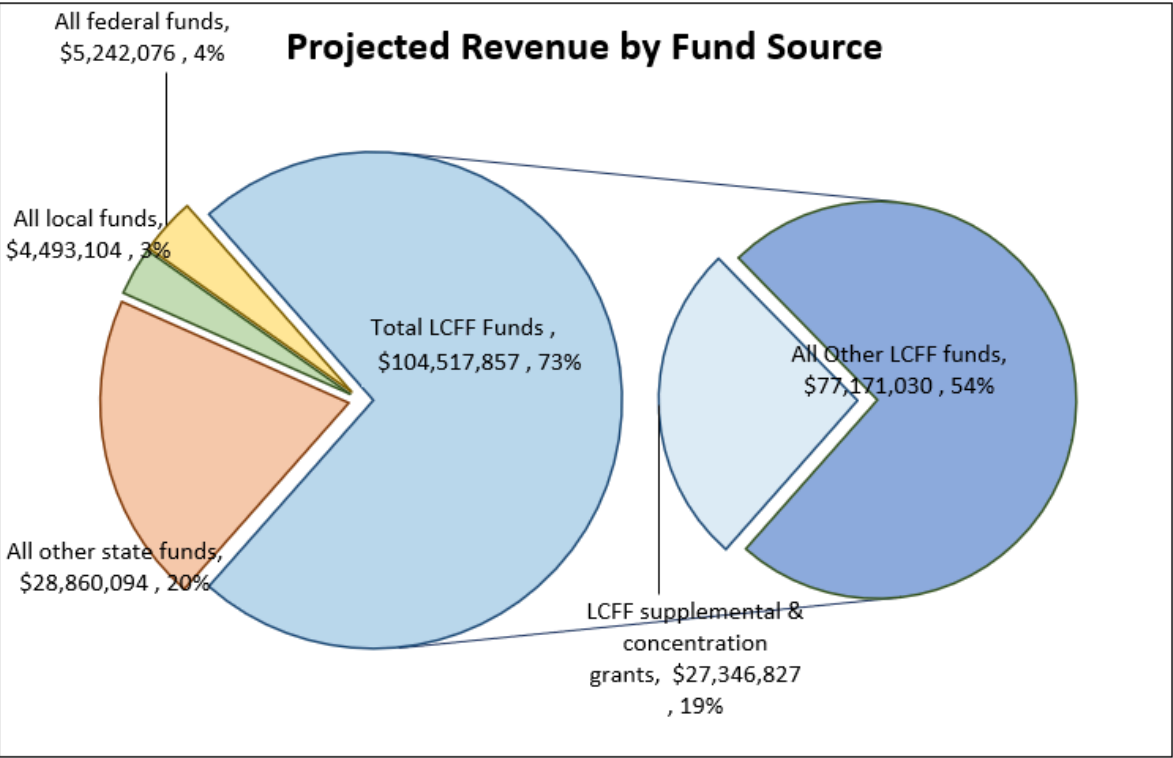# LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

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

CDS Code: 36675870000000

School Year: 2024-2025

LEA contact information: Tasha Doizan Ed.D. | 760-246-8691 tasha_doizan@aesd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
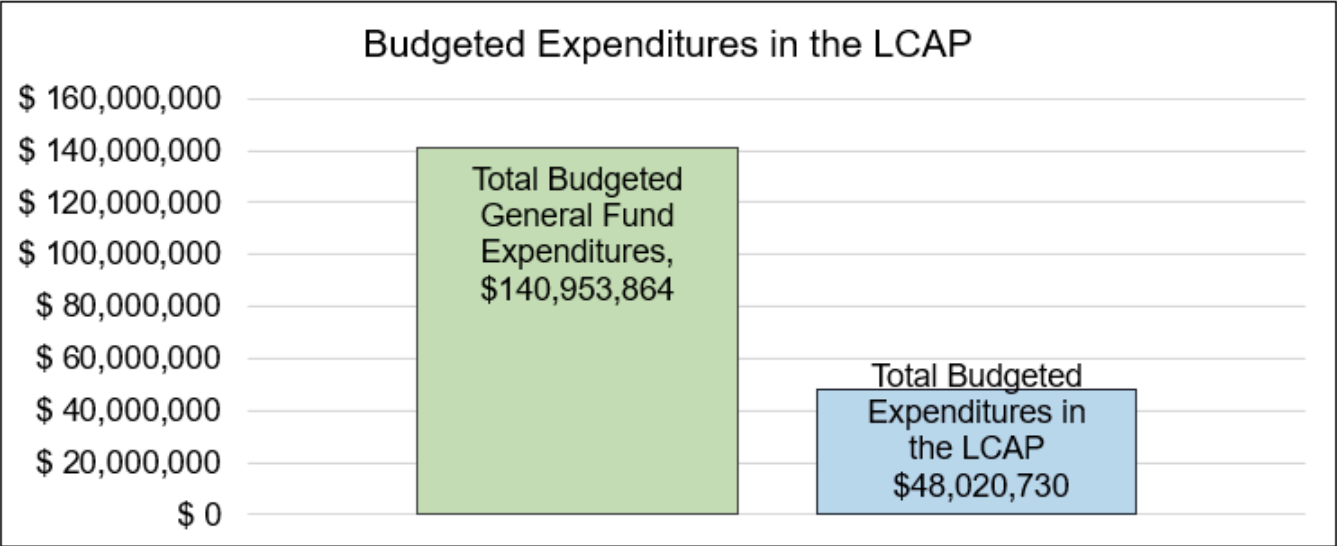
Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

All federal funds, $5,242,076 , 4%

All local funds, $4,493,104 , 3%

Total LCFF Funds , $104,517,857 , 73%

All Other LCFF funds, $77,171,030 , 54%

All other state funds, $28,860,094 , 20%

LCFF supplemental & concentration grants, $27,346,827 , 19%

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

The text description for the above chart is as follows: The total revenue projected for Adelanto Elementary School District is $143,113,131.00, of which $104,517,857.00 is Local Control Funding Formula (LCFF), $28,860,094.00 is other state funds, $4,493,104.00 is local funds, and $5,242,076.00 is federal funds. Of the $104,517,857.00 in LCFF Funds, $27,346,827.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $140,953,864	
	Total Budgeted Expenditures in the LCAP $48,020,730

This chart provides a quick summary of how much Adelanto Elementary School District plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.
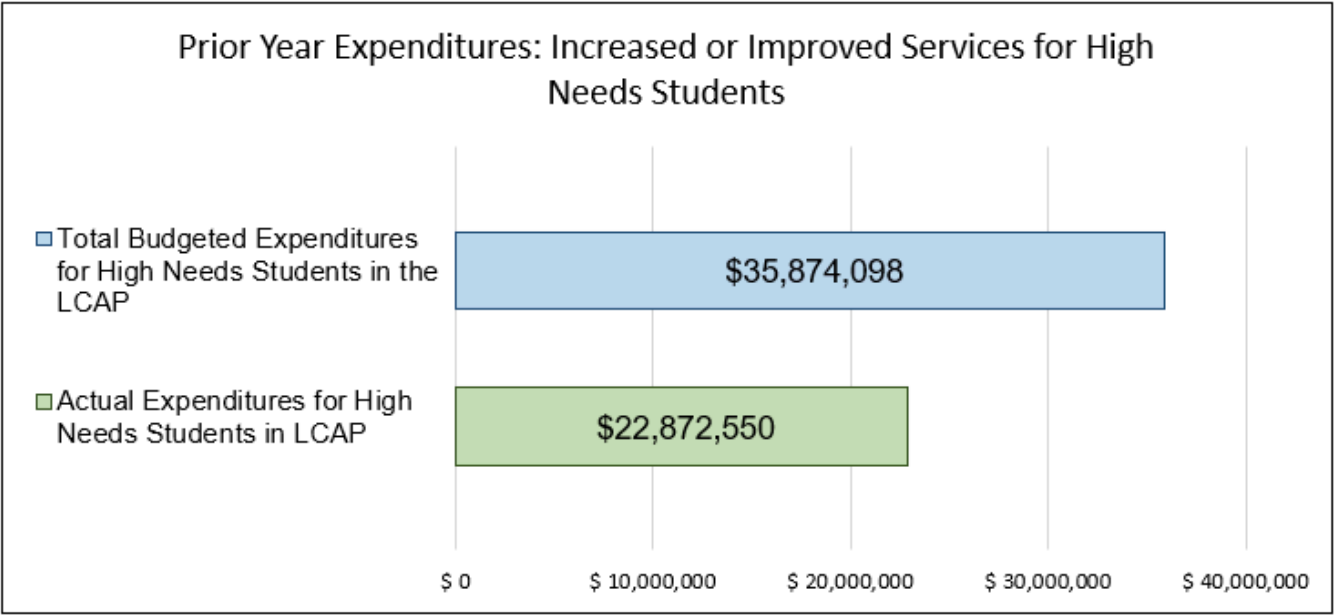
The text description of the above chart is as follows: Adelanto Elementary School District plans to spend $140,953,864.00 for the 2024-2025 school year. Of that amount, $48,020,730.00 is tied to actions/services in the LCAP and $92,933,134.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Beyond what is included in the LCAP are a multitude of expenditures necessary to legally open and operate our District. Examples of expenses not in the LCAP: (1) insurance and utilities, (2) certificated administration salaries, (3) classified management salaries, (4) administrative benefits, (5) building improvements, (6) dues and memberships.

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

In 2024-2025, Adelanto Elementary School District is projecting it will receive $27,346,827.00 based on the enrollment of foster youth, English learner, and low-income students. Adelanto Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Adelanto Elementary School District plans to spend $40,688,294.00 towards meeting this requirement, as described in the LCAP.

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$35,874,098
☐ Actual Expenditures for High Needs Students in LCAP	$22,872,550

$0 $10,000,000 $20,000,000 $30,000,000 $40,000,000

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

The text description of the above chart is as follows: In 2023-2024, Adelanto Elementary School District's LCAP budgeted $35,874,098.00 for planned actions to increase or improve services for high needs students. Adelanto Elementary School District actually spent $22,872,550.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of $13,001,548.00 had the following impact on Adelanto Elementary School District's ability to increase or improve services for high needs students:

As a result of the Districts comprehensive literacy plan a focal emphasis on specific student groups resulted in a higher academic increase than expected. Thereby, the need to continue to purchase services was delayed to continue to focus on programs, services, and materials already purchased for our high need students.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Adelanto Elementary School District	Tasha Doizan Ed.D. |Assistant Superintendent of Academic Services	tasha_doizan@aesd.net 760-246-8691	

Goals and Actions

Goal

Goal #	Description
Goal 1	Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) Math	2018-2019: % of students that meet or exceed the standard in Math All Students: 17% Homeless: 6% EL: 3% African American: 7%	CAASPP was not assessed during the 2020-2021 school year. No local data is available for that year. 2021-2022 data becomes available in July of 2022.	2021-2022: % of students that meet or exceed the standard in Math All Students: 11.69% Homeless: 5.55% EL: 3.45% African American: 5.31%	2022-2023: % of students that meet or exceed the standard in Math All Students 11.1% Homeless: 5.20% EL: 3% African American: 4.12%	AESD will increase the percentage of students meeting or exceeding the standard in Math: All Students: by 5% to 22% Meets/Exceeds Homeless: by 5% to 11% Meets/Exceeds EL: by 5% to 8% Meets/Exceeds African American: by 5% to 12% Meets/Exceeds

California Assessment of Student Performance and Progress (CAASPP) ELA	2018-2019: % of students that meet or exceed the standard in ELA All Students: 28% Homeless: 21% EL: 3% African American: 18%	CAASPP was not assessed during the 2020-2021 school year. No local data is available for that year. 2021-2022 data becomes available in July of 2022.	2021-2022: % of students that meet or exceed the standard in ELA All Students: 22.95% Homeless: 11.11% EL: 6.02% African American: 14.48%	2022-2023: % of students that meet or exceed the standard in ELA All Students: 22.74% Homeless: 10.26% EL: 6% African American: 12.02%	AESD will increase the percentage of students meeting or exceeding the standard in ELA: All Students: by 5% to 33% Meets/Exceeds Homeless: by 5 % to 26% Meets/Exceeds EL: by 5% to 8% Meets/Exceeds African American: by 5% to 23% Meets/Exceeds
California Science Test (CAST)	2018-2019: % of students meeting or exceeding standards on CAST: 12%	CAST was not assessed during the 2020-2021 school year. No local data is available for that year. 2021-2022 data becomes available in July of 2022.	2021-2022: % of students meeting or exceeding standards on CAST: 10.44%	2023-2024: % of students meeting or exceeding standards on CAST: 17.64%	AESD will increase the percentage of students meeting or exceeding the standard as measured by the California Science Test (CAST) by 5% to 17% Meets/Exceeds

