading to improved outcomes across the board.	$399,000.00	No
27	Certificated Professional Learning: Summer - Literacy & Math Camps	Literacy and Math Camps for summer professional learning utilizing specific strategies to close identified learning gaps across the district. Summer learning programs mitigate "summer learning loss" and offer targeted intervention and enrichment. When combined with professional learning for teachers, these camps create a powerful synergy, directly benefiting students and enhancing teacher capacity for future instruction, leading to sustained academic gains.	$1,150,000.00	No
28	Classified Student Support - Progress Monitoring & Data Analysis	The Educational Services Division requires the support of a Bilingual Administrative Clerk to support the Assessment for Learning Office with the distribution, collection, and analysis of data necessary for monitoring acceleration of student learning recovery, interfacing with the school sites and the various district departments responsible for accelerated learning recovery efforts. Robust data collection and analysis, facilitated by dedicated bilingual support, is essential for effective progress monitoring and identifying areas for accelerated learning recovery, directly informing instructional adjustments and optimizing efforts to close learning gaps.	$201,776.00	No
29	Literacy Coaches, Yellen & Oak Tree	Maintain the staffing of Literacy Coaches at two of our K-8 specialty sites (Oak Tree and Yellen) upon expiration of the grant supporting their positions in December 2025. These coaches are responsible for providing targeted intervention for the most at-promise children in Grades K-8 with the greatest underachievement in CAASPP performance (red, Math & ELA) being supported at these schools. Literacy coaches provide essential targeted intervention and individualized support for at-promise students, a highly effective strategy for accelerating reading proficiency and overall academic recovery. Maintaining these critical full-time positions ensures continuity of specialized support for vulnerable learners.	$383,925.00	No
30	Instructional Coach (100%)	Cost of an additional Instructional Coach position ensures uninterrupted, hands-on mentorship for our newer in-service teachers. This role is vital for guiding novice educators through their foundational years, directly helping them fulfill the rigorous credentialing requirements defined by the CTC. Securing this position allows the Teacher Support Department to maintain a strong pipeline of fully qualified, retained teaching staff to mitigate learning loss gaps for our most needy students.	$168,882.00	No
31	Instructional Coach - EL (76%)	Cost of an additional Instructional Coach position focused on providing embedded integrated ELD strategies across general education classrooms throughout the district. The coach builds staff capacity to adapt daily instruction, ensuring a complex, academic English curriculum remains fully accessible regardless of a student's current proficiency level. This targeted professional development is essential for driving the continuous academic growth of our English Learners (ELs), RFEPs, and Long-Term English Learners (LTELs).	$128,351.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$69,302,814.00	$8,841,653.00

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
38.71%	0.00%	$0.00	38.71%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Limited Actions

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

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

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

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

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

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

N/A

Additional Concentration Grant Funding

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

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

Additional Concentration funds received are being utilized as follows:
- 1 Instructional Coach in the Teacher Support Department to support new teachers hired by the district (Goal 1, Action 1 & 2)
- Planetarium Director (Goal 1, Action 1 and Goal 3)
- 1 School/District Nurse (Goal 2, Action 1)
- 2 Health Tech/LVN (Goal 2, Action 1)
- 172 noon duties increased to 5.75 hours at all elementary school sites to support students (Goal 2, Action 2)
- 2 Social Emotional Learning Specialists at Oak Tree and SAGE Academy (Goal 2, Action 2)
- 2 Counselors at Innovations Academy and Los Amigos Dual Immersion School (Goal 2, Action 2)
- 1 Assistant Principal at SAGE Academy (Goal 2, Action 3),
- 2 Campus Security Assistants at Oak Tree (Goal 2, Action 4)
- 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)
- 6 Attendance Clerks (Goal 2, Action 10)
- 1 Music Teacher, split between Buena Vista and Golden Poppy
- 2 Parent Community Liaisons - One at Innovations Academy and One at the District Office (Child Nutrition) (Goal 3, Action 2)
- 1 Bilingual Clerk Typist at Tumbleweed Elementary (Goal 3, Action 2)
- 1 Fingerprint Technician (Goal 2, Action 2)

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

Staff-to-student ratio of classified staff providing direct services to students	N/A	Barrel Springs: 1:18 Buena Vista: 1:10 Cactus: 1:29 Chaparral: 1:19 Cimarron: 1:16 David G. Millen: 1:31 Desert Rose: 1:24 Desert Willow: 1:19 Dos Caminos: 1:30 Golden Poppy: 1:20 Innovations Academy: 1:26 Joshua Hills: 1:19 Los Amigos: 1:29 Manzanita: 1:24 Mesquite: 1:19 Oak Tree: 1:5 Ocotillo: 1:26 Palm Tree: 1:17 Palmdale Discovery Center: 1:4 Palmdale Learning Plaza: 1:19 Quail Valley: 1:18 SAGE Academy: 1:27 Shadow Hills: 1:32 Summerwind: 1:18 Tamarisk: 1:16 Tumbleweed: 1:19 Yellen: 1:1 Yucca: 1:13

Staff-to-student ratio of certificated staff providing direct services to students	N/A	Barrel Springs: 1:20 Buena Vista: 1:15 Cactus: 1:17 Chaparral: 1:20 Cimarron: 1:19 David G. Millen: 1:17 Desert Rose: 1:21 Desert Willow: 1:18 Dos Caminos: 1:21 Golden Poppy: 1:19 Innovations Academy: 1:19 Joshua Hills: 1:18 Los Amigos: 1:21 Manzanita: 1:20 Mesquite: 1:19 Oak Tree: 1:6 Ocotillo: 1:21 Palm Tree: 1:19 Palmdale Discovery Center: 1:9 Palmdale Learning Plaza: 1:17 Quail Valley: 1:20 SAGE Academy: 1:17 Shadow Hills: 1:19 Summerwind: 1:20 Tamarisk: 1:20 Tumbleweed: 1:19 Yellen: 1:4 Yucca: 1:20

Action Tables

2026-2027 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 %)
2026-2027	$179,041,258.00	$69,302,814.00	38.71%	0.00%	38.71%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$287,210,009.00	$15,899,100.00	$0.00	$0.00	$303,109,109.00	$235,883,400.00	$67,225,709.00

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	$4,834,428	$51,500	$4,885,928	$0	$0	$0	$4,885,928	0.00%
1	2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,762,077	$100,500	$1,862,577	$0	$0	$0	$1,862,577	0.00%
1	3	Professional Learning Communities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$6,260,270	$0	$6,260,270	$0	$0	$0	$6,260,270	0.00%
1	4	Supplemental Curriculum, Instruction, and Assessment	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,172,850	$636,000	$1,808,850	$0	$0	$0	$1,808,850	0.00%