STAR (ELA)	2020-2021: % of Students At/Above Benchmark on STAR (ELA): 23.3%	2021-2022: % of Students At/Above Benchmark on STAR (ELA): 19%	2022-2023: % of Students At/Above Benchmark on STAR (ELA): 13%	2023-2024: % of Students At/Above Benchmark on STAR (ELA): 19%	AESD will increase the percentage of students At/Above Benchmark on STAR (ELA) by 10% to 33.3%
STAR (Math)	2020-2021: % of Students At/Above Benchmark on STAR (Math): 35.4%	2021-2022: % of Students At/Above Benchmark on STAR (Math): 30%	2022-2023: % of Students At/Above Benchmark on STAR (Math): 9%	2023-2024: % of Students At/Above Benchmark on STAR (Math): 33%	AESD will increase the percentage of students At/Above Benchmark on STAR (Math) by 5% to 40.4%
Points Below Standard in ELA	2018-2019: Points below Standard - 2019 dashboard African American - 86.3 EL - 66.4 Foster Youth - 102.9 SED - 62.1 Homeless - 97.3 SWD - 133.5	CAASPP was not assessed during the 2020-2021 school year. No local data is available for that year. 2021-2022 data becomes available in July of 2022.	CAASPP 2022: Points Below Standard African American 99.7 points below standard English Learners 95.1 points below standard Foster Youth 110.2 points below standard Homeless 109.5 points below standard Socioeconomically Disadvantaged 79.1 points below standard Students with Disabilities 138.8 points below standard	CAASPP 2023 AA -106.1 PBS EL -104.3 PBS FY -113.7 PBS SED -79.8 PBS Homeless Youth -128.5 PBS SWD -135 PBS	AESD will reduce the amount of students performing below standard in each student group by 15% as measured by total points below standard in ELA African American - 71 PBS EL - 51 PBS Foster Youth - 87 PBS SED - 43 PBS Homeless - 77 PBS SWD - 112 PBS

Points Below Standard in Math	Points below Standard - 2019 dashboard African American - 126.1 EL - 100.5 Foster Youth - 137.6 SED - 98.2 Homeless - 126.5 SWD - 171.3	CAASPP was not assessed during the 2020-2021 school year. No local data is available for that year. 2021-2022 data becomes available in July of 2022.	CAASPP 2022: Points Below Standard African American 143.2 points below standard English Learners 129.4 points below standard Foster Youth 154.3 points below standard Homeless 138.7 points below standard Socioeconomically Disadvantaged 118.9 points below standard Students with Disabilities 172.6 points below standard	CAASPP 2023 AA - 145.7 PBS EL - 133.7 PBS FY - 152.4 PBS SED - 118.8 PBS HY - 150.7 PBS SWD - 168.7 PBS	AESD will reduce the amount of students performing below standard in each student group by 15% as measured by total points below standard in Math African American - 105 PBS EL - 75 PBS Foster Youth - 115 PBS SED - 63 PBS Homeless - 105 PBS SWD - 148 PBS
Implementation of academic content and performance standards adopted by State Board How the programs and services will enable English learners to access the CCSS and the ELDstandards for purposes of gaining academic content knowledge and English language proficiency.	2020-2021: 100% Implementation of Common Core State Standards for all students, including English Learners Access to Common Core State Standards and ELD standards for 100% of English learners, for the purpose of gaining academic content knowledge and English language proficiency	2021-2022: 100% Implementation of Common Core State Standards for all students, including English Learners Access to Common Core State Standards and ELD standards for 100% of English learners, for the purpose of gaining academic content knowledge and English language proficiency	2022-2023: 100% Implementation of Common Core State Standards for all students, including English Learners Access to Common Core State Standards and ELD standards for 100% of English learners, for the purpose of gaining academic content knowledge and English language proficiency	2023-2024: 100% Implementation of Common Core State Standards for all students, including English Learners Access to Common Core State Standards and ELD standards for 100% of English learners, for the purpose of gaining academic content knowledge and English language proficiency	AESD will have 100% Implementation of Common Core State Standards for all students Access to Common Core State Standards and ELD standards for 100% of English learners, for the purpose of gaining academic content knowledge and English language proficiency

Percentage of English Learners receiving an overall score of 4 on the ELPAC/percentage of students who become English proficient through their ELPAC score	2020-2021: 4% of EL students received a 4 on the ELPAC overall	2020-2021: 4% of EL students received a 4 on the ELPAC overall. This data becomes available in the Fall of 2022	2022-2023: 10.66% of EL students received a 4 on the ELPAC overall	2023-2024: 26.8% of EL students received a 4 on the ELPAC overall	AESD will increase the percentage of English Learner students scoring 4 on the ELPAC by 5% to 15%
Reclassification Rate	2020-2021: 6% of students were reclassified	2021-2022: 1.3% of students were reclassified as of May 2022	2022-2023: 75 of 1307 students. 17% of students were reclassified as of May 2023	2023-2024: 77 of 1363 students. 4.9% of students were reclassified as of May 2024	AESD will increase the reclassification rate by 5% to 11% reclassified
Rate of teacher mis-assignment	2020-2021: 0 findings of teacher mis-assignment	2021-2022: 0 findings of teacher mis-assignment	2022-2023: 0 findings of teacher mis-assignment	2023-2024: 0 findings of teacher mis-assignment	AESD will have 0 findings of teacher mis-assignment
Student access to standards-aligned instructional materials	2020-2021: 100% of students had access to board-adopted, standards aligned instructional materials	2020-2021: 100% of students had access to board-adopted, standards aligned instructional materials	2022-2023: 100% of students had access to board-adopted, standards aligned instructional materials	2023-2024: 100% of students had access to board-adopted, standards aligned instructional materials	100% of AESD students will have access to board-adopted, standards aligned instructional materials

Course & Program Offerings:	2020-2021: Broad	2021-2022: Broad	2022-2023: Broad	2023-2024: Broad	AESD will provide 100% of students with access and enrollment in a broad course of study.
Broad course of study that includes all subject areas described in 51210 and 51220(a)(i) as applicable	Course of Study: Baseline data will be collected during the 2021-2022 school year	Course of Study: 100% of students have access to a broad course of study	Course of Study: 100% of students have access to a broad course of study	Course of Study: 100% of students have access to a broad course of study	
Programs and services developed and provided to unduplicated students	Programs and Services Developed and Provided for Unduplicated Students: Baseline data will be collected during the 2021-2022 school year	Programs and Services Developed and Provided for Unduplicated Students: AESD provided services and programs for 100% of unduplicated students	Programs and Services Developed and Provided for Unduplicated Students: AESD provided services and programs for 100% of unduplicated students	Programs and Services Developed and Provided for Unduplicated Students: AESD provided services and programs for 100% of unduplicated students	AESD will develop and provide services and programs to 100% of unduplicated students.
Programs and services developed and provided to students with exceptional needs	Programs and Services Developed and Provided to Students with Exceptional Needs: Baseline data will be collected during the 2021-2022 school year.	Programs and Services Developed and Provided to Students with Exceptional Needs: AESD provided services and programs for 100% of students with exceptional needs	Programs and Services Developed and Provided to Students with Exceptional Needs: AESD provided services and programs for 100% of students with exceptional needs	Programs and Services Developed and Provided to Students with Exceptional Needs: AESD provided services and programs for 100% of students with exceptional needs	AESD will develop and provide programs and services to 100% of students with exceptional needs.

Goal Analysis

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

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

During the 2023-2024 school year students continue to demonstrate learning gaps. The 2023-2024 LCAP Goal 1 Actions for Academic Achievement were partially implemented as planned, and there was minimal substantive difference from how it was described in the approved LCAP. The implementation process followed a systematic approach, adhering to each goal action description. Continuous monitoring and evaluation were conducted throughout the school year to track progress and make necessary adjustments such as increasing funds for specific goal actions at the first and second interim based on Educational Partner feedback. Such adjustments did not alter the approved AESD 2023-2024 LCAP. AESD experienced the following challenges and successes during the implementation of the 2023-2024 LCAP:

2023-2024 LCAP Goal 1, Action 1.1 Class Size Reduction and Retention 1.4 Professional Development challenges in implementation: Due to unforeseen logistical challenges and the necessity of adopting a phased approach, the district has partially implemented both the Class Size Reduction (1.1) and Professional Development (1.4) actions. To ensure that the initiatives are effective and sustainable, AESD prioritized a gradual rollout. This approach allowed for the careful allocation of resources, particularly in ensuring that facilities were adequately prepared for smaller class sizes and that professional development sessions were aligned with evolving instructional needs. As a result, while significant progress has been made, full implementation is being achieved in a staged manner to guarantee long-term success and alignment with district goals.

Successes in Implementation: AESD successfully navigated logistical challenges by adopting a phased approach to both Class Size Reduction and Professional Development initiatives. The district organized multiple job fairs within the community, creating various locations to streamline the application process and providing personalized support to applicants. In response to the shortage of substitute teachers and staff, Professional Development opportunities were strategically hosted after hours and on weekends. This approach allowed the district to continue making progress while ensuring that these sessions were aligned with the evolving instructional needs, contributing to the overall success of the initiatives despite the challenges.

1.2 Supplemental Technology Challenges in Implementation: The district has partially implemented recruiting for classified technology positions within the scope of the plan. There have been several yearlong vacancies at the district level. AESD Human Resources is working to meet the challenges.

Successes in Implementation: Despite challenges, there were many successes implementing the actions and services under Goal 1, including the 1:1 ratio of students to technology devices, the support provided to improve libraries and student access to media, and the instructional leadership provided by Assistant Administrators.

1.3 Engaging Electives Challenges in Implementation: The district has partially implemented the Engaging Electives initiative due to challenges in aligning the initiative, resources and scheduling across multiple school sites. While significant efforts have been made to introduce a diverse range of electives, the need to carefully balance these offerings with core academic schedules has created some delays. Additionally, developing and tailoring the curriculum to meet the varied interests and needs of students required more time than initially anticipated. As a result, the implementation is progressing in stages to ensure that the electives offered are both high-quality and sustainable across all sites.

Successes in Implementation: A variety of elective courses were offered across the middle schools with many students who participated. While supporting our goal, opportunities to provide electives have been offered to our current personnel to improve academic engagement.

1.5 Assistant Administrators Challenges in Implementation: The district has partially implemented the recruitment of Assistant Administrators due to the need to clearly define and standardize their roles and responsibilities across all school sites aligned to instructional leadership. The diversity of tasks assigned to Assistant Administrators—ranging from attendance incentives and parent interaction to curriculum monitoring and discipline management—has made it challenging to create a consistent framework for these positions. To ensure that Assistant Administrators are effectively supporting school sites, the district is focusing on developing clear guidelines and expectations for the role, which has led to a more gradual implementation process.

Successes in Implementation: There is strong support and funding allocated to ensure there is an AA at each elementary school for 2023- 24.

1.6 Library and Media Access Challenges in Implementation: The district has partially implemented the Library and Media Access initiative due to challenges in integrating new technology and resources across school sites. The influx of new media purchases and the need to manage site Chromebook distribution have required careful planning and coordination to ensure these resources are effectively utilized. Additionally, logistical constraints, such as the physical organization of library spaces and the time needed to train existing staff on new systems, have contributed to a more gradual implementation. This phased approach ensures that the library and media services are fully functional and aligned with the district's broader educational goals.

Successes in Implementation: Library media assistants are integral in the ordering, procuring and dissemination of English Learner library books and learning resources at each grade level. They also provide teachers with training on technology tools at the site level, and work with students individually and in small groups for literacy achievement. They understand and communicate the information that supplemental and textbook resources provide to teachers; and the LMAs define and endorse the policies of the library media program, digital citizenship and advocate for the library media program in the site SPSA.

1.7 School Innovation Challenges in Implementation: The district has partially implemented opportunities to hold professional development during the school day due to the need to minimize disruptions to classroom learning and instructional time. With the focus on maintaining consistent, high-quality instruction, it has been challenging to schedule professional development sessions without affecting the daily operations of classrooms. To balance professional growth with uninterrupted student learning, the district has opted for a more phased and strategic approach, prioritizing professional development opportunities that can be held outside of critical instructional periods.

Successes in Implementation: The district has partially implemented professional development opportunities due to challenges in balancing staff workloads and scheduling. Offering professional development after school and on weekends, while effective, has presented difficulties in ensuring consistent participation without overburdening staff. Additionally, the focus on instructional pedagogy and technology skills required careful planning to align with teachers' availability and energy levels outside regular school hours. To maintain a healthy work-life balance and ensure the effectiveness of the training, the district has taken a phased approach to offering these opportunities throughout the school year.

1.8 English Learner Student Achievement Challenges in Implementation: The district has partially implemented initiatives to improve English Learner (EL) student achievement due to challenges in adapting the curriculum and providing targeted instructional support. Ensuring that teaching materials and strategies are fully aligned with the specific needs of English Learner students has required additional time and resources. Moreover, the district has focused on developing and refining programs that effectively support EL students' language acquisition and academic progress, which has necessitated a more gradual rollout to ensure these programs are both effective and sustainable.

Successes in Implementation: Continued professional development with the emphasis of English language acquisition have been provided by the current personnel.

1.9 Early Childhood Challenges in Implementation: The district has partially implemented the purchase of supplemental instructional materials and education supplies to support the expansion of Transitional Kindergarten.

Success in Implementation: A monitoring cycle of support is being conducted to determine what kinds of supplemental materials are needed to expand Transitional Kindergartens' needs.

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.

During the 2023-2024 school year, Adelanto Elementary School District (AESD) budgeted an amount for planned actions to increase or improve services for high needs students but actually spent less than planned. The following actions represent the differences between Budgeted Expenditures and Estimated Actual Expenditures: Action 1.2 less money was spent than budgeted due to the shortage of technology during the pandemic and post pandemic timelines; Action 1.4 less money was spent than budgeted due to the lack of availability of substitute teachers to cover instructional classroom teachers: and Action 1.5 less funds were spent than budgeted due to the challenges in recruiting and employing Assistant Administrators for the year.

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

The Adelanto Elementary School District (AESD) has undertaken a comprehensive evaluation of its program effectiveness over the three-year Local Control and Accountability Plan (LCAP) cycle, spanning from 2021-2022 to 2023-2024. This evaluation draws on data from the California Assessment of Student Performance and Progress (CAASPP) for Math and English Language Arts (ELA), the California Science Test (CAST), and other pertinent metrics. Below is a detailed evaluation of the effectiveness and challenges of the AESD program during the 3-year LCAP cycle (2021-2022, 2022-2023, and 2023-2024):

Action 1.1 Class Size Reduction: showed the following data California Science Test baseline (CAST) % of students meeting or exceeding standards at 12%, year two declined to 10.44%, however year 3 exceeded the 17% goal at 17.64% representing a partially effective. Additional data supporting this determination includes the decline in ALL student group academic outcomes California Assessment of Student Performance and Progress (CAASPP) Math baseline at 17% of students meeting or exceed the standard in math to Year two 11.69% and Year three at 11.1%. In addition to California Assessment of Student Performance and Progress (CAASPP) ELA for ALL student group baseline at 28% of students meeting or exceed the standard in math to Year two 22.95% and Year three at 22.74%.

Action 1.2 Supplemental Technology, Action 1.3 Engaging Electives, Action 1.6 Library and Media Access, and Action 1.7 School Innovation/Site Focus: despite many challenges, AESD was partially effective in providing supplemental technology, engaging electives, libraries, and school innovation for every student in the district as recruiting for personnel positions has been difficult. AESD offered engaging electives including CTE-aligned courses to our students. Many school libraries are state of the art facilities equipped with innovative technology and makerspaces for children to interact with literature and foster creativity. There have been several yearlong vacancies a the the school site level which showed the following data California Science Test baseline (CAST) % of students meeting or exceeding standards at 12%, year two declined to 10.44%, however year 3 exceeded the 17% goal at 17.64% representing a partially effective. Additional data supporting this determination includes the decline in ALL student group academic outcomes California Assessment of Student Performance and Progress (CAASPP) Math baseline at 17% of students meeting or exceed the standard in math to Year two 11.69% and Year three at 11.1%. In addition, SED students performing Points Below Standard in ELA were at -62.1 PBS, second year -79.1 PBS, third year -79.8 not reaching the goal of -43 PBS. Also, California Assessment of Student Performance and Progress (CAASPP) ELA for the ALL student group baseline at 28% of students meeting or exceed the standard in math to Year two 22.95% and Year three at 22.74%. In conclusion, SED students performing Points Below Standard in Math were at -98.2 PBS, second year -118.9 PBS, third year -118.8 not reaching the goal of -63 PBS.

Action 1.1 Class Size Reduction, Action 1.4 Professional Development, and Action 1.5 Assistant Administrators - a major, nationwide, substitute teacher shortage led to the district's inability to hold professional learning opportunities during the school day, as teachers could not be released from their classes. Similarly, hiring challenges meant many unfilled positions within the district. These goals were partially effective as data supporting this determination includes the following: English Learner student group CAASPP Math from 3% percentage of students that "meet or exceed the standard in Math" to year two 3.45% percentage of students that "meet or exceed the standard in Math," then decreasing to 3% in year three. Also English Learners in CAASPP ELA from 3% percentage of students that "meet or exceed the standard" in ELA to year two 6.02% percentage of students that "meet or exceed the standard" to a slight decrease to 6% for the third year indicating a partially effective goal. Additional data supporting this determination includes students receiving a "4 on the ELPAC overall" in first year was 4%, to second year an increase to 10.66% and the final year to be 26.8% demonstrating an effective goal. If considering CAASPP Math, CAASPP ELA, and ELPAC scores this would determine a partially effective goal.

Action 1.8 English Learner Student Achievement showed the following data increase in CAASPP Math from 3% percentage of students that "meet or exceed the standard in Math" to year two 3.45% percentage of students that "meet or exceed the standard in Math," then decreasing to 3% in year three.   Also in CAASPP ELA from 3% percentage of students that "meet or exceed the standard" in ELA to year two 6.02% percentage of students that "meet or exceed the standard" to a slight decrease to 6% for the third year indicating a partially effective goal. Additional data supporting this determination includes students receiving a "4 on the ELPAC overall" in first year was 4%, to second year an increase to 10.66% and the final year to be 26.8% demonstrating an effective goal. If considering CAASPP Math, CAASPP ELA, and ELPAC scores this would determine a partially effective goal.

Action 1.9 Early Childhood showed a partially effective attempt at closing the achievement gap for our students. The district has identified a critical need to enhance support for Transitional Kindergarten (TK) students, particularly in the areas of literacy and socio-emotional development, as current data does not yet provide a clear understanding of disparities among Low-Income, Foster Youth, and English Learners at this level. Feedback from educational partners, including teachers and parents, underscores the necessity of early intervention. Teachers have highlighted the importance of building foundational literacy skills, while parents, especially those of English Learners, have stressed the need for additional academic support. Additionally, there is a strong consensus on the importance of creating engaging and enriching learning experiences for TK students. Research supports the district's focus on early intervention.

The National Institute for Early Education Research (NIEER) has shown that early literacy programs can effectively close the achievement gap for children from low-income families by equipping them with essential skills that lead to long-term academic success. Moreover, socio-emotional support is particularly crucial for Foster Youth, as studies indicate that early interventions in this area can significantly enhance emotional regulation and social skills, which are vital for their overall well-being and school engagement. For English Learners, early exposure to language-rich environments and targeted instructional strategies have been shown to improve language proficiency and academic outcomes, as emphasized by research from the Migration Policy Institute. Recognizing the importance of data-driven decision-making, the district will implement a specific data collection system in the upcoming school year. This will allow for a more precise understanding of the needs and progress of TK students, ensuring that future supports are tailored to address the specific challenges faced by these vulnerable groups. By integrating early interventions with a robust data collection framework, the district is committed to fostering equity and setting a strong foundation for the academic and social success of all students.

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

During educational partner engagement for the next three-year LCAP Cycle, AESD determined the importance of the previously identified areas and goals and how the District will maintain the course. The following actions will remain in the 2024-2025 AESD LCAP: 1.1 Class Size Reduction, 1.2 Supplemental Technology, 1.4 Professional Development, 1.6 Library and Media Access, 1.7 School Innovation , 1.8 English Learner Student Achievement and Dual Immersion Program implementation and Expansion

Two new actions have been added:

1.3 Instructional Jumpstart has been restructured from the previous 1.9 action Early Childhood. This would result in expanding the Early Childhood experience.

1.5 Assistant Administrators has been renamed Instructional Leadership to address the need to emphasize the instructional coaching components of the goal. The Instructional leader's primary goal is to provide teacher coaching and support throughout the school day.

And, 1.3 Engaging Electives has been moved to Goal 2.

Goal 1 is "in progress" as it continues to merit greater emphasis on literacy with a scope and sequence on reading comprehension by third grade. The metrics indicate an "in progress" goal that will undertake a collective effort aligned with team analysis of data with root causes, an agreed upon short term goals indicating the problem and developmental needs of our system of support, focal site leadership, monitoring, and a Design and document Plan-Do-Study-Act Cycles for implementation of highly effective evidence-based interventions.

Some changes to the plan include the following: Implementation of robust literacy and math programs; curricular standard alignment and Rigor TK-8, provide ongoing professional development for all members of the district, provide expert instructional coaching in all content areas. strengthen the Multi-Tiered Systems of Support at all schools and district level, continue analysis of data, utilize higher level technology integration, and provide extended learning opportunities in all content areas with a focus on literacy.

Additional changes within the organizational system include the following: provide safe and welcoming environments, establish student-centered learning culture, increase parental and community engagement to enhance learning, maximize fiscal resources, and align all School Plans for Student Achievement to the LCAP with student groups focused on established goals.

The metrics in the 2024-25 LCAP are being revised to more closely align with our strategic goals and accurately assess our progress. This adjustment is crucial to ensure we are effectively monitoring our performance and making data-driven decisions to improve student outcomes. By refining these metrics, we aim to gain clearer insights into our successes and identify areas that need improvement.

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

Goal

Goal #	Description
Goal 2	Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance Rate (ADA) School Attendance Rate	2020-2021 Overall ADA: 88.4% K-5 Schools ADA 89.2% K-8 Schools ADA 95.5% Middle Schools ADA 87.7%	2021-2022 Overall ADA: 86.5% K-5 Schools ADA 87.2% K-8 Schools ADA 89.9% Middle Schools ADA 88.8%	2022-2023 Overall ADA: 88.18% K-5 Schools ADA 87.2% K-8 Schools ADA 89.9% Middle Schools ADA 88.8%	2023-2024 Overall ADA: 96.4% K-5 Schools 97.2% K-8 Schools 97.7% Middle Schools 95.7%	AESD will increase the attendance rate: Overall by 3% to 91.4% K-5 Schools by 3% to 92.2% K-8 Schools by 3% to 98.5% Middle Schools by 3 to 90.7%

Chronic Absenteeism Rate	2020-2021 Chronic Absenteeism Rate: Overall: 28.8% K-5 Schools: 30.1% K-8 Schools: 11.8% Middle Schools: 43.3% African American: 28%	2021-2022 Chronic Absenteeism Rate: Overall: 45% K-5 Schools: 49.7% K-8 Schools: 33.9% Middle Schools: 38.9% African American: 46.8%	2022-2023 Chronic Absenteeism Rate: Overall: 50.2% African American: 53.5%	2023-2024 Chronic Absenteeism Rate: Overall: 45.1% African American: 51.2%	AESD will reduce the Chronic Absenteeism Rate: Overall: by 3% to 25% K-5 schools: by 3% to 27.1% K-8 schools: by 3% to 8.8% Middle schools: by 3% to 40.3% African American: by 3% to 25%
Suspension Rate	2019-2020 All Students: 7.2% African American: 13.8%	2021-2022 All Students: 0.35% African American: 0.28%	2022-2023 All Students: 7.1% African American: 12.9%	2023-2024 All Students: 9% African American:17.9%	AESD will reduce the suspension rate: All Students by 5% to 2.2% African American by 5% to 8.8%

Facilities Condition	2020-2021:	2021-2022	2022-2023	2023-2024	
Number of schools where facilities do not meet the 'good repair' standards on the Facilities Inspection Tool (FIT)	November 2020 – 6 schools received a fair rating and 8 schools received a rating of Good.	November 2021 - 6 schools received a fair rating and 8 schools received a rating of Good.	November 2022 - 6 schools received a fair rating and 8 schools received a rating of Good.	November 2023- 7 schools received a fair rating and 7 schools received a rating of Good.	All AESD Schools will receive a rating of "Good" or "Exemplary"
Source: Facilities Services Department	Exemplary= The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. (99-100%) Good = The school is maintained in good repair, with a number of non-critical deficiencies noted. These deficiencies are isolated and/or resulting from minor wear and tear and/or in the process of being mitigated. (90-98.99%) Fair = The school is not in good repair.				

	Some deficiencies noted are critical and/or widespread.				
School Climate/Other local measures, including survey of pupils, parents, and teachers on the sense of school safety and connectedness: Percentage of positive responses in the areas of 'safety and 'connectedness' (Belonging) Source: Local Climate Survey	2019-2020: During the most recent stakeholder survey, only 75% of the respondents "agreed" or "strongly agreed" that their children felt safe at school but 87% believe that the schools are safe places. 70.1% believe that their children feel that they matter to the teacher and 73% of the children feel that they matter to the teacher.	2021-2022: Data is unavailable at this time. A Healthy Kids survey will be administered to monitor this moving forward.	2022-2023: California Dashboard – Local Climate Survey indicated: Standard Met 2022-2023: During the most recent educational partner survey, only 85% of the respondents "agreed" or "strongly agreed" that their children felt safe at school but 89% believe that the schools are safe places. 77.2% believe that their children feel that they matter to the teacher and 78% of the children feel that they matter to the teacher.	2022-2023: California Dashboard – Local Climate Survey indicated: Standard Not Met - Updated Dashboard Data 2023-2024: During the most recent survey 80% of educational partners mentioned that their children felt safe at school. 85% "agreed" that the schools in AESD are safe places. 87% mentioned feeling connected to their school through the many opportunities for engagement	AESD will increase the percentage of favorable responses by 5% to 80% of those surveyed responding that their children feel safe at school. AESD will increase the percentage of favorable responses by 5% to 92% of those surveyed responding that they believe district schools are safe places. AESD will increase the percentage of favorable responses by 5% to 75.1% of those surveyed responding that their children feel that they matter to the teacher.
Expulsion Rate	2019-2020 Expulsion Rate: 0.07%	2020-2021 Expulsion Rate: 0.01%	2022-2023 Expulsion Rate: 0.0%	2023-2024 Expulsion Rate: 0.0%	AESD will maintain an Expulsion Rate of less than 0.5%
Middle School Dropout Rate	2019-2020 Middle School dropout rate: 0.33%.	2020-2021 Middle School dropout rate: 0%	2022-2023 Middle School dropout rate: 2%	2023-2024 Middle School dropout rate: 0%	AESD will maintain a Middle School dropout rate of less than 1%.