1	5	Equitable Learning – Schools of Choice	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Dual Immersion Schools: Dos Caminos, Los Amigos, Manzanita, Tumbleweed Magnet Academies: Cactus, David G. Millen, Desert Willow, SAGE Academy, Shadow Hills International Baccalaureate: Palmdale Learning Plaza	Ongoing	$135,540	$260,000	$395,540	$0	$0	$0	$395,540	0.00%
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,647,452	$905,168	$2,552,620	$0	$0	$0	$2,552,620	0.00%
1	7	Access to Curriculum through Technology	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,035,049	$1,987,023	$4,022,072	$0	$0	$0	$4,022,072	0.00%
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$3,352,151	$60,000	$3,412,151	$0	$0	$0	$3,412,151	0.00%

1	9	Language Development and Implementation of the English Learner Support Plan	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$1,199,924	$425,000	$1,624,924	$0	$0	$0	$1,624,924	0.00%
1	10	Long Term English Learners (LTELs)	Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$0	$5,000	$5,000	$0	$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	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
1	12	Extended Learning Opportunities and Access to Broad Curriculum	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$9,796,957	$0	$9,796,957	$0	$0	$0	$9,796,957	0.00%
1	13	Student Engagement Programs and Activities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$70,000	$70,000	$0	$0	$0	$70,000	0.00%
2	1	Student Health	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$1,828,815	$0	$1,828,815	$0	$0	$0	$1,828,815	0.00%
2	2	Social-Emotional Well-being and Suspensions	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$10,304,063	$233,000	$10,537,063	$0	$0	$0	$10,537,063	0.00%
2	3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	English learner (EL), Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth	All Schools	Ongoing	$6,495,326	$0	$6,495,326	$0	$0	$0	$6,495,326	0.00%
2	4	Campus Security	All	No				Ongoing	$668,230	$2,197,250	$2,865,480	$0	$0	$0	$2,865,480	0.00%
2	5	Student Design Projects	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$1,265,864	$0	$1,265,864	$0	$0	$0	$1,265,864	0.00%

2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$231,169	$253,500	$484,669	$0	$0	$0	$484,669	0.00%
2	7	Foster Youth Support Plan	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$583,748	$102,000	$685,748	$0	$0	$0	$685,748	0.00%
2	8	Student Engagement Activities - Sports Programs	Low Income, Foster Youth	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
2	9	School Sites Support for Social-Emotional Well-being	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$895,869	$525,661	$1,421,530	$0	$0	$0	$1,421,530	0.00%
2	10	Attendance and Chronic Absenteeism	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$841,638	$114,000	$955,638	$0	$0	$0	$955,638	0.00%
2	11	Home to School Transportation	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$601,692	$2,383,000	$2,984,692	$0	$0	$0	$2,984,692	0.00%
2	12	Access to Specialized Program Opportunities - VAPA	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Grade Spans, K-5, Specific Schools, Desert Willow (6-8)	Ongoing	$0	$500,000	$500,000	$0	$0	$0	$500,000	0.00%

2	13	Access to Specialized Program Opportunities - Music	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Buena Vista Elementary, Cactus Magnet Academy, David G. Millen Magnet Academy, Desert Rose Elementary, Desert Willow Magnet Academy, Dos Caminos Dual Immersion, Golden Poppy Elementary, Joshua Hills Elementary, Los Amigos Dual Immersion, Manzanita Elementary, Mesquite Elementary, Palmdale Learning Plaza, SAGE Magnet Academy, Shadow Hills Magnet Academy, Yucca Elementary	Ongoing	$202,787	$100,000	$302,787	$0	$0	$0	$302,787	0.00%

2	14	Access to Specialized Program Opportunities - GATE	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$30,000	$30,000	$0	$0	$0	$30,000	0.00%
2	15	Student Voice and Leadership	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$44,000	$44,000	$0	$0	$0	$44,000	0.00%
3	1	Communications	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$168,000	$168,000	$0	$0	$0	$168,000	0.00%
3	2	Personnel to Support Parent Involvement	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$3,049,648	$0	$3,049,648	$0	$0	$0	$3,049,648	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	$382,280	$140,000	$522,280	$0	$0	$0	$522,280	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	$426,543	$100,000	$526,543	$0	$0	$0	$526,543	0.00%
3	5	English Learner Parent Support	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$27,000	$27,000	$0	$0	$0	$27,000	0.00%
3	6	Foster Youth Parent Support	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$0	$500	$500	$0	$0	$0	$500	0.00%
3	7	Welcome and Enrollment Center	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$472,028	$0	$472,028	$0	$0	$0	$472,028	0.00%

3	8	Resources for Site Parent Engagement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$132,071	$90,744	$222,815	$0	$0	$0	$222,815	0.00%
4	1	Certificated Staffing	All	No				Ongoing	$119,120,021	$19,695	$119,139,716	$0	$0	$0	$119,139,716	0.00%
4	2	Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance	All	No				Ongoing	$24,332,505	$23,609,299	$47,941,804	$0	$0	$0	$47,941,804	0.00%
4	3	Facility/Operations	All	No				Ongoing	$14,717,795	$16,043,387	$30,761,182	$0	$0	$0	$30,761,182	0.00%
4	4	Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance	All	No				Ongoing	$166,050	$1,318,280	$1,484,330	$0	$0	$0	$1,484,330	0.00%
4	5	Basic Transportation	All	No				Ongoing	$182,527	$6,251,251	$6,433,778	$0	$0	$0	$6,433,778	0.00%
4	6	Pupil Achievement – Technology	All	No				Ongoing	$1,418,459	$5,000	$1,423,459	$0	$0	$0	$1,423,459	0.00%
4	7	Classified Staffing – Health and Safety at School Sites	All	No				Ongoing	$3,301,697	$550,599	$3,852,296	$0	$0	$0	$3,852,296	0.00%
4	8	Classified Staffing – Support for Student Referrals and Enrollment	All	No				Ongoing	$0	$70,503	$70,503	$0	$0	$0	$70,503	0.00%
4	9	Classified Staffing –School Communication and Support for Parents – School Sites	All	No				Ongoing	$3,915,626	$0	$3,915,626	$0	$0	$0	$3,915,626	0.00%
5	1	Learning Support Teacher	English learner (EL), All	No				Ongoing	$165,308	$0	$0	$165,308	$0	$0	$165,308	0.00%
5	2	Eduprotocols Summer Institute	English learner (EL), All	No				Ongoing	$1,400	$22,000	$0	$23,400	$0	$0	$23,400	0.00%
5	3	Little Whisk Academy	All	No				Ongoing	$0	$59,922	$0	$59,922	$0	$0	$59,922	0.00%
5	4	CUE Conference	African-American, Low Income, Hispanic or Latino, English learner (EL), All	No				Ongoing	$0	$12,500	$0	$12,500	$0	$0	$12,500	0.00%
5	5	Learning Coach University	All	No				Ongoing	$4,800	$0	$0	$4,800	$0	$0	$4,800	0.00%

5	6	Noon Duty (3 - 5.75 hours/day)	All	No				Ongoing	$84,927	$0	$0	$84,927	$0	$0	$84,927	0.00%
5	7	Small Group Instruction, Literacy	All	No				Ongoing	$23,039	$0	$0	$23,039	$0	$0	$23,039	0.00%
5	8	Academic Programming Support	All	No				Ongoing	$1,499	$0	$0	$1,499	$0	$0	$1,499	0.00%
5	9	Student Achievement Systems	All	No				Ongoing	$0	$24,300	$0	$24,300	$0	$0	$24,300	0.00%
5	10	Digital Learning Collaborative Conference	All	No				Ongoing	$0	$12,500	$0	$12,500	$0	$0	$12,500	0.00%
5	11	Stride Professional Development	All	No				Ongoing	$0	$4,500	$0	$4,500	$0	$0	$4,500	0.00%
5	12	Data Informed Student Lesson Planning	All	No				Ongoing	$4,290	$0	$0	$4,290	$0	$0	$4,290	0.00%
5	13	Snorkl Software	All	No				Ongoing	$0	$1,350	$0	$1,350	$0	$0	$1,350	0.00%
5	14	Curipod Software	All	No				Ongoing	$0	$3,000	$0	$3,000	$0	$0	$3,000	0.00%
5	15	Epic Plus Software	All	No				Ongoing	$0	$9,600	$0	$9,600	$0	$0	$9,600	0.00%
5	16	At-Home Learning Kits	All	No				Ongoing	$0	$25,000	$0	$25,000	$0	$0	$25,000	0.00%
5	17	Swank K-12 Streaming Software	All, English learner (EL), Low Income, African-American, Hispanic or Latino	No				Ongoing	$0	$920	$0	$920	$0	$0	$920	0.00%
5	18	2 Instructional Assistants	All	No				Ongoing	$59,601	$0	$0	$59,601	$0	$0	$59,601	0.00%
5	19	Assistant Principal (0.5 FTE)	All	No				Ongoing	$108,255	$300	$0	$108,555	$0	$0	$108,555	0.00%
5	20	Certificated PD for Curriculum & Instruction delivery, enhancing LMS student management	All	No				Ongoing	$0	$3,600	$0	$3,600	$0	$0	$3,600	0.00%
5	21	Student Connectedness & Attendance Engagement Program	All	No				1 Year	$0	$20,240	$0	$20,240	$0	$0	$20,240	0.00%
6	1	Supplemental Instructional Materials: Intake/Exit & Skill Workbooks	All	No				Ongoing	$0	$10,853	$0	$10,853	$0	$0	$10,853	0.00%

6	2	Clothing: Uniforms, Business Attire, Spirit Wear	Low Income, Foster Youth, Homeless, English learner (EL), African-American, Student with Disabilities (SWD)	No				Ongoing	$0	$15,800	$0	$15,800	$0	$0	$15,800	0.00%
6	3	Co-Curricular Programs & Activities, During the School Day	All	No				Ongoing	$0	$10,800	$0	$10,800	$0	$0	$10,800	0.00%
6	4	Wolf Connection: Augmenting District Support	All	No				Ongoing	$0	$31,500	$0	$31,500	$0	$0	$31,500	0.00%
6	5	Professional Development Opportunities	All	No				Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
6	6	Co-Curricular Learning Extensions for the Academic Core (Field Trips)	All	No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
7	1	English Learner Support	English learner (EL), African-American, Low Income	No				Ongoing	$53,690	$0	$0	$53,690	$0	$0	$53,690	0.00%
7	2	Noon Duty Campus Supervisor (2)	All	No				Ongoing	$59,981	$0	$0	$59,981	$0	$0	$59,981	0.00%
7	3	Parent Involvement Workshops	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
7	4	Professional Learning for Staff	All	No				Ongoing	$7,489	$160,000	$0	$167,489	$0	$0	$167,489	0.00%
7	5	Extra Duty Support (Classified Staff)	All	No				Ongoing	$15,188	$0	$0	$15,188	$0	$0	$15,188	0.00%
7	6	Extra Duty (Psychologist)	All	No				Ongoing	$7,200	$0	$0	$7,200	$0	$0	$7,200	0.00%
8	1	Lunchtime Activities to Increase Student Engagement During Unstructured Time	All	No				Ongoing	$0	$75,000	$0	$75,000	$0	$0	$75,000	0.00%
8	2	Instructional Aides	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
8	3	Supplemental Instructional Supplies for the Aviation Class, 3D design focus	All	No				Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
8	4	Roving Substitute Teacher (1)	All	No				Ongoing	$52,020	$0	$0	$52,020	$0	$0	$52,020	0.00%

8	5	High Intensity Tutoring in Co-Pilot Class to Provide Additional Intervention Support in Math and ELA	All	No				Ongoing	$37,499	$0	$0	$37,499	$0	$0	$37,499	0.00%
8	6	Instructional Assistant to Support Students in the Co-Pilot Classroom	All	No				Ongoing	$31,346	$0	$0	$31,346	$0	$0	$31,346	0.00%
8	7	School Uniforms	All	No				Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
8	8	Co-Curricular Learning Extensions to Promote Student Engagement (field trips)	All	No				Ongoing	$0	$50,000	$0	$50,000	$0	$0	$50,000	0.00%
8	9	Co-Curricular Learning Extensions: Exploration ELA Class	All	No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
8	10	Co-Curricular Learning Extensions: Exploration Math Elective	All	No				Ongoing	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
8	11	Professional Development: Exploration Elective	All	No				Ongoing	$5,001	$0	$0	$5,001	$0	$0	$5,001	0.00%
8	12	Collaboration Time for Co-Pilot Teachers (Extra Duty)	All	No				Ongoing	$29,999	$0	$0	$29,999	$0	$0	$29,999	0.00%
8	13	Aviation Consultant	All	No				Ongoing	$0	$30,000	$0	$30,000	$0	$0	$30,000	0.00%
8	14	Noon Duty Campus Supervisor	All	No				Ongoing	$29,924	$0	$0	$29,924	$0	$0	$29,924	0.00%
8	15	Aviation Consultant - 3D Design	All	No				Ongoing	$0	$25,000	$0	$25,000	$0	$0	$25,000	0.00%
9	1	Professional Development in Reading Comprehension and Written Language	All	No				Ongoing	$0	$25,000	$0	$25,000	$0	$0	$25,000	0.00%
9	2	Roving Certificated Substitute	All	No				Ongoing	$54,020	$0	$0	$54,020	$0	$0	$54,020	0.00%
9	3	Professional Development: Teacher Clarity	All	No				Ongoing	$0	$23,700	$0	$23,700	$0	$0	$23,700	0.00%
9	4	Professional Development for Trauma-Informed Practices	All	No				Ongoing	$0	$17,120	$0	$17,120	$0	$0	$17,120	0.00%
9	5	Professional Development in Literacy	All	No				Ongoing	$0	$11,800	$0	$11,800	$0	$0	$11,800	0.00%
10	1	ELA and Math PD: Consultant contract & extra duty compensation to attend training and complete lesson planning.	All	No				Ongoing	$0	$152,400	$0	$152,400	$0	$0	$152,400	0.00%
10	2	Roving Substitute	All	No				Ongoing	$52,020	$0	$0	$52,020	$0	$0	$52,020	0.00%
10	3	Materials for MakerSpace	All	No				Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
10	4	LiveSchool Software - House Incentives	All	No				Ongoing	$0	$8,000	$0	$8,000	$0	$0	$8,000	0.00%