Goal Analysis

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

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

During 2023-2024, the AESD continued supporting student wellness and building systems to support the whole child. As we increase and improve these services, our students can more easily focus on their academic success. AESD noted the following challenges and successes during the implementation of 2023-2024:

As mentioned for Goal 1, consistency was difficult to maintain amid a post pandemic time The created wide gaps in learning and attendance has required a collective effort of focus throughout the district. It has been extremely difficult to fully implement some of the actions planned for the school year, limiting the effectiveness of the actions. Due to the circumstances surrounding student attendance, which had a huge impact on our region, substantive differences existed between the following planned activities, and their actual implementation

Goal 2 Action 1: The district has partially implemented the initiative to provide two district-level Foster Youth Counselors due to challenges in coordinating and delivering comprehensive support services that effectively meet the diverse needs of Foster Youth students. While significant progress was made with the successful hiring and retention of one counselor, the complexity of addressing the academic, physical health, and mental health needs of this student group required more targeted and individualized approaches. The positive impact on attendance rates in K-8 schools demonstrates the effectiveness of these efforts, yet the ongoing challenges with chronic absenteeism, particularly among middle school and African American students, underscore the need for further refinement and expansion of these services. The low absenteeism in K-8 schools (11%) indicates potential best practices that could be analyzed and implemented in other school types.

Goal 2 Action 2: AESD offered music and art to students through itinerant teachers who provided instruction to students at all district school sites. The success of the opportunity to directly influence the increase of attendance within the elementary grades.

Goal 2 Action 3: The district has partially implemented the initiative to hire fourteen additional counselors to support the mental and social-emotional wellness of students due to the need for extensive collaboration and alignment with district priorities and educational partners input. Developing a comprehensive job description that meets the diverse needs of students while ensuring alignment with educational goals required careful consideration and input from various educational partners. This collaborative process, while essential for creating a role that effectively supports student wellness, has extended the timeline for implementation. The district remains committed to this goal as it continues to address the significant mental and social-emotional needs of the Adelanto community.

Goal 2 Action 4: The Student Attendance Officer (Action 2.4) provided parent education around attendance to attempt to increase attendance rates. Each of these actions contribute to the aligned metrics, and when fully implemented, will undoubtedly help the district meet Goal 2.

Goal 2 Action 5: Health clerks (Action 2.5) provided invaluable physical wellness support to our students in the midst of a post global pandemic, and transportation services (Action 2.7) were provided to our students to limit barriers to education in our community.

Goal 2 Action 6: District staff worked with community partners to revamp the district's Positive Behavior Interventions and Supports program districtwide to promote safe and inclusive learning environments (Action 2.6, Social Emotional Learning).

Goal 2 Action 7: Increased transportation for all students provided a link from home to school services. However, a shortage of Bus Drivers played a critical role in providing the needed transportation for our students.

Goal 2 Action 8: Our efforts to provide two district level social workers were planned however the difficulty to hire and retain personnel did not transpire. As the results of our collective efforts we did hire and maintain an effective social worker who was able to provide social-emotional prevention, intervention, counseling, and a linkage to resources. Results of the planned action had a direct correlation to higher attendance rates within the K-8 schools. However the need to maintain the action is evident in the chronic absenteeism that is notably high across the board, particularly among middle schools and African American students. The low absenteeism in K-8 schools (11%) indicates potential best practices that could be analyzed and implemented in other school types.

Due to the circumstances surrounding student attendance, which had a huge impact on our region, substantive differences existed between the following planned activities, and their actual implementation the district made huge strides toward our goals.

In spite of challenges faced, key successes were the utilization of district Foster Youth Counselors, who provided services and connected foster youth with resources. Health clerks provided critical health support for students, and AESD was able to begin revamping district-wide implementation of Positive Behavior Interventions and Supports (PBIS), which included training teacher leaders and administrators.

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.

During the 2023-2024 school year, Adelanto Elementary School District (AESD) continued its commitment to supporting student wellness and building systems to support the whole child. However, the district faced significant challenges, particularly in the aftermath of the pandemic, which created wide gaps in learning and attendance. These

challenges impacted the full implementation of several planned actions, limiting their effectiveness. For instance, Foster Youth Services (Goal 2, Action 1) required an increase in funding to address the effects of the physical and mental health of our Foster Youth post pandemic. Another example is Music and Art (Goal 2 Action 2), Counselors (Goal 2 Action 3), Physical Wellness (Goal 2 Action 5), and Social Workers (Goal 2 Action 8) less funds were spent than budgeted due to the challenges in recruiting and employing music and art teachers, health clerks, counselors, and social workers.   Attendance and Engagement (Goal 2, Action 4) required an increase in expenditures as the plight to increase attendance, and lower chronic absenteeism, suspensions, and expulsions required additional funds for success.   Social Emotional Learning (Goal 2 Action 6), staffing challenges, including a substitute teacher shortage, hindered the district's ability to provide the necessary training, resulting in almost no expenditures for this action. Conversely, the national bus driver shortage led to increased transportation costs compared to the initially planned (Goal 2 Action 7). Despite these challenges, AESD made notable progress in certain areas.

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

The Adelanto Elementary School District (AESD) has undertaken a comprehensive evaluation of its program effectiveness over the three-year Local Control and Accountability Plan (LCAP) cycle, spanning from 2021-2022 to 2023-2024. This evaluation draws on data from the Average Daily Attendance Rate (ADA) School, Expulsion Rate Attendance Rate and Middle School Dropout Rate and other pertinent metrics. Below is a detailed evaluation of the effectiveness and challenges of the AESD program during the 3-year LCAP cycle (2021-2022, 2022-2023, and 2023-2024): The evaluation of AESD's program over the three-year LCAP cycle shows that the district has made substantial progress in several key areas. The significant improvements in attendance and reductions in expulsion and dropout rates further emphasize the district's success.

Action 2.1 Foster Youth Services, Action 2.2 Music and Art, Action 2.3 Counselors, Action 2.4 Attendance and Engagement, Action 2.5 Physical Wellness, Action 2.6 Social Emotional, and Action 2.7 Transportation Services, Action 2.8 Social Workers: The combined impact of the actions in Goal 2 throughout the 3-year LCAP cycle (2021-2022, 2022-2023, and 2023-2024) with high attendance rates in K-8 schools, low expulsion and dropout rates, and the majority of respondents believe schools are safe places and feel their children are valued by teacher was partially implemented with some areas of effective improved outcomes of the related metrics associated with showing growth and improvement in school climate/campus environment.

Data showed Chronic Absenteeism Rate baseline 28.5 to Year 1 at 45% to Year 2 at 50% to a decline in Year 3 at 45.1% not meeting our desired outcome for 2023-24 of 25% of chronic absenteeism rates leading to a partially effective goal. Suspension Rate baseline for all students at 7.2%, Year one .35%, Year two 7.1% and Year three at 9% not meeting the desired outcome for the 2023-2024 of 2.2%. Additional data supporting this determination includes the Average Daily Attendance Rate (ADA) School Attendance Rate baseline at Overall 88.4% to decline year one to 86.5%, Year two 88.18% then increase to 96.4% surpassing the desired outcome for 2023-2024 of 91.4%, Expulsion Rate baseline at .07%, Year 1 at .01%, Year 2 at 0%, Year 3 at 0% meeting the desired outcome for 2023-2024 of .5%, and Middle School Dropout Rate baseline at .33% to Year 1 at 0%, Year 2 at 2% and Year 3 at 0% meeting the desired outcome for 2023-2024 of 1%.

Also, Facilities conditions vary, with a need for improvements in schools rated as "Fair" to ensure all students have access to a conducive learning environment. These survey results show a similar trend to the more recent data, indicating a slight improvement in perceptions of safety and connectedness. While a majority feel the schools are safe, there is a gap between perceived safety and students' feelings of safety. The percentage of students feeling valued by teachers is relatively high, which is positive, but there's room for improvement.

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

During educational partner engagement for the next three-year LCAP Cycle AESD determined the importance of the previously identified areas and goals and how the District will maintain the course. All actions will remain in the 2024-2025 LCAP with the addition of Action 2.9 Engaging Electives.

This goal is "in progress" as we continue to meet the challenges. The district has made huge strides toward our goal Goal 2 actions within the school year to fully implement some of the Goal 2 actions. District staff worked with community partners to revamp the district's Positive Behavior Interventions and Supports program districtwide.

Action 2.6, Social Emotional Learning. Foster Youth Counselors (Action 2.1) continued to provide valuable services to some of the district's

most vulnerable students.

AESD offered music and art (Action 2.2) to students through itinerant teachers who provided instruction to students at all district school sites.

Additional counselors (Action 2.3) provided social and emotional learning lessons (Action 2.6), and other student supports throughout the school year.

Health clerks (Action 2.5) provided invaluable physical wellness support to our students in the midst of a global pandemic, and transportation services

(Action 2.7) were provided to our students to limit barriers to education in our community. The Student Attendance

Officer (Action 2.4) provided parent education around attendance to attempt to increase attendance rates. Each of these actions contribute to the aligned metrics, and when fully implemented, will undoubtedly help the district meet Goal 2.

The metrics in the 2024-25 LCAP are being revised to more closely align with our strategic goals and accurately assess our progress. This adjustment is crucial to ensure we are effectively monitoring our performance and making data-driven decisions to improve student outcomes. By refining these metrics, we aim to gain clearer insights into our successes and identify areas that need improvement.

Goal 2 Action 8: Our efforts to employ two district level social workers will continue with a more rigorous approach of service.

One new action has been added to the 2024-2025 AESD LCAP: 2.9 Engaging Electives - The district will provide access to additional and diverse elective courses, including eSports and AVID, to improve academic engagement and is principally directed toward Low-Income students to close the achievement gap.

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

Goal

Goal #	Description
Goal 3	Parents, families, community stakeholder, will be informed, engaged, and empowered as partners with the Adelanto Elementary School District to support student learning and improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Effort the school district makes to seek parent input in decision-making	Local Indicator: District's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: Baseline will be collected during the 2021-2022 school year	2021-2022: Local Indicator: District's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: Full Implementation.	2022-2023: Local Indicator: District's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making: Full Implementation.	2023-2024: Local Indicator: District's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making: Met.	AESD will be at Full Implementation for the following Local Indicator: District's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
Promoting parental participation in programs for unduplicated students and individuals with exceptional needs.	Approved Parent Volunteers 2019-2020: 451 Parent attendance at district parent group meetings, including attendance via Zoom: 21-22 will be the baseline year.	Approved Parent Volunteers 2021-2022: 11 (volunteer registration was opened toward the end of the year due to COVID-19 prevention protocols) Parent attendance at district parent group meetings, including attendance via Zoom: 109.	Approved Parent Volunteers 2022-2023: 111 Parent attendance at district parent group meetings, including attendance via Zoom: 97.	Approved Parent Volunteers 2023-2024: 523 Parent attendance at district parent group meetings, including attendance via Zoom:1980	AESD will increase the number of approved parent volunteers to 500 volunteers. AESD will increase parent attendance at district parent group meetings by 1%.

Goal Analysis

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

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

All of the 2023-2024 LCAP Goal 3 Actions were partially implemented as planned. AESD noted the following challenges and successes during the implementation of the 2023-2024 LCAP:

Due to the circumstances surrounding the post pandemic timeline, which had a huge impact on our region, Goal 3 Action 1: Family Engagement was not fully implemented.   However as the plan became more successful the need for space was dramatically higher than expected. As the need was higher the number of parents participating in training, workshops, and programs were equally in demand. In spite of these challenges, AESD was able to successfully offer a robust list of courses to build parent capacity.

Goal 3 Action 2: Partial Implementation - The district aimed to reach full implementation in supporting family members to engage in advisory groups and decision-making effectively. This means creating opportunities for parents to participate and ensuring they have the necessary skills and information to contribute meaningfully. The intent was to provide written and oral communication to inform parents and community on district programs, meetings, and initiatives that benefit students and families in order to increase community engagement. As a result parent involvement did increase and more parents communicated their connection to the school process.

Parent Involvement: Number of Approved Parent Volunteers; The target is to increase the number of approved parent volunteers to 500. Parent Attendance: An increase of 1% in parent attendance at district parent group meetings has been achieved.

Goal 3 Action 3: Partial Implementation - The district did provide supplemental interpretation services and bilingual support to families in their home languages, to increase two-way communication between families of English Learners and the district to increase parent engagement, English Learner Connectedness and achievement. The Interpretation and Translation Services was implemented by the Communications Department, which provided supplemental interpretation services and bilingual support to families in their home languages to increase two-way communication between families and the District, as well as to engage the community as partners. Funds allowed us to increase and improve services by increasing on-demand phone/video services by 120%. We increased on-site interpretation services compared to 2022-2023. We also were able to provide written translations of documents. As a result of these efforts there was an increase in parent involvement across the district.

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

The differences between budgeted and actual expenditures, as well as planned and actual percentages of improved services, often arise due to dynamic and evolving needs within the community. Recognizing these trends is crucial for future planning and ensuring that continued use of resources to meet ongoing and anticipated needs of our community is critical.

Family Engagement Goal 3 Action 1: This action is principally directed toward improving parent support for increasing academic success in English Learners, Foster Youth, and Low-Income students, however planned expenditures were not exhausted due to the shortage of personnel to carry out the plan.   Communication Goal 3 Action 2 and Bilingual Education Goal 3 Action 3 funds were allocated but less funds were utilized due to a shortage of fluent bilingual personnel as it was difficult to recruit and employ bilingual personnel to read, write, and communicate in another language other than English.

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

The evaluation of AESD's program over the three-year LCAP cycle shows that the district has made substantial progress within goal 3.   The effectiveness of the district's strategies and initiatives increased engagement and support for families through parent volunteer programs and meetings underscore the district's holistic approach to educational improvement. Adelanto Elementary School District was effective in implementing this goal in its totality. During the three year cycle we progressed in building the capacity and supporting families district wide while increasing the number of approved parent volunteers by continuously gathering input during the year of parent meetings.