10	5	After School Dance Program	All	No				Ongoing	$1,273	$7,227	$0	$8,500	$0	$0	$8,500	0.00%
10	6	Music Supplies & Instruments	All	No				Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
10	7	Co-Curricular Learning Extensions of the Academic Core (Field Trips)	All	No				Ongoing	$0	$25,000	$0	$25,000	$0	$0	$25,000	0.00%
10	8	Ron Clark Housemania System	All	No				Ongoing	$2,543	$68,176	$0	$70,719	$0	$0	$70,719	0.00%
10	9	Additional Student Interventionist	All	No				Ongoing	$31,482	$0	$0	$31,482	$0	$0	$31,482	0.00%
10	10	Instructional Assistants for Kindergarten classes (2)	All	No				Ongoing	$59,620	$0	$0	$59,620	$0	$0	$59,620	0.00%
10	11	Noon Duty Campus Supervisor (2)	All	No				Ongoing	$57,859	$0	$0	$57,859	$0	$0	$57,859	0.00%
10	12	House Committee	All	No				Ongoing	$10,000	$0	$0	$10,000	$0	$0	$10,000	0.00%
10	13	Substitute Teacher Coverage	All	No				Ongoing	$19,074	$0	$0	$19,074	$0	$0	$19,074	0.00%
10	14	Professional Development - Conferences	All	No				Ongoing	$0	$23,000	$0	$23,000	$0	$0	$23,000	0.00%
10	15	Supplies for Use at Recess/Lunch	All	No				Ongoing	$0	$3,000	$0	$3,000	$0	$0	$3,000	0.00%
10	16	After School Activities - Fitness Class	All	No				Ongoing	$6,356	$8,644	$0	$15,000	$0	$0	$15,000	0.00%
10	17	After School Activities - Aviation Program	All	No				Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
10	18	PIQE (Parent Institute for Quality Education) Workshop	All	No				Ongoing	$0	$15,000	$0	$15,000	$0	$0	$15,000	0.00%
10	19	Administrative Clerk I	All	No				Ongoing	$35,020	$0	$0	$35,020	$0	$0	$35,020	0.00%
10	20	Elevo	All	No				Ongoing	$0	$62,346	$0	$62,346	$0	$0	$62,346	0.00%
10	21	Attendance Outreach Supplies	All	No				Ongoing	$0	$3,000	$0	$3,000	$0	$0	$3,000	0.00%
11	1	Assistant Principal	All	No				Ongoing	$187,199	$600	$0	$187,799	$0	$0	$187,799	0.00%
11	2	CKH - Consultant	All	No				Ongoing	$0	$24,800	$0	$24,800	$0	$0	$24,800	0.00%
11	3	Corwin - Consultant	All	No				1 Year	$0	$54,000	$0	$54,000	$0	$0	$54,000	0.00%
11	4	Noon Duty Campus Supervisors (3)	All	No				1 Year	$147,190	$0	$0	$147,190	$0	$0	$147,190	0.00%
11	5	Compensation for Staff Training with Consultants	All	No				1 Year	$65,000	$0	$0	$65,000	$0	$0	$65,000	0.00%
11	6	Site Certificated Roving Substitute	All	No				Ongoing	$57,600	$0	$0	$57,600	$0	$0	$57,600	0.00%
11	7	Bridges to Educational Excellence - Consultant	All	No				1 Year	$0	$10,000	$0	$10,000	$0	$0	$10,000	0.00%
11	8	Student Interventionist (2)	All	No				Ongoing	$99,511	$0	$0	$99,511	$0	$0	$99,511	0.00%
11	9	Playworks	All	No				Ongoing	$0	$20,700	$0	$20,700	$0	$0	$20,700	0.00%

11	10	Just Right Reader	All	No				Ongoing	$0	$35,000	$0	$35,000	$0	$0	$35,000	0.00%
11	11	Be GLAD Training	English learner (EL), All	No				1 Year	$0	$138,800	$0	$138,800	$0	$0	$138,800	0.00%
11	12	Co-Curricular Learning Extensions for the Academic Core (Field Trips)	All	No				1 Year	$0	$15,000	$0	$15,000	$0	$0	$15,000	0.00%
12	1	Professional Learning: Capturing Kids Hearts	English learner (EL), Low Income, Hispanic or Latino, Student with Disabilities (SWD)	No				Ongoing	$39,320	$24,800	$0	$64,120	$0	$0	$64,120	0.00%
12	2	Teacher Clarity / PLC Plus Training	English learner (EL), Low Income, Hispanic or Latino, Student with Disabilities (SWD)	No				Ongoing	$170,595	$0	$0	$170,595	$0	$0	$170,595	0.00%
12	3	Ron Clark House System: School Climate & Culture, Belonging	All	No				Ongoing	$44,720	$115,000	$0	$159,720	$0	$0	$159,720	0.00%
12	4	Administrative Clerk	All	No				Ongoing	$35,020	$0	$0	$35,020	$0	$0	$35,020	0.00%
12	5	Campus Supervisors	English learner (EL), Low Income, Hispanic or Latino, Student with Disabilities (SWD)	No				Ongoing	$57,176	$0	$0	$57,176	$0	$0	$57,176	0.00%
12	6	Roving Substitute	All	No				Ongoing	$53,754	$0	$0	$53,754	$0	$0	$53,754	0.00%
12	7	Assemblies	All	No				Ongoing	$0	$15,000	$0	$15,000	$0	$0	$15,000	0.00%
12	8	Supplies for Recess and Lunch	All, Low Income	No				Ongoing	$0	$4,000	$0	$4,000	$0	$0	$4,000	0.00%
12	9	Professional Development - Conferences	All	No				Ongoing	$2,543	$17,457	$0	$20,000	$0	$0	$20,000	0.00%

12	10	Student Incentives for Students with Disabilities	Student with Disabilities (SWD)	No				Ongoing	$0	$6,000	$0	$6,000	$0	$0	$6,000	0.00%
13	1	Daybreak - school based mental health services	All	No				Ongoing	$0	$154,000	$0	$154,000	$0	$0	$154,000	0.00%
13	2	Supplies & Equipment: Science Bus	All	No				Ongoing	$0	$50,000	$0	$50,000	$0	$0	$50,000	0.00%
13	3	Maia Learning Pathfinders Program	All	No				Ongoing	$0	$17,500	$0	$17,500	$0	$0	$17,500	0.00%
13	4	Professional Learning Support	All	No				Ongoing	$0	$152,000	$0	$152,000	$0	$0	$152,000	0.00%
13	5	Professional Learning: Artificial Intelligence in PSD	All	No				1 Year	$330,999	$0	$0	$330,999	$0	$0	$330,999	0.00%
13	6	Yondr Pouches & Replacements	All	No				Ongoing	$0	$180,000	$0	$180,000	$0	$0	$180,000	0.00%
13	7	Contracted Tutoring Services, Core Academic Subjects	Student with Disabilities (SWD), African-American, All	No				Ongoing	$0	$3,000,000	$0	$3,000,000	$0	$0	$3,000,000	0.00%
13	8	Summer Training, Classified Instructional Support Staff	All	No				1 Year	$121,500	$128,500	$0	$250,000	$0	$0	$250,000	0.00%
13	9	Co-Teaching Collaboration: Job-Embedded Support	All, Student with Disabilities (SWD)	No				Ongoing	$80,640	$0	$0	$80,640	$0	$0	$80,640	0.00%
13	10	Professional Learning: Culturally Responsive Instruction	All	No				Ongoing	$98,000	$0	$0	$98,000	$0	$0	$98,000	0.00%
13	11	Develop the PSD Humanizing Change Roadmap	All	No				Ongoing	$0	$79,000	$0	$79,000	$0	$0	$79,000	0.00%
13	12	Professional Learning: Supporting Positive Learning Environments - Safe & Civil, Equity	All	No				Ongoing	$9,248	$437,728	$0	$446,976	$0	$0	$446,976	0.00%
13	13	Teacher Support Department: New In-Service Teachers	All	No				Ongoing	$1,069,422	$0	$0	$1,069,422	$0	$0	$1,069,422	0.00%
13	14	EveryDay Labs: Chronic Absenteeism support and tracking	All	No				Ongoing	$0	$130,000	$0	$130,000	$0	$0	$130,000	0.00%
13	15	College & Career Readiness Activities	All	No				Ongoing	$0	$50,000	$0	$50,000	$0	$0	$50,000	0.00%
13	16	Digital Tools to Support MTSS Instructional Framework Implementation	All	No				Ongoing	$0	$220,000	$0	$220,000	$0	$0	$220,000	0.00%

13	17	Certificated Professional Learning: Math & ELA Framework & Standards, high leverage practices - extra duty compensation and coaching	All	No				Ongoing	$1,523,900	$0	$0	$1,523,900	$0	$0	$1,523,900	0.00%
13	18	Capturing Kids' Hearts extra duty compensation substitute coverage	All	No				Ongoing	$35,000	$336,000	$0	$371,000	$0	$0	$371,000	0.00%
13	19	District Learning Support Teacher: MTSS Support	All	No				Ongoing	$165,302	$0	$0	$165,302	$0	$0	$165,302	0.00%
13	20	Instructional Materials: Dual Immersion	All	No				Ongoing	$0	$184,565	$0	$184,565	$0	$0	$184,565	0.00%
13	21	Certificated Professional Learning: Dual Immersion - language proficiency	All	No				Ongoing	$230,256	$116,000	$0	$346,256	$0	$0	$346,256	0.00%
13	22	PROMISE Academy Saturday School (Attendance Recovery)	All	No				Ongoing	$367,000	$3,000	$0	$370,000	$0	$0	$370,000	0.00%
13	23	Certificated Professional Learning and Materials: ELD support and progress monitoring	English learner (EL)	No				Ongoing	$36,999	$136,001	$0	$173,000	$0	$0	$173,000	0.00%
13	24	Summer PRIME Math Readiness Program	All	No				Ongoing	$58,000	$2,000	$0	$60,000	$0	$0	$60,000	0.00%
13	25	Coaching Certificated, Classified, Leadership, Early Literacy & Intervention	All	No				Ongoing	$180,000	$20,000	$0	$200,000	$0	$0	$200,000	0.00%
13	26	Student Learning Monitoring Systems	All	No				Ongoing	$0	$399,000	$0	$399,000	$0	$0	$399,000	0.00%
13	27	Certificated Professional Learning: Summer - Literacy & Math Camps	All	No				Ongoing	$889,700	$260,300	$0	$1,150,000	$0	$0	$1,150,000	0.00%
13	28	Classified Student Support - Progress Monitoring & Data Analysis	All	No				Ongoing	$201,776	$0	$0	$201,776	$0	$0	$201,776	0.00%
13	29	Literacy Coaches, Yellen & Oak Tree	All	No				Ongoing	$383,925	$0	$0	$383,925	$0	$0	$383,925	0.00%
13	30	Instructional Coach (100%)	All	No				Ongoing	$168,882	$0	$0	$168,882	$0	$0	$168,882	0.00%
13	31	Instructional Coach - EL (76%)	English learner (EL), Long-term English learner	No				Ongoing	$128,351	$0	$0	$128,351	$0	$0	$128,351	0.00%

2026-2027 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
$179,041,258.00	$69,302,814.00	38.71%	0.00% - No Carryover	38.71%	$69,321,835.00	0.00%	38.72%	**Total:**	$69,321,835.00
								LEA-wide Total:	$65,685,336.00
								Limited Total:	$2,438,172.00
								Schoolwide Total:	$1,198,327.00

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	$4,885,928.00	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	$1,862,577.00	0.00%
1	3	Professional Learning Communities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$6,260,270.00	0.00%

1	4	Supplemental Curriculum, Instruction, and Assessment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,808,850.00	0.00%
1	5	Equitable Learning – Schools of Choice	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Dual Immersion Schools: Dos Caminos, Los Amigos, Manzanita, Tumbleweed Magnet Academies: Cactus, David G. Millen, Desert Willow, SAGE Academy, Shadow Hills International Baccalaureate: Palmdale Learning Plaza	$395,540.00	0.00%
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,552,620.00	0.00%
1	7	Access to Curriculum through Technology	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$4,022,072.00	0.00%
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,412,151.00	0.00%
1	9	Language Development and Implementation of the English Learner Support Plan	Yes	Limited	English learner (EL)	All Schools	$1,624,924.00	0.00%
1	10	Long Term English Learners (LTELs)	Yes	LEA-wide	English learner (EL)	All Schools	$5,000.00	0.00%
1	11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	Yes	Limited	Foster Youth	All Schools	$100,000.00	0.00%