Family Engagement Action 3.1, Communication Action 3.2, and Bilingual Education Action 3.3. demonstrated the efforts the school district made to seek parent input in decision making results as presented in the district's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making. Year 1 and Year 2 reflect Full implementation, as Year 3 Outcome reflects Met. Additional data promoting parent participation in programs for unduplicated students and individuals with exceptional needs were represented with approved parent volunteers and participate rates of attendance at district parents group meetings, Year 1 - 11 volunteers, 109 adult participants, Year 2 - 111 volunteers, 97 participants, Year 3 - 523 volunteers and 1980 participants reaching desired outcomes for 2023-2024 of 500 volunteers, and 1% increase of participants as effective in its goals.

The district successfully increased the number of approved parent volunteers and continuously gathered input from parents during meetings, demonstrating an effective approach to building capacity and supporting families. AESD has effectively built capacity and supported families district-wide by increasing the number of approved parent volunteers. Continuous gathering of input during parent meetings has been instrumental in achieving this goal.

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

There are no anticipated changes to the actions for the 2024-2025 LCAP.

Based on positive educational partner feedback, changes to increase successful parent and community workshops, programs, and training will be enhanced to meet the huge demand for more.

We will continue to offer family engagement opportunities in alignment with the Board's Core Values and AESD's strategic objectives. The district will increase the availability of these opportunities and widen the scope of delivery to all school sites.

Resource Allocation: Additional workshops and supplies will be planned to offset the available funds to increase the number of training sessions and programs.

Future planning includes recognizing the ongoing high demand, the unmet needs or the continuation of successful programs will be factored into the subsequent Local Control and Accountability Plan (LCAP). This ensures that adequate funds are allocated in future budgets to sustain and enhance parent programs and services.

The metrics in the 2024-25 LCAP are being revised to more closely align with our strategic goals and accurately assess our progress. This adjustment is crucial to ensure we are effectively monitoring our performance and making data-driven decisions to improve student outcomes. By refining these metrics, we aim to gain clearer insights into our successes and identify areas that need improvement.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

California Department of Education
November 2023

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Adelanto Elementary School District	Tasha Doizan Ed.D. |Assistant Superintendent of Academic Services	tasha_doizan@aesd.net 760-246-8691	

Plan Summary 2024-2025

General Information

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

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

Melva Davis Academy of Excellence, George Visual & Performing Arts School, and Victoria Magathan Elementary - offer unique and specialized curricula that provide a range of benefits to students. Victoria Magathan Elementary's Dual-Language Immersion program offers students the opportunity to become proficient in both English and Spanish, promoting cross-cultural understanding among students. Which can help them in their future endeavors.

Melva Davis Academy of Excellence's focus on STEAM education prepares students for successful careers in various industries, such as, science, technology, engineering, arts, and mathematics.

George Visual & Performing Arts School emphasis on creative skills to provide students with a strong foundation for a career in media and arts. Overall, these schools offer a well-rounded education that equips students with the necessary skills for success in their chosen fields and beyond.

Reflecting the vibrant diversity of the community it serves, the district's student demographics from the 2023 CA Dashboard reveal a rich tapestry of cultural and socioeconomic backgrounds. With 16.7% English Learners, 3.2% Foster Youth, 1.5% Homeless, and a significant 78.9% of students being socioeconomically disadvantaged, the district's commitment to inclusive education is paramount. The student body comprises 18.6% African American, 67.7% Hispanic, and a mixture of other ethnicities, creating a dynamic learning environment.

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

The district's vision is manifested through its Mission to ready every student for success in high school, college, career, and the global community of the 21st century, and a Vision to become the High Desert's premier learning establishment. This is further supported by the Board of Trustees' Core Values emphasizing home, school, and community partnerships; student success; safe, respectful, and well-maintained schools; high-quality staff; and fiscal responsibility.

The Strategic Objectives, guided by these core values, ensure a collaborative culture, continuous improvement, family engagement, and the alignment of resources to bolster professional learning, student success, innovation, and community involvement. Leading Indicators such as classroom instruction and engagement, and Trailing Indicators like standardized test data, monitor the district's performance, ensuring that each child's potential is maximized, embodying a community where dreams are ignited, and academic achievement soars.

Equity Multiplier Schools:
Per the description on the California Department of Education's website, the Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Based on the eligibility criteria, the schools below were identified. Each school engaged their Educational Partners within their school community to develop a plan to address (a) all student groups that have the lowest performance level on one or more state indicators on the Dashboard, and (b) any underlying issues in credentialing, subject matter preparation, and retention of the school's educators, if applicable. The goals and action plans for the identified school sites can be found in this document in goals 4 through 10.

The following schools have been identified as recipients of the Equity Multiplier: Adelanto Elementary, Donald F. Bradach Elementary, Theodore Vick Elementary, West Creek Elementary, Columbia Middle, Mesa Linda Middle, and Adelanto Virtual Academy.

Reflections: Annual Performance

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

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

Academic Achievement

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

The 2023 California School Dashboard for **English Language Arts** at the **District** Level in red: All students -76.5, EL -104.3, FOS -113.7, SED -79.8, AA -106.1, HI -71.7; Homeless - 128.5.

Per the CAASPP **ELA** School and Student Group 2023 CA School Dashboard is as follows: **Adelanto Elementary:** All -140.4 DFS, LI -139.2 DFS, and HI -129 DFS. **Bradach:** EL -97 DFS: **Eagle Ranch:** EL -82.8 DFS; **El Mirage:** EL -157 DFS; **George Visual:** EL -82.3 DFS, SWD -101.3 DFS; **Gus Franklin:** SWD -112.2 DFS; **Morgan Kincaid:** EL -70.9 DFS, SWD -130.3 DFS, AA -98.9 DFS; **Ted Vick:** EL -102.5 DFS, AA -108.6 DFS; **Victoria Magathan:** All -80.1 DFS, EL -94.1 DFS, LI -77.2 DFS, SWD -146.9 DFS, AA -108.6 DFS, HI -72.8 DFS; **West Creek:** All -95.1 DFS, LI -102.6 DFS, SWD -141.3 DFS, AA -114.2 DFS, HI -94.9 DFS; **Westside Park,** All -107.3 DFS, EL -112.4 DFS, LI -108.5 DFS, SWD -137.4 DFS, HI -105.2 DFS; **Adelanto Virtual:** All -141.1 DFS, LI -131.3 DFS, HI -150.3 DFS. **Columbia Middle School:** All -115.1 DFS, EL -149.8 DFS, LI -117.1 DFS, AA -128 DFS, HI -115 DFS; **Mesa Linda Middle School:** All -123.5 DFS, EL -144.5 DFS, LI -123.8 DFS, SWD -180.3 DFS, AA -143.8 DFS, HI -119.2 DFS

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

The 2023 California School Dashboard for **Mathematics** at the **District** Level in red: All students -115.3, EL -133.7, FY -152.4, HOM -150.7, SED -118.8, AA -145.7, HI -110.1. Additionally, the following groups are as follows: WH -90.5, MR -108.8, and SWD -168.7. Per the CAASPP Math School and Student Group 2023 is as follows: **Adelanto Elementary:** All -115.3; SED -118.8, and HI -110.1. **Adelanto Virtual Academy:** ALL -182.4, HI -190.9, SED -173.3; **Bradach**: ALL -107.4; EL -116.2; SED -111.4; HI -102.7 **Eagle Ranch**: SWD -143.8 **El Mirage**: ALL -155.8 EL -194.1; SED -157.9; **George:** EL -99.3; AA -100.6; **Gus Franklin:** SWD -124; **Morgan Kincaid:** SWD -148.1; AA -123.7 **Ted Vick:** ALL -102.5; EL -126.2; SED -104.9; AA -125.8; HI -100.5 **Victoria Magathan:** EL -98.8; SWD -158.7.; **West Creek:** ALL -109.1; SED -113.8; SWD -156.5; AA -133; HI -101.4; **Westside Park:** ALL -127.8; EL -129.5; SED -129; SWD -157.8.; HI -119.3; and AA -143.8 **Columbia Middle School:** ALL -175.3; EL -192.7; SED -174.9; SWD -210.5 AA -185.7; HI -174.2; **Melva Davis:** AA -118.4; **Mesa Linda:** ALL -177.8; EL -193.1; SED -179.8; SWD -224.5; HI -174.7;

The 2023 California School Dashboard for **ELPI** at the **District** Level: 47.2 (1,114)
The 2023 California School Dashboard for **ELPI** at the **School** Level: **Bradach** 34.9 (83); **George** 44.4 (124)**; Ted Vick** 38.6 (88); and **Westside Park** 34.4 (64).

The 2023 California School Dashboard for **Suspension** Rates at the **District** Level in red: All 9%, EL 6.1%, FOS 16.9%, HOM 12.3%, SED 9.3%, SWD 12.4%, AA 17.9%, HI 6.4% WH 8.2% MR 10.6%. The 2023 California School Dashboard for **Suspension** Rates at the **School** Level in red: **Adelanto Elementary:** All 6.2%, SED 6.7%, SWD 16%, AA 8.8%, and HI 5.4%; **Bradach**: FY 7.7%; **Eagle Ranch**: All 3.8%, SED 4.4%, SWD 6.9%, AA 11%, and WH 6.5%; **Gus Franklin:** AA 7.8%; **Morgan Kincaid:** FY 8.9%; **Ted Vick:** FY 14.9%,SWD 8.5%,AA 13.5%, HI 4.3%; **Victoria Magathan:** AA 6.2%; **West Creek:** SED 6.2%, SWD 8.4%, and AA 13.3%; **Westside

Park: AA 3.8%; **Columbia Middle School:** All 22.4%; EL 14.6%; FY 23.7%; SED 22.2%; SWD 24.4%; AA 37.1%; HI 16.5%; WH 20.5%; and 2 or More 25.4%.; **Mesa Linda:** All 32.9%; EL 28.4%; FY 43.1%; SED 33.5%; SWD 38.2%; AA 49.8%; HI 24.7%; WH 28.9%; 2 or More 43.9%.

The **Chronic Absenteeism** Rate:The 2023 California School Dashboard for **Chronic Absenteeism** Rates at the **District** Level in red are: Homeless 69.3%; AS 35.7; FI (33.3% Overall: 28.8% K-5 schools: 28.5% K-8 schools: 11.%; Middle Schools: 28.7% With a Suspension Rate: All Students: 11.4%. And an Expulsion Rate: Expulsion Rate: 0.5%. The 2023 California School Dashboard for Chronic Absenteeism Rate of the District include: All 45.1%, SED 47.1%, EL 38.3%, FY 39.2%, HY 69.3%, Asian 35.7% and FI 33.3%.

The 2023 California School Dashboard for Chronic Absenteeism Rate of School and Student Group in red:

Adelanto Elementary: All 61.7%, EL 50%, SED 62.2%, SWD 61.4%, AA 72.4%, HI 53.8%; **Eagle Ranch:** AA 57.5%; **Morgan Kincaid:** FY 40.4%; **Ted Vick:** AA 46%; **West Creek:** All 51.7%, SED 54.6%, HI 49.3%, WH 61.3%: **Westside Park:** All 55.2%, AA 57.7%,WH 60%; **Columbia Middle School:** AA 63.1%; **Melva Davis:** SWD 37.9%, 2 or More 36.7%; and **Mesa Linda Middle School:** All 56.5%; EL 58.5%; FY 50.8%; SED 58.3%; SWD 60.7%; AA 61.2%; HI 54.9%; 2 or More 62.3%.

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

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

2. Increased ELPAC Scores: The district has made significant progress in increasing the percentage of English Learner students scoring 4 on the English Language Proficiency Assessments for California (ELPAC). A 26.5% achievement rate in this category demonstrates meaningful improvement in language proficiency among ELs.

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

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

Educational Partnerships

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

Reflections: Technical Assistance

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

The Adelanto Elementary School District is eligible for District Assistance in the following areas: Homeless – ELA/Math, Chronic Absenteeism, and Suspension Rate; African American – ELA/Math and Suspension Rate, English Learners – ELA/Math and Suspension Rate, Foster Youth – ELA/Math and Suspension Rate, Hispanic – ELA/Math and Suspension Rate, Socioeconomically Disadvantaged - ELA/Math and Suspension Rate.
The Adelanto School District has taken significant steps to ensure the success of our schools through a root cause analysis process that produced cognitive conclusions that has produced comprehensive technical assistance to be provided. The technical assistance approach is is outlined into various actions:

Divisional Support: All divisions within the Adelanto School District are involved in supporting schools. This indicates a collaborative effort across various departments to ensure schools receive comprehensive assistance. Guidance and Timelines: The district provides extensive guidance and timelines to support the development and

implementation of improvement plans for the school year. This structured approach helps ensure consistency and accountability across schools. Academic Services Department: The Academic Services Department plays a crucial role in assisting schools. They offer expertise in curriculum development, instructional strategies, and assessment methods to enhance academic outcomes. Equitable Plans: There's a focus on developing and implementing equitable plans of action. This ensures that all students, regardless of background or circumstances, have access to quality education and support services. School Plan for Student Achievement (SPSA): The SPSA serves as a blueprint for improving student outcomes. It includes goals, strategies, actions, resources, and metrics for measuring progress towards academic success. Coaching Visits: Ongoing coaching visits provide site leaders with personalized support. Additional technical assistance includes guidance on best practices, and social-emotional support to address the holistic needs of school students, staff, and site leaders.

In addition, this approach is a commitment to continuous improvement and student success within the Adelanto Elementary School District. By providing comprehensive support and guidance, we aim to create an environment where every student can thrive academically and personally. The Adelanto Elementary School District (AESD) is implementing an Inquiry Cycle system of support for site leaders. Here's a breakdown of what this entails: Inquiry Cycle System: This system involves a cyclical process of inquiry, action, reflection, and adjustment. Site leaders are guided through this process to continuously assess student needs, implement interventions, evaluate effectiveness, and make necessary adjustments. Emphasis on District Assistance School Indicators: The district is placing importance on indicators that help identify schools in need of additional support. These indicators include various academic, social, and emotional factors that impact student learning and success. Comprehensive SPSA: The focus is on developing a comprehensive School Plan for Student Achievement (SPSA). This plan aims to address the learning gaps of identified student groups, ensuring that interventions are targeted and effective. Addressing Learning Gaps: Recognizing that different student groups may have varying needs, the SPSA is designed to target and close learning gaps. This approach is crucial for promoting equity and ensuring that all students have access to high-quality education and support.

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

Homeless (ELA/Math, Chronic Absenteeism, Suspensions)

1. **Goal 2, Action 4:** The Academic Services Director and the School Attendance Officer will create systems to address student attendance to reduce the chronic absenteeism rate for district students.

2. **Goal 2, Action 1:** Foster Youth Counselors will also support Homeless Students by connecting them to physical and mental health services.

3. **Goal 1, Action 8:** A districtwide Literacy Plan will encompass equitable services, including support for Homeless students in language development and academic intervention programs.

4. **Goal 1, Action 8:** Implement after-school tutoring programs specifically for homeless students to improve their ELA and Math performance.

5. **Goal 1, Action 8:** Provide access to online learning platforms and resources for homeless students to support their academic needs.

6. **Goal 2, Action 1:** Establish partnerships with local shelters and community organizations to provide additional resources and support to homeless families.

African American (ELA/Math, Suspensions)

1. **Goal 1, Action 8:** The District Wide Literacy Plan supports language development and academic interventions, which will benefit African American students.

2. **Goal 1, Action 8:** Create mentorship programs pairing African American students with role models to provide academic and personal guidance.

3. **Goal 1, Action 8:** Offer targeted enrichment programs during summer and breaks to support continued learning and reduce learning loss.

4. **Goal 2, Action 3:** Additional counselors and support services will provide mental health and social-emotional support, aimed at reducing suspensions and improving engagement among African American students.

5. **Goal 2, Action 3:** Develop culturally relevant family engagement programs to strengthen school-family connections and support student learning.

6. **Goal 2, Action 3:** Collaborate with local African American community organizations to provide workshops and resources focused on educational success and extension of school such as STEM.

English Learners (ELA/Math, Suspensions)

1. **Goal 1, Action 8:** Focus on English Language Development for both EL and Long-Term English Learners, including goal-setting activities and academic intervention programs.

2. **Goal 1, Action 8:** Implement intensive English language development summer programs for EL students to accelerate language acquisition.

3. **Goal 1, Action 8:** Provide Extra supports such as aides, proctors in classrooms with high concentrations of EL students to support language and content learning.

4. **Goal 2, Action 3:** Mental health and social-emotional counseling services specifically directed toward English Learners to support their overall well-being and reduce suspensions.

5. **Goal 2, Action 3:** Offer bilingual family workshops focused on helping parents support their children's education at home.

6. **Goal 2, Action 3:** Utilize district family liaison roles to connect EL families with school resources and community services.

Foster Youth (ELA/Math, Suspensions)

1. **Goal 2, Action 1:** Foster Youth Counselors will provide access to academic services physical health services, and mental health services for Foster Youth to improve their outcomes and reduce suspensions.

2. **Goal 2, Action 1:** Partner with child welfare agencies to provide integrated support services for foster youth and their caregivers.

3. **Goal 2, Action 3:** Additional mental health and social-emotional counseling services will support Foster Youth.

4. **Goal 2, Action 3:** Establish after-school programs focused on academic and social-emotional support for foster youth.

Hispanic (ELA/Math, Suspensions)

1. **Goal 1, Action 8**: The district wide Literacy Plan includes equitable services for Hispanic students, focusing on language development and academic intervention programs .

2. **Goal 1, Action 8:** Implement culturally relevant instructional strategies and materials to engage Hispanic students in ELA and Math.

3. **Goal 1, Action 8:** Provide dual-language programs to support bilingualism and biliteracy in Hispanic students.

4. **Goal 2, Action 3**: Mental health and social-emotional counseling services will support Hispanic students to reduce suspensions and improve their overall well-being.

5. **Goal 2, Action 3:** Develop family engagement programs in English and Spanish to ensure parents can actively participate in their children's education.

6. **Goal 2, Action 3:** Collaborate with Hispanic community organizations to offer educational workshops and resources.

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

1. **Goal 1, Action 8**: The Literacy Plan and academic interventions will support Low Socio-Economic students in language development .

2. **Goal 1, Action 8:** Provide free access to educational technology and internet services for low-income families.

3. **Goal 2, Action 5**: Wellness support to improve physical wellness in students and remove barriers to education, directed toward Low-Income students .

4. **Goal 2, Action 7:** Transportation services to ensure access to in-person instruction for Low-Income students, reducing chronic absenteeism and improving engagement.

5. **Goal 2, Action 7:** Partner with local businesses and organizations to provide resources and services to low-income families, such as school supplies and health services.

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

Overall, by implementing an Inquiry Cycle system of support and prioritizing indicators of need, AESD aims to provide targeted and effective assistance to schools and student groups, ultimately driving improved outcomes for all students. The Adelanto School District (AESD) is clearly dedicated to a systematic approach to improving student outcomes through collaborative efforts and data-driven decision-making. Let's break down the key components and actions outlined in your description: Inquiry Cycle System: AESD emphasizes an Inquiry Cycle system of support, which likely involves a continuous process of assessing student needs, implementing interventions, evaluating effectiveness, and making adjustments as necessary. District Collaboration Meeting: A "Round Table" collaboration meeting is convened with key members of the District Team, including the Assistant Superintendent of Academic Services, Directors of various academic departments, and Academic Coordinators. This meeting serves as a platform to collect, analyze, and discuss goals and actions to address the needs of student groups within the district. Data-Driven Decision-Making: The meeting allows for the collection, analysis, and collaboration around data, goals, and areas of growth. Leaders utilize state and local data to inform decisions and generate goals and actions aligned with the district's LCAP (Local Control and Accountability Plan). SPSA Development: Site leaders are tasked with completing a comprehensive School Plan for Student Achievement (SPSA) template. This involves conducting a needs assessment, identifying resource inequities, setting goals, developing a budget, and ensuring collaboration with educational partners and feedback from School Site Council and English Learner Advisory Committee (ELAC) members. Goal Areas: Each school within the district is required to have at least six goals, covering areas such as English Language Arts, Mathematics, Special Education, English Learners, Culture and Climate (with an emphasis on attendance), and Parent and Community Engagement. Inquiry Cycle System: AESD emphasizes an Inquiry Cycle system of support, which likely involves a continuous process of assessing student needs, implementing interventions, evaluating effectiveness, and making adjustments as necessary. District Collaboration Meeting: A "Round Table" collaboration meeting is convened with key members of the District Team, including the Assistant Superintendent of Academic Services, Directors of various academic departments, and Academic Coordinators. This meeting serves as a platform to collect, analyze, and discuss goals and actions to address the needs of student groups within the district. Data-Driven Decision-Making: The meeting allows for the collection, analysis, and collaboration around data, goals, and areas of growth. Leaders utilize state and local data to inform decisions and generate goals and actions aligned with the district's LCAP (Local Control and Accountability Plan). SPSA Development: Site leaders are tasked with completing a comprehensive School Plan for Student Achievement (SPSA) template. This involves conducting a needs assessment, identifying resource inequities, setting goals, developing a budget, and ensuring collaboration with educational partners and feedback from School Site Council and English Learner Advisory Committee (ELAC) members. Goal Areas: Each school within the district is required to have at least six goals, covering areas such as English Language Arts, Mathematics, Special Education, English Learners, Culture and Climate (with an emphasis on attendance), and Parent and Community Engagement. Budget Development: Site leaders are responsible for developing a robust budget that aligns with allocated funds and addresses the needs identified in the SPSA. This includes action plans for various programs such as Title I, Supplemental and Concentration, Equity Multiplier, and Comprehensive Support and Improvement (CSI) programs. Parent and Community Engagement: Site leaders are required to develop a School-Parent Compact and a Parent and Family Engagement Policy, ensuring active involvement and collaboration with parents and the broader community.

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

Comprehensive Support and Improvement

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

Schools Identified

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

The schools eligible for Comprehensive Support and Improvement are as follows: Adelanto Elementary School (AES), West Creek (WCE), Westside Park (WPE), Columbia Middle School (CMS), and Mesa Linda Middle School (ML).

Support for Identified Schools

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

The district provides support for identified schools in developing Comprehensive Support and Improvement (CSI) plans by providing clear CSI guidelines from the California Department of Education (CDE) School Improvement and Support Office (SISO) and the San Bernardino County Superintendent of Schools (SBCSS). AESD provides multiple support layers for school sites to engage in a cycle of continuous improvement. These include tools that scaffold the comprehensive needs assessment, goal setting, implementation of evidence-based strategies, and resource allocation processes. The Assistant Superintendent of Academic Services, Director of State and Federal Programs, and the Director of Student & Academic Services invest significant time to support these processes in their one-to-one meetings, as well as group training, to support CSI site leaders.

Local Needs Assessment Process

1. Conducting the Needs Assessment:

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

- Data Collection and Review:
  - Student Performance Data: Standardized test scores, attendance records, and disciplinary reports were analyzed.
  - School Climate Surveys: Feedback from students, parents, and staff regarding the learning environment, safety, and overall school climate through the Healthy Kids Survey and Parent Advisory Meetings through the school year.
  - Demographic Data: Information on student demographics, including socioeconomic status, English language proficiency, and special education supports and needs were gathered through the Student Information Systems (SIS) and surveys.
  - Resource Allocation Data: An analysis was conducted of current resource distribution across schools, including funding, staffing, and educational materials.

- Educational Partners Involvement:
  - Educational Partners Meetings: Organized meetings were conducted with teachers, parents, students, and community members to gather qualitative data and insights at the site and the district levels.
  - Focus Groups: Conducted focus groups with specific educational partners, groups, such as English learners, students with disabilities, and economically disadvantaged families, to understand their unique challenges and needs and gain invaluable feedback.
  - Surveys and Questionnaires: Surveys were distributed to a broader audience to ensure diverse perspectives were included in the assessment. Surveys are conducted both electronically and through paper in order to meet the needs of our community.

2. Identifying and Selecting Evidence-Based Interventions:

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

- Research and Review:
  - Evidence-Based Databases: Reputable sources were utilized such as the What Works Clearinghouse and the Every Student Succeeds Act (ESSA) evidence tiers to identify interventions with proven effectiveness.
  - Best Practices: Reviewed academic literature, case studies, and appreciative inquiry cycles, and walkthroughs on successful interventions implemented in similar contexts.
- Selection Criteria:
  - Relevance to Identified Needs: Interventions were chosen based on their ability to address the specific needs highlighted by the data to support the varied needs of the school sites.
  - Feasibility and Sustainability: Considered the practicality of implementation, including cost, required training, and alignment with existing resources and initiatives.
  - Educational Partners Approval: Engaged educational partners in reviewing and selecting interventions to ensure buy-in and relevance to the local context.

3. Identifying Resource Inequities:

Resource inequities were identified through a comprehensive analysis of both needs assessment data and financial reviews:

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

By combining quantitative data analysis with qualitative insights from educational partners, the needs assessment provided a comprehensive understanding of the current state of education in the Adelanto Elementary School District. This thorough process ensured that the selected interventions were not only evidence-based but also tailored

to address the specific needs and inequities identified, paving the way for more effective and equitable educational outcomes. The effectiveness of the interventions will be reviewed and progress-monitored to assure supports are effective for students.

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

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

AESD understands that to create a collaborative culture within a district, it is important to provide opportunities for school leaders to engage in regular meetings and training sessions where they can share best practices and learn from one another. During our Roundtable Cycle of Improvement meetings we encourage open communication, establishing norms and forums for collaboration, and fostering a supportive environment that values the input and ideas of all contributors are key steps in fostering a culture of collaboration within a district. Additionally, implementing cross-functional teams and collaborative projects can further enhance collaboration and collective learning among school leaders.