1	12	Extended Learning Opportunities and Access to Broad Curriculum	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$9,796,957.00	0.00%
1	13	Student Engagement Programs and Activities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$70,000.00	0.00%
2	1	Student Health	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$1,828,815.00	0.00%
2	2	Social-Emotional Well-being and Suspensions	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$10,537,063.00	0.00%
2	3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth	All Schools	$6,495,326.00	0.00%
2	5	Student Design Projects	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$1,265,864.00	0.00%
2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$484,669.00	0.00%
2	7	Foster Youth Support Plan	Yes	Limited	Foster Youth	All Schools	$685,748.00	0.00%
2	9	School Sites Support for Social-Emotional Well-being	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$1,421,530.00	0.00%
2	10	Attendance and Chronic Absenteeism	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$955,638.00	0.00%
2	11	Home to School Transportation	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$2,984,692.00	0.00%
2	12	Access to Specialized Program Opportunities - VAPA	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Grade Spans, K-5, Specific Schools, Desert Willow (6-8)	$500,000.00	0.00%

2	13	Access to Specialized Program Opportunities - Music	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Buena Vista Elementary, Cactus Magnet Academy, David G. Millen Magnet Academy, Desert Rose Elementary, Desert Willow Magnet Academy, Dos Caminos Dual Immersion, Golden Poppy Elementary, Joshua Hills Elementary, Los Amigos Dual Immersion, Manzanita Elementary, Mesquite Elementary, Palmdale Learning Plaza, SAGE Magnet Academy, Shadow Hills Magnet Academy, Yucca Elementary	$302,787.00	0.00%
2	14	Access to Specialized Program Opportunities - GATE	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$30,000.00	0.00%
2	15	Student Voice and Leadership	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$44,000.00	0.00%
3	1	Communications	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$168,000.00	0.00%
3	2	Personnel to Support Parent Involvement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,049,648.00	0.00%
3	3	Parent and Community Engagement / Adult Education	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$522,280.00	0.00%
3	4	District Parent Events and Meetings	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$526,543.00	0.00%
3	5	English Learner Parent Support	Yes	Limited	English learner (EL)	All Schools	$27,000.00	0.00%
3	6	Foster Youth Parent Support	Yes	Limited	Foster Youth	All Schools	$500.00	0.00%

3	7	Welcome and Enrollment Center	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$472,028.00	0.00%
3	8	Resources for Site Parent Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$222,815.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$261,803,215.00	$265,625,937.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	Yes	$9,125,820.00	$8,487,008.00
1	2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	Yes	$2,818,664.00	$2,590,088.00
1	3	Professional Learning Communities	Yes	$5,528,662.00	$6,133,548.00
1	4	Supplemental Curriculum, Instruction, and Assessment	Yes	$1,592,424.00	$1,481,644.00
1	5	Equitable Learning – Schools of Choice	Yes	$393,719.00	$351,994.00
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	Yes	$2,974,070.00	$2,877,450.00
1	7	Access to Curriculum through Technology	Yes	$5,169,561.00	$4,973,745.00
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	Yes	$3,350,156.00	$3,355,250.00
1	9	Language Development and Implementation of the English Learner Support	Yes	$1,900,149.00	$1,692,266.00

		Plan			
1	10	Long Term English Learners (LTELs)	Yes	$20,000.00	$0.00
1	11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	Yes	$200,000.00	$97,500.00
1	12	Extended Learning Opportunities and Access to Broad Curriculum	Yes	$8,724,530.00	$9,514,200.00
1	13	Student Engagement Programs and Activities	Yes	$70,000.00	$86,411.00
2	1	Student Health	Yes	$1,682,730.00	$1,613,854.00
2	2	Social-Emotional Well-being and Suspensions	Yes	$10,841,729.00	$10,193,572.00
2	3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	Yes	$6,423,639.00	$6,414,882.00
2	4	Campus Security	No	$2,830,084.00	$2,738,119.00
2	5	Student Design Projects	Yes	$1,436,447.00	$1,175,770.00
2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	Yes	$476,162.00	$555,912.00
2	7	Foster Youth Support Plan	Yes	$612,372.00	$678,905.00
2	8	Student Engagement Activities - Sports Programs	No	$0.00	$0.00
2	9	School Sites Support for Social-Emotional Well-being	Yes	$1,473,785.00	$1,569,118.00
2	10	Attendance and Chronic Absenteeism	Yes	$535,820.00	$577,903.00
2	11	Home to School Transportation	Yes	$2,602,253.00	$3,059,920.00
2	12	Access to Specialized Program Opportunities - VAPA	Yes	$275,000.00	$242,556.00
2	13	Access to Specialized Program Opportunities - Music	Yes	$303,885.00	$312,468.00
2	14	Access to Specialized Program Opportunities -	Yes	$45,000.00	$33,443.00

		GATE			
2	15	Student Voice and Leadership	Yes	$50,000.00	$70,707.00
3	1	Communications	Yes	$210,500.00	$159,258.00
3	2	Personnel to Support Parent Involvement	Yes	$2,907,123.00	$2,856,748.00
3	3	Parent and Community Engagement / Adult Education	Yes	$527,908.00	$469,905.00
3	4	District Parent Events and Meetings	Yes	$666,980.00	$529,639.00
3	5	English Learner Parent Support	Yes	$75,000.00	$32,977.00
3	6	Foster Youth Parent Support	Yes	$500.00	$0.00
3	7	Welcome and Enrollment Center	Yes	$458,012.00	$533,261.00
3	8	Resources for Site Parent Engagement	Yes	$228,814.00	$258,278.00
4	1	Certificated Staffing	No	$89,477,798.00	$103,948,830.00
4	2	Instructional Material/Textbooks and Other Expenditures to Support Basic Services for Williams Compliance	No	$31,581,371.00	$29,500,839.00
4	3	Facility/Operations	No	$31,566,165.00	$29,714,359.00
4	4	Site Allocations for Basic Supplies and Other Expenditures to Support Basic Services for Williams Compliance	No	$1,502,745.00	$1,560,737.00
4	5	Basic Transportation	No	$5,976,251.00	$6,335,045.00
4	6	Pupil Achievement – Technology	No	$1,493,555.00	$1,384,574.00
4	7	Classified Staffing – Health and Safety at School Sites	No	$5,196,552.00	$3,609,477.00
4	8	Classified Staffing – Support for Student Referrals and Enrollment	No	$260,213.00	$329,171.00
4	9	Classified Staffing –School Communication and Support for Parents – School Sites	No	$4,321,262.00	$4,373,267.00
5	1	Learning Support Teacher	No	$161,374.00	$165,690.00