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

Monitoring and Evaluating Effectiveness

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

The district will actively monitor and evaluate the implementation and effectiveness of CSI plans to support student and school improvement utilizing the comprehensive needs assessment, data from educational partner surveys, and district/school-wide team meetings throughout the year to review student data and progress toward goals. The School Site Council SPSA monitoring record is a tool that is also utilized to continuously monitor and improve the plan throughout the school year. Collaborative meetings will focus on discussions around the metrics and indicators that schools have identified to measure progress, as well as the implementation of evidence-based strategies to address student needs. The School Site Council monitoring records will include the requirement to address elements of the SPSA during each meeting, so that the community is involved in the evaluation process. The process for monitoring and evaluating CSI plans is as follows: ● The Director of State and Federal

Programs provides direct support and technical guidance in allocating funds and selecting appropriate interventions. ● The SPSA monitoring record will be used by sites to provide guidance and a timeline for program evaluation ● CSI plans are reviewed by the Director of State and Federal Programs, and feedback is provided to address any identified issues. ● The Director of State and Federal Programs and the Director of Fiscal Services review CSI funding allocated to sites and meet with each site principal to ensure the funding is used in ways that are allowable ● CSI plan implementation is evaluated using the California School Dashboard, and locally collected data, including the comprehensive needs assessment portion of the SPSA template. ● Ongoing guidance is provided by the Academic Services team, and AESD Executive Cabinet, to build site leader capacity to implement and monitor CSI plans with fidelity, and to continuously evaluate their effectiveness. AESD will continue collaborating with educational partners to solicit feedback on implementation of the CSI plan at the district and site levels, and will use their feedback to help monitor the effectiveness of the plan. AESD will continue building educational partners capacity as part of a cycle of continuous improvement through workshops, training, and community meetings.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Local Control Accountability Plan Advisory Council (LCAP) All Educational Partners ● Teachers ● Principals ● Administrators ● Other school personnel ● Local bargaining units ● Parents ● Students	A monthly meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The Educational Partner Engagement process in Adelanto Elementary School District is highly inclusive and consists of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three LCAP goals and, 2) Determine changes or additions needed to meet said goals. The LCAP Advisory Council is made up of principals, teachers, administrators, parents, and other school personnel. The year-long process provided a broad group of collaborative/educational partners with the opportunity to be part of reviewing the LCAP process, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our LCAP Parent Advisory Committee have all provided input in the development and monitoring of the AESD LCAP. The meeting dates are as follows: 9/19/2023, 10/17/2023, 11/7/2023, 1/9/2024, 3/12/2024, and 4/16/2024.

District Advisory Committee (DAC) Parents representing schools throughout the district. English Learners, Low-Income, Students with Disabilities, Foster Youth, Homeless, Hispanic, African American, and Pacific Islander students	A monthly meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The DAC is made up of principals, teachers, administrators, parents, and other school personnel. The Educational Partner Engagement process in Adelanto Elementary School District is highly inclusive and consists of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three LCAP goals and, 2) Determine changes or additions needed to meet said goals. The year-long process provided a broad group of collaborative/educational partners with the opportunity to be part of reviewing the LCAP process, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our District Advisory Committee (DAC) have all provided input in the development and monitoring of the AESD LCAP. The meeting dates are as follows: 9/21/2023, 10/19/2023, 11/16/2023, 1/18/2024, 2/15/2024, 3/14/2024, and 4/18/2024. The final LCAP draft was on the agenda to present on 4/18/2024. No questions were received for an Administrator in Charge to answer.
District English Learner Advisory Committee (DELAC) Parents representing schools throughout the district. English Learners, Low-Income, Students with Disabilities, Foster Youth, Homeless, Hispanic,	A monthly meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The DELAC is made up of parents of English Learners, principals, teachers, administrators, and other school personnel. The Educational Partner Engagement process in Adelanto Elementary School District is highly inclusive and consists of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three LCAP goals and, 2) Determine changes or additions needed to meet said goals. The year-long process provided a broad group of collaborative/educational partners with the opportunity to be part of reviewing the LCAP process, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our District English Learner Advisory Committee (DELAC)have all provided input in the development and monitoring of the AESD LCAP. The meeting dates are as follows: 9/21/2023, 10/19/2023, 11/16/2023, 1/18/2024, 2/15/2024, 3/14/2024, and 4/18/2024. The final LCAP draft was presented on 4/18/2024. No questions were received for an Administrator in Charge to answer.
Community Advisory Committee (CAC)	A monthly meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The CAC is made up of parents of special education students, principals, teachers, administrators, and other school personnel.The Educational Partner Engagement process in Adelanto Elementary School District is highly inclusive and consists of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three LCAP goals and, 2) Determine changes or additions needed to meet said goals. The year-long process provided a broad group of collaborative/educational partners with the opportunity to be part of reviewing the LCAP process, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our Community Advisory Committee (CAC) have all provided input in the development and monitoring of the AESD LCAP. The meeting dates are as follows: 9/7/2023, 11/9/2023, 1/11/2024, and 4/11/2024. No questions were received for an Administrator in Charge to answer.

School Site Councils All Educational Partners ● Teachers ● Principals ● Administrators ● Other school personnel ● Local bargaining units ● Parents ● Students	Five times within the 2023-2024 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Columbia, Theordore Vick, West Creek, Adelanto Virtual, Adelanto, Bradach, and Mesa Linda Middle school were within the month of February - March, 2024. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
English Learner Advisory Committee Parents representing schools throughout the district. English Learners	Five times within the 2023-2024 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The English Learner Advisory Committee (ELAC) is made up of an administrator, parents of English Learners, teachers, and other representatives. English Learner Advisory Committee engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The English Learner Advisory Committee process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our ELAC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The English Learner Advisory Committee meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Columbia, Theordore Vick, West Creek, Adelanto Virtual, Adelanto, Bradach, and Mesa Linda Middle school were within the month of February - March, 2024. Within each ELAC meeting agendas reflect the collaboration and opportunities to advise the schools working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Equity Multiplier resources.
Governing Board	The Mid-year LCAP was presented on February 27, 2024 to the Board of Education. The Public Hearing was on June 11, 2024 and the Board Adoption was on June 25, 2024.
Equity Multiplier Feedback	

SSC Columbia Middle School All Educational Partners- ● Teachers ● Principals ● Administrators ● Other school personnel ● Parents ● Students	Five times within the 2023-2024 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Columbia received feedback on May 27, 2024. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC Theodore Vick Elementary All Educational Partners - ● Teachers ● Principals ● Administrators ● Other school personnel ● Parents ● Students	Five times within the 2023-2024 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Theordore Vick's SSC met on May 9, 2024. The SSC meeting agenda reflects the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.

SSC West Creek Elementary All Educational Partners- ● Teachers ● Principals ● Administrators ● Other school personnel ● Parents ● Students	Five times within the 2023-2024 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: West Creek within the months of February - March, 2024. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC Adelanto Virtual Academy All Educational Partners- ● Teachers ● Principals ● Administrators ● Other school personnel ● Parents ● Students	Five times within the 2023-2024 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Adelanto Virtual Academy within the months of February - May, 2024. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.

SSC Adelanto Elementary All Educational Partners - Teachers ● Principals ● Administrators ● Other school personnel ● Parents ● Students	Five times within the 2023-2024 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Adelanto received partners feedback on May 9, 2024. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC Donald F. Bradach Elementary All Educational Partners - ● Teachers ● Principals ● Administrators ● Other school personnel ● Parents ● Students	Five times within the 2023-2024 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Bradach within the months of February - May, 2024. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.

SSC Mesa Linda Middle All Educational Partners- ● Teachers ● Principals ● Administrators ● Other school personnel ● Parents ● Students	Five times within the 2023-2024 school year a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The School Site Councils (SSC) is made up of an administrator, parents, teachers, and other representatives. School Site Councils engagement process at each school is highly inclusive and consist of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Mesa Linda Middle school within the months of February - May, 2024. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SELPA ADMINISTRATOR	The SELPA Administrator was presented the LCAP draft and given an opportunity to consult in the development of the plan on April 3, 2024.

Insert or delete rows, as necessary.

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

The Adelanto Elementary School District utilized an equitable process to develop our LCAP that brought together a variety of novel ideas provided by leaders, parents, teachers, students, school and district classified employee groups, and community educational partners. Feedback was garnered using the following strategies: Surveys, Title I Survey, and parent leadership group meetings including District English Learner Advisory Committee (DELAC) Community Advisory Committee (CAC), District Parent Advisory Committee (DAC), and the Local Control Accountability Plan (LCAP). All feedback was themed, coded, tabulated, and reported to the LCAP Parent Advisory in the Spring of 2024. The LCAP feedback process with surveys identified additional professional learning for teachers and parents in the area of literacy and social emotional support. In addition, parents requested increased support in the area of parental skills, family engagement courses, and academic support. Parents shared their desire for additional opportunities to help their students academically at home, especially parents of English Learner students.

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

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

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

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

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

Adelanto Elementary:

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

Educational partners such as certificated, classified, and administrators said they need professional development in the area of PBIS and SELPA compliance to foster the needs of all students who need additional support academically as this would reduce suspension rates and generate consistent student attendance. Specifically, personnel to provide release time to support professional development

Educational partners said students need more support in ELA and Math. They suggested having extra teachers to help with content subjects. Parents requested more tutoring for their children. Personnel to provide release time to support professional development, intervention, and to provide teachers with resources and strategies to build interest and motivation in their classroom was requested. Also, provide tutoring outside of school hours. We heard from several teachers and administrators that students need more early literacy development with a focus on comprehension, vocabulary, fluency, and foundational skills. Contracted personnel to provide professional development to support literacy across the grade levels was encouraged.

Educational partners to include parents, teachers, and teacher assistants stated the need for intervention materials that enhance learning while addressing various learning styles.

Teachers stated they were invested in true fidelity of the English Language Development program but would recommend supplemental materials for practice and ongoing use of the English vocabulary in language and math. Intervention materials to provide equitable interventions of support for English Learners. Based on the English Learner Facilitators, English Learners would benefit from supplemental materials that will provide opportunities to practice the English Language. Also, teachers stated the need for literacy across all contents to build language literacy, vocabulary and comprehension and the need for professional development that would address that need.

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

Donald F. Bradach Elementary:

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

First, a wellness center to house wellness personnel to support all aspects of student, parent and community wellness. Teachers, Classified personnel, administrators, and parents stated the need for a centralized wellness center on campus to provide student, parent, and community wellness.

Teachers and administrators stated the need to attend professional development conferences and workshops that will continue to foster learning. Professional Development conferences and workshops for Bradach educators to develop learning interventions and success throughout the year. Training will include clear learning intention. Teachers requested an opportunity to participate in various conferences throughout the school year.

Teachers and administrators stated the need to utilize data to drive instruction is needed at all grade levels. They requested a teacher to provide release time to connect data and best practices. Also, personnel to provide release time to support professional development, intervention, and to provide teachers with opportunities for team leaders to receive training on how to facilitate difficult data chats. They also requested additional teachers to offer support when participating in training and conferences. Personnel to provide training on tier III behavioral interventions.

In addition,English Learner Facilitators stated they needed additional supplemental materials to offer intervention at various levels of language fluency. Intervention materials to provide equitable interventions of support for English Learners.

Finally, teachers and administrators stated the need for support personnel to assist in all levels of program implementation and efficacy. Also, to provide a personnel to support program compliance..

Theodore Vick Elementary:

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

Teachers and administrators requested additional teachers to offer support when participating in training and conferences and provide intervention in English Language Arts specifically in writing and English Language Development to address the English Learners language fluency. Personnel to provide training on tier III behavioral interventions that include restorative practices for behavior and chronic absenteeism.

Teachers and administrators requested a vented consultant to offer coaching and specific professional development that support student learning. A consultant to provide training on tier III interventions.

Teachers and administrators requested additional temporary personnel to offer additional support for students in small group settings. Temporary personnel to provide small group instruction in English Language Arts and Writing.

West Creek Elementary:

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

First, parents stated the need to have school staff to provide connection with school and home. They stated school staff to provide a home to school connection that emphasizes building a sense of community and enhancing positive behavior and also provide additional support beyond the classroom.

Teachers and staff asked for consultants and additional personnel to support the first best instruction. A contracted consultant to provide teacher collaboration, model first-best instruction as well as small group instruction, professional development, mentoring, tutoring and resource support.

In addition, hire personnel to provide literacy across the grade level and content span with an emphasis on working with struggling students. Administrators stated the need to hire literacy coaches to provide ongoing literacy support across the contents.

School staff to provide a home to school connection that emphasizes building a sense of community and enhancing positive behavior. Parents asked for school staff to connect with families and school teachers.

Supplemental materials to provide equitable interventions of support for English Learners. Parents asked for school staff to connect with families and school teachers. Teachers stated the need for additional supplemental materials for students acquiring a second language.

Also, parents asked for school staff to connect with families and school teachers. School staff to provide a home to school connection that emphasizes building a sense of community and enhancing positive behavior.

Columbia Middle School:

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

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

Parents, teachers, and administrators stated the need for on-going communication across all partners and that students need more support across the content. Parents stated the need for professional development for our teachers that would benefit the teachers needs and as a result would address the learning gap. Parents stated their students just need specific tutoring in various areas to catch up. Teachers requested additional time to collaborate with their colleagues and opportunities to visit classes of teachers that have effectively taught specific lessons. Personnel to provide teacher collaboration, model first-best instruction, professional development, mentoring, tutoring and resource support.

Administrators, teachers, parents, and support providers stated the need to provide literacy coaches that address all content areas to include language, mathematics, social studies, and science. Parents specifically stated the need for additional support for teachers and would love opportunities to receive parent workshops to address the literacy gap. Personnel to provide literacy across the grade levels and content span with an emphasis on literacy strategies within reading and writing across all content.

Teachers stated the need to have a teacher to work alongside or to provide instructional strategies that support classroom management and first best instruction. Parents stated the need to have greater connection with school staff before suspensions or expulsion behavior begin. Parents stated their limited transportation makes it difficult to visit their childs' school and that home visits would be able to connect home and school to support their childs' needs. Personnel to provide a push in model of intervention to develop and implement Positive Behavior Intervention and also to provide home visits to increase connection between school and home.