5	2	Eduprotocols Summer Institute	No	$8,200.00	$1,208.00
5	3	Little Whisk Academy	No	$15,580.00	$30,222.00
5	4	CUE Conference	No	$10,200.00	$10,946.00
5	5	Learning Coach University	No	$4,800.00	$4,597.00
5	6	Noon Duty (2 - 5.75 hours/day)	No	$60,973.00	$38,300.00
5	7	Small Group Instruction, Literacy	No	$23,042.00	$14,041.00
5	8	Academic Programming Support	No	$15,791.00	$5,300.00
5	9	Student Achievement Systems	No	$24,300.00	$24,300.00
5	10	Digital Learning Collaborative Conference	No	$10,500.00	$9,344.00
5	11	Stride Professional Development	No	$4,500.00	$4,500.00
5	12	Data Informed Student Lesson Planning	No	$9,000.00	$27,001.00
5	13	Snorkl Software	No	$1,350.00	$1,350.00
5	14	Curipod Software	No	$2,000.00	$2,000.00
5	15	Epic Plus Software	No	$9,600.00	$9,600.00
5	16	At-Home Learning Kits	No	$20,000.00	$22,804.00
5	17	Swank K-12 Streaming Software	No	$920.00	$920.00
5	18	Instructional Assistants	No	$55,254.00	$56,773.00
5	19	Assistant Principal (0.5 FTE)	No	$103,673.00	$108,855.00
6	1	PE Teacher (0.5 to 1.0)	No	$165,315.00	$110,932.00
7	1	English Learner Support	No	$43,889.00	$51,123.00
7	2	Noon Duty Supervisor	No	$27,296.00	$11,282.00
7	3	Parent Involvement Workshops	No	$165,000.00	$0.00
7	4	Professional Learning for Staff	No	$200,000.00	$180,855.00
7	5	Extra Duty Support (Classified Staff)	No	$15,360.00	$11,005.00
7	6	Extra Duty (Psychologist)	No	$7,680.00	$7,788.00

8	1	Lunchtime Activities to Increase Student Engagement During Unstructured Time	No	$100,000.00	$114,000.00
8	2	Instructional Aides	No	$55,254.00	$0.00
8	3	High Dosage Tutoring	No	$10,000.00	$0.00
8	4	Roving Substitute Teacher (1)	No	$54,020.00	$40,548.00
8	5	High Intensity Tutoring in Co-Pilot Class to Provide Additional Intervention Support in Math and ELA	No	$100,000.00	$0.00
8	6	Instructional Assistant to Support Students in the Co-Pilot Classroom	No	$31,299.00	$32,569.00
8	7	School Uniforms	No	$30,000.00	$10,549.00
8	8	Field Trips to Increase Student Engagement	No	$10,000.00	$0.00
8	9	Field Trips for Exploration ELA Class	No	$5,000.00	$0.00
8	10	Field Trip for Exploration Math Elective	No	$10,000.00	$0.00
8	11	Professional Development: Exploration Elective	No	$10,000.00	$0.00
8	12	Collaboration Time for Co-Pilot Teachers (Extra Duty)	No	$22,000.00	$0.00
8	13	Hair Braiding Activity	No	$20,000.00	$0.00
8	14	Noon Duty Aide	No	$28,567.00	$20,994.00
9	1	Consultation for Equity Multiplier Support	No	$10,000.00	$0.00
9	2	Roving Certificated Substitute	No	$54,020.00	$49,130.00
9	3	Professional Development: Teacher Clarity	No	$9,000.00	$0.00
10	1	ELA and Math PD	No	$18,000.00	$24,000.00
10	2	Lesson Studies	No	$10,404.00	$0.00
10	3	Materials for MakerSpace	No	$27,000.00	$9,384.00
10	4	LiveSchool Software - House Incentives	No	$8,000.00	$6,411.00
10	5	After School Dance Program	No	$5,300.00	$2,030.00

10	6	Music Supplies & Instruments	No	$14,000.00	$2,297.00
10	7	Field Trips	No	$10,000.00	$20,238.00
10	8	Ron Clark Housemania System	No	$80,000.00	$30,608.00
10	9	Additional Student Interventionist	No	$36,129.00	$38,659.00
10	10	Instructional Assistants for Kinder classes (2)	No	$66,618.00	$59,952.00
10	11	Noon Duty Supervisor	No	$30,860.00	$42,178.00
10	12	House Committee	No	$9,000.00	$0.00
10	13	Substitute Teacher Coverage	No	$8,670.00	$0.00
10	14	Professional Development - Conferences	No	$25,000.00	$0.00
10	15	Supplies for Use at Recess/Lunch	No	$2,000.00	$3,369.00
10	16	Afterschool Activities - Fitness Class	No	$14,000.00	$0.00
10	17	Afterschool Activities - Aviation Program	No	$15,000.00	$0.00
11	1	Assistant Principal	No	$197,210.00	$184,262.00
11	2	CKH - Consultant	No	$25,500.00	$25,500.00
11	3	Corwin - Consultant	No	$54,000.00	$0.00
11	4	Noon Duty Supervisors	No	$88,451.00	$91,937.00
11	5	Compensation for Staff Training with Consultants	No	$37,224.00	$18,466.00
11	6	Site Certificated Substitute	No	$57,196.00	$57,600.00
11	7	Bridges to Educational Excellence - Consultant	No	$10,000.00	$0.00
11	8	Student Interventionist	No	$41,446.00	$52,435.00
11	9	Playworks	No	$20,700.00	$0.00
12	1	Daybreak - school based mental health services	No	$99,000.00	$113,700.00
12	2	Unlimited K-12 Teletherapy Services	No	$210,900.00	$0.00
12	3	Maia Learning Pathfinders Program	No	$17,500.00	$0.00
12	4	Annual Wellness Together Conference, 2025	No	$23,000.00	$0.00

12	5	Little Whisk Academy	No	$45,000.00	$36,000.00
12	6	Yondr Pouches & Replacements	No	$90,000.00	$212,250.00
12	7	Contracted Tutoring Services, Core Academic Subjects	No	$2,342,000.00	$606,590.00
12	8	Summer Training, Classified Instructional Support Staff	No	$267,000.00	$248,038.00
12	9	Co-Teaching Collaboration: Job-Embedded Support	No	$80,640.00	$0.00
12	10	Co-Teaching Collaborative Sessions - PBL	No	$189,280.00	$0.00
12	11	Tutoring, Before- and After-School, ELA & Math	No	$188,500.00	$0.00
12	12	Certificated Professional Learning: accelerate instruction/close learning gaps in ELA & Math	No	$48,000.00	$1,603,090.00
12	13	Certificated Professional Learning: Social Emotional Wellness	No	$66,000.00	$65,786.00
12	14	EveryDay Labs: Chronic Absenteeism support and tracking	No	$130,000.00	$0.00
12	15	Eureka Math: Progress student monitoring	No	$64,400.00	$0.00
12	16	95 Percent: Reading Intervention Tool	No	$68,680.00	$0.00
12	17	Certificated Professional Learning: Math & ELA Framework & Standards, high leverage practices - extra duty compensation and coaching	No	$1,734,000.00	$561,500.00
12	18	Capturing Kids' Hearts extra duty compensation substitute coverage	No	$167,800.00	$406,289.00
12	19	MTSS Instructional Coach	No	$200,000.00	$0.00
12	20	Instructional Materials: Dual Immersion	No	$439,000.00	$508,100.00
12	21	Certificated Professional Learning: Dual Immersion - language proficiency	No	$129,120.00	$323,026.00

12	22	Assessment & Monitoring Systems Pilot Review	No	$25,000.00	$29,207.00
12	23	Certificated Professional Learning and Materials: ELD support and progress monitoring	No	$173,000.00	$99,275.00
12	24	School Library: Culturally Responsive Texts/Supplies	No	$290,000.00	$93.00
12	25	Coaching Certificated, Classified, Leadership, Early Literacy & Intervention	No	$200,000.00	$0.00
12	26	Technology Tools to Enhance Learning and Sharing	No	$2,300,000.00	$2,023,205.00
12	27	Certificated & Classified Professional Learning: Restorative & Trauma-Informed Practices	No	$34,000.00	$24,031.00
12	28	Small Group Instruction & Intervention: cost of roving substitutes	No	$380,000.00	$0.00
12	29	Student Learning Monitoring systems	No	$339,000.00	$0.00
12	30	Certificated Professional Learning: Summer - Literacy & Math Camps	No	$500,000.00	$0.00
12	31	Summer PRIME Math Readiness Program	No	$60,000.00	$55,955.00
12	32	Classified Student Support - Progress Monitoring & Data Analysis	No	$80,474.00	$109,306.00
12	33	Literacy Coaches, Yellen & Oak Tree	No	$278,046.00	$278,046.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

$67,799,578.00	$73,701,414.00	$72,979,180.00	$722,234.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Supporting Students and Closing the Achievement Gap - ELA and Math (Elementary Schools)	Yes	$9,125,820.00	$8,487,008.00	0.00%	0.00%
1	2	Supporting Students and Closing the Achievement Gap - ELA and Math (Middle Schools)	Yes	$2,818,664.00	$2,590,088.00	0.00%	0.00%
1	3	Professional Learning Communities	Yes	$5,528,662.00	$6,133,548.00	0.00%	0.00%
1	4	Supplemental Curriculum, Instruction, and Assessment	Yes	$1,592,424.00	$1,481,644.00	0.00%	0.00%
1	5	Equitable Learning – Schools of Choice	Yes	$393,719.00	$351,994.00	0.00%	0.00%
1	6	Sites Support High Levels of Academic Preparation and College and Career Readiness	Yes	$2,974,070.00	$2,877,450.00	0.00%	0.00%
1	7	Access to Curriculum through Technology	Yes	$5,169,561.00	$4,973,745.00	0.00%	0.00%
1	8	Rigorous Physical Fitness Program through Curricular Collaboration	Yes	$3,350,156.00	$3,355,250.00	0.00%	0.00%
1	9	Language Development and Implementation of the English Learner Support Plan	Yes	$1,900,149.00	$1,692,266.00	0.00%	0.00%
1	10	Long Term English Learners (LTELs)	Yes	$20,000.00	$0.00	0.00%	0.00%
1	11	Comprehensive Support Services and Extracurricular Activities through the Foster Youth Support Plan	Yes	$200,000.00	$97,500.00	0.00%	0.00%

1	12	Extended Learning Opportunities and Access to Broad Curriculum	Yes	$8,724,530.00	$9,514,200.00	0.00%	0.00%
1	13	Student Engagement Programs and Activities	Yes	$70,000.00	$86,411.00	0.00%	0.00%
2	1	Student Health	Yes	$1,682,730.00	$1,613,854.00	0.00%	0.00%
2	2	Social-Emotional Well-being and Suspensions	Yes	$10,841,729.00	$10,193,572.00	0.00%	0.00%
2	3	Assistant Principals – Oversight of Comprehensive Support Services for English Learner and Foster Youth	Yes	$6,423,639.00	$6,414,882.00	0.00%	0.00%
2	5	Student Design Projects	Yes	$1,436,447.00	$1,175,770.00	0.00%	0.00%
2	6	Culturally Responsive Practices - Certificated/Classified Professional Development	Yes	$476,162.00	$555,912.00	0.00%	0.00%
2	7	Foster Youth Support Plan	Yes	$612,372.00	$678,905.00	0.00%	0.00%
2	9	School Sites Support for Social-Emotional Well-being	Yes	$1,473,785.00	$1,569,118.00	0.00%	0.00%
2	10	Attendance and Chronic Absenteeism	Yes	$535,820.00	$577,903.00	0.00%	0.00%
2	11	Home to School Transportation	Yes	$2,602,253.00	$3,059,920.00	0.00%	0.00%
2	12	Access to Specialized Program Opportunities - VAPA	Yes	$275,000.00	$242,556.00	0.00%	0.00%
2	13	Access to Specialized Program Opportunities - Music	Yes	$303,885.00	$312,468.00	0.00%	0.00%
2	14	Access to Specialized Program Opportunities - GATE	Yes	$45,000.00	$33,443.00	0.00%	0.00%
2	15	Student Voice and Leadership	Yes	$50,000.00	$70,707.00	0.00%	0.00%
3	1	Communications	Yes	$210,500.00	$159,258.00	0.00%	0.00%
3	2	Personnel to Support Parent Involvement	Yes	$2,907,123.00	$2,856,748.00	0.00%	0.00%
3	3	Parent and Community Engagement / Adult Education	Yes	$527,908.00	$469,905.00	0.00%	0.00%
3	4	District Parent Events and Meetings	Yes	$666,980.00	$528,639.00	0.00%	0.00%

3	5	English Learner Parent Support	Yes	$75,000.00	$32,977.00	0.00%	0.00%
3	6	Foster Youth Parent Support	Yes	$500.00	$0.00	0.00%	0.00%
3	7	Welcome and Enrollment Center	Yes	$458,012.00	$533,261.00	0.00%	0.00%
3	8	Resources for Site Parent Engagement	Yes	$228,814.00	$258,278.00	0.00%	0.00%

2025-2026 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)
$172,153,892.00	$67,799,578.00	0.00%	39.38%	$72,979,180.00	0.00%	42.39%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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