English Learner Facilitators stated the need for supplemental materials that will allow students to practice their language proficiency throughout the school day and supplemental materials to provide equitable interventions of support.

Teachers and Classified personnel stated the need to have support personnel, Teachers Assistants and to work with students during and beyond the day. Also, support personnel to provide program implementation and efficacy. To provide an instructional assistant that will follow up with case managers to ensure equitable compliance.

Mesa Linda Middle School:

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

Teachers stated they needed additional support to be proactive when providing the necessary tiers of intervention. They requested ongoing support to work with struggling students that need a small group of one on one support to address their tier II and tier III interventions. First, a personnel to provide a PBIS Tier III support system of intervention to increase attendance. Also, support personnel to manage discipline and attendance to generate ongoing data to determine Tier III interventions.

Mesa Linda teachers and administrators stated the need to work with a contracted consultant to address the professional development needed to provide a focus on ELA and Math content. A contracted consultant to provide teacher collaboration, model first-best instruction, professional development, small group intervention with a focus on ELA and Math test scores.

 Mesa Linda teachers and administrators stated the need to work with literacy coaches that can provide language literacy across all contents. Teachers stated the need to work with students at their literacy level to develop fluency, vocabulary, and content comprehension of standards. Hire personnel to provide literacy across the grade level and content span with an emphasis on working with struggling students.

School staff to provide a home to school connection that emphasizes building a sense of community. Engage students with a positive support system to encourage good behavior. Certificated and Classified personnel stated the need to address building a strong sense of community while emphasizing student positive support systems that address the social emotional needs of each student.

School staff to provide a home to school connection that emphasizes building a sense of community and enhancing positive behavior.

Intervention materials to support equitable interventions of support for English Learners as well as mentoring, tutoring and resource support. Teachers and administrators stated the need to have intervention materials to address the learning gap of students learning a second language.

Support personnel to provide program implementation and efficacy. To provide an instructional assistant to support measurable goals for each focus area to include increasing attendance rates, improve test scores and reduce suspensions. Teachers, English Learner Facilitator, and administrators stated the need to have an instructional assistant.

Adelanto Virtual Academy:

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

Teachers, Classified personnel, and administrators all stated the need to have on-going professional development to work on standards across the contents, virtual strategies that enhance learning, and personnel to provide interventions throughout the day: before, during, and afterschool. Parents stated the need to have continued tutoring opportunities: before, during, and afterschool. Personnel and contracted services to provide Tier III, professional developments, support in classrooms, mentoring, tutoring and resource support.

Parents stated the need to connect with teachers, support providers, classified personnel and administrators. Because of limited transportation parents requested home visits that would support communication and wellness services. Next, Contracted services, temporary personnel and school staff will provide intervention, parent and community support and home visits. Also, purchase supplemental materials to provide equitable services.

Parents stated the need to connect with teachers, support providers, classified personnel and administrators. Teachers and administrators requested support personnel that can provide additional support and timely data entry to include: academic data, attendance, wellness services, etc. Timely data analysis will assist in monitoring the progress of students and measure equitable services and success. Support personnel to provide additional support before and after school.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Student achievement will increase in ELA, Math, and Science with a focus on closing the achievement gap for struggling students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services , Priority 2: Implementation of State Standards, Priority 4: Pupil Achievement (Pupil Outcomes), Priority 7: Broad Course of Study, Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The primary goal of the Adelanto Elementary School District is to make learning relevant, differentiated, and appropriate for each student. Everyone within the school district understands that instruction involves teaching and engaging students with content. Our efforts focus on organizing content and planning to engage students with specific knowledge and skills. Teachers play a key role in organizing time and activities to implement high-quality systems of instruction, curriculum, and assessments. We recognize that effective assessment is crucial for ensuring that educational partners in the school community understand how students benefit from instruction, acceleration, and equitable practices delivered to each student.

To achieve our goal of increasing student achievement across all core subjects, we recognize that literacy skills are essential for understanding and excelling in Social Studies/History. While there is no state metric measuring student growth in Social Studies/History, Integrating literacy instruction within Social Studies/History classes enhances students' abilities to read critically, write effectively, and engage in meaningful discussions about historical events. Through strategies such as close reading of historical texts, aligned writing assignments, and structured discussions, we aim to deepen students' understanding and close the achievement gap for struggling students, not only in Social Studies/History but ELA as well.

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

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

An accelerated delivery along with equitable services to support individual students' needs will produce increased academic achievement among all learners. An analysis of state and local data revealed performance gaps between the overall student population and students classified as English Learners. The district falls below the state and county average in both English Language Arts (ELA) and mathematics. This goal was developed with this performance data in mind.

The 2023 data below was gathered from the most recently available California School Dashboard: Per the California School Dashboard the Points Below Standard within the District in English Language Arts are as follows: African American - 106.1; EL - 104.3; Foster Youth - 113.7; SED - 79.8; Homeless - 128.5; SWD - 135 and the Points Below Standard in Mathematics: African American - 145.7; EL - 133.7; Foster Youth - 152.4; SED - 118.8; Homeless - 150.7; SWD - 168.7.

Measuring and Reporting Results

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

1.1	2023 California Science Test (CAST) % of students meeting or exceeding standards CA Dashboard	2022-2023 All 21% 5th:12% 8th: 9%			All 36.64%. 5th: 27% 8th: 24%	
1.2	ELA CAASPP Points Below Standard District Level CA Dashboard	2022-2023 All -76.5 PBS LI -79.8 PBS EL -104.3 PBS FY -113.7 PBS HY -128.5 PBS AA -106.1 PBS HI -71.7 PBS			All -56.5 PBS LI -59.8 PBS EL -59.3 PBS FY -58.7 PBS HY -58.5 PBS AA -56.1 PBS HI -56.7 PBS	

| ELA CAASPP Points Below Standard School Level CA Dashboard | 2022-23 Elementary **Adelanto Elementary** All -140.4 PBS LI -139.2 PBS HI -129 PBS **Bradach** EL -97 PBS **Eagle Ranch** EL -82.8 PBS **El Mirage** EL -157 PBS **George Visual** EL -82.3 PBS SWD -101.3 PBS **Gus Franklin** SWD -112.2 PBS **Morgan Kincaid** EL -70.9 PBS SWD -130.3 PBS AA -98.9 PBS **Ted Vick** EL -102.5 PBS AA -108.6 PBS **Victoria Magathan** All -80.1 PBS EL -94.1 PBS LI -77.2 PBS SWD -146.9 PBS AA -108.6 PBS HI -72.8 PBS **West Creek** All -95.1 PBS LI -102.6 PBS SWD -141.3 PBS AA -114.2 PBS HI -94.9 PBS **Westside Park** All -107.3 PBS EL -112.4 PBS LI -108.5 PBS SWD -137.4 PBS HI -105.2 PBS | | | Elementary **Adelanto Elementary** All -100.4 PBS LI -99.2 PBS HI -89 PBS **Bradach** EL-57 PBS **Eagle Ranch** EL- 42.8 **El Mirage** EL- 117 **George Visual** EL- 42.3 SWD–61.3 **Gus Franklin** SWD- 72.2 **Morgan Kincaid** EL -30.9 PBS SWD -90.3 PBS AA -58.9 PBS **Ted Vick** EL -62.5 PBS AA -68.6 PBS **Victoria Magathan** All -40.1 PBS EL -54.1 PBS LI -37.2 PBS SWD -106.9 PBS AA -68.6 PBS HI -32.8 PBS **West Creek** All -55.1 PBS LI -62.6 PBS SWD -101.3 PBS AA -74.2 PBS HI -54.9 PBS **Westside Park** All -67.3 PBS EL -72.4 PBS LI -68.5 PBS SWD -97.4 PBS HI -65.2 PBS | |

	Adelanto Virtual All -141.1 PBS LI -131.3 PBS HI -150.3 PBS Middle **Columbia** All -115.1 PBS EL -149.8 PBS LI -117.1 PBS AA -128 PBS HI -115 PBS **Mesa Linda** All -123.5 PBS EL -144.5 PBS LI -123.8 PBS SWD -180.3 PBS AA -143.8 PBS HI -119.2 PBS			**Adelanto Virtual** All -101.1 PBS LI -91.3 PBS HI -110.3 PBS Middle **Columbia** All -65.1 PBS EL -109.8 PBS LI -87.1 PBS AA -88 PBS HI -75 PBS **Mesa Linda** All -83.5 PBS EL -104.5 PBS LI -83.8 PBS SWD -140.3 PBS AA -103.8 PBS HI -79.2 PBS	

1.3	Math CAASPP Points Below Standard District Level CA Dashboard School Level	2022-23 All -115.3 PBS EL -133.7 PBS FY -152.4 PBS HY -150.7 PBS AA -145.7 PBS HI -110.1 PBS SED -118.8 PBS			All -95.3 PBS EL -98.7 PBS FY -97.4 PBS HY -95.7 PBS AA -95.7 PBS HI -95.1 PBS SED -98.8 PBS	
		Adelanto Elementary All -135.9 PBS SED -134.7 PBS HI -117.6 PBS **Bradach** All -107.4 PBS EL -116.2 PBS SED -111.4 PBS HI -102.7 **Eagle Ranch** SWD -143.8 PBS **El Mirage** All -155.8 PBS EL -194.1 PBS SED -157.9 PBS **George Visual** EL -99.3 PBS AA -100.6 PBS **Gus Franklin** SWD -124 PBS **Morgan Kincaid** SWD -148.1 PBS AA -23.7 PBS **Ted Vick** All -102.5 PBS EL -126.2 PBS AA -125.8 PBS SED -104.9 PBS HI -100.5 PBS **Victoria Magathan** EL -98.8 PBS SWD -158.7 PBS **West Creek** All -109.1 PBS SED -113.8 PBS SWD -156.5 PBS			**Adelanto Elementary** All -95.9 PBS SED -94.7 PBS HI -77.6 PBS **Bradach** All -67.4 PBS EL -76.2 PBS SED -71.4 PBS HI -62.7 **Eagle Ranch** SWD -103.8 PBS **El Mirage** All -115.8 PBS EL -154.1 PBS SED -117.9 PBS **George Visual** EL -59.3 PBS AA -60.6 PBS **Gus Franklin** SWD -84 PBS **Morgan Kincaid** SWD -108.1 PBS AA -0.7 PBS **Ted Vick** All -62.5 PBS EL -86.2 PBS AA -85.8 PBS SED -64.9 PBS HI -60.5 PBS **Victoria Magathan** EL -58.8 PBS SWD -118.7 PBS **West Creek** All -69.1 PBS SED -73.8 PBS SWD -116.5 PBS	

		AA -133 PBS HI -101.4 PBS **Westside Park** All -127.8 PBS EL -129.5 PBS SED -129 PBS SWD -157.8 PBS AA -143.8 PBS HI -119.3 PBS **Adelanto Virtual** All -182.4 PBS SED -173.3 PBS HI -190.9 PBS **Middle** **Columbia** All -175.3 PBS EL -192.7 PBS SED -174.9 PBS SWD -210.5 PBS AA -185.7 PBS HI -174.2 PBS **Mesa Linda** All -177.8 PBS EL -193.1 PBS SED -174.9 PBS SWD -210.5 PBS AA -185.7 PBS HI -174.2 PBS **Melva Davis** AA -118.4 PBS			AA -93 PBS HI -61.4 PBS **Westside Park** All -87.8 PBS EL -89.5 PBS SED -89 PBS SWD -117.8 PBS AA -103.8 PBS HI -79.3 PBS **Adelanto Virtual** All -142.4 PBS SED -133.3 PBS HI -150.9 PBS **Middle** **Columbia** All -135.3 PBS EL -152.7 PBS SED -134.9 PBS SWD -170.5 PBS AA -145.7 PBS HI -134.2 PBS **Mesa Linda** All -137.8 PBS EL -153.1 PBS SED -134.9 PBS SWD -170.5 PBS AA -145.7 PBS HI -134.2 PBS **Melva Davis** AA -78.4 PBS	
1.4	ELPI % of EL students making progress towards English language proficiency District Level CA Dashboard	2022-23 EL: 47.2% making progress LTEL: 22.4%			EL: 53.2% making progress LTEL: 37.4%	

	ELPI % of EL students making progress towards English language proficiency School Level CA Dashboard	2022-23 Bradach Elementary 34.9% making progress George Elementary 44.4% making progress Ted Vick 38.6% making progress Westside Park 34.4% making progress			Bradach Elementary 44.9% making progress George Elementary 54.4% making progress Ted Vick 48.6% making progress Westside Park 44.4% making progress	
1.5	Local English Learner Reclassification Rate % of EL and LTEL students reclassifying - Local Assessment	2022-23 ELs: 6.7% LTELs: 3.8%			ELs: 11.7% LTELs: 8.8%	
1.6	iReady ELA % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
1.7	iReady Mathematics % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
1.8	Teacher Misassignment % of teachers with Clear Credential CA Dashboard	2022-23 100%			Maintain 100%	
1.9	Access to Standard Aligned Instructional Material CA Dashboard	2022-23 100%			100%	

1.10	Facilities in Good Repair # of Facilities that do not meet "Good Repair" CA Dashboard	2022-23 6 - schools received a "Fair" rating and 8 schools received a rating of "Good".			All AESD Schools will receive a rating of "Good" or "Exemplary"	
1.11	Implementation of Academic Standards Average Score CA Dashboard	2022-23 Professional Development 4.6 Instructional Materials 5 Policy & Program 4.4 Implementation of Standards 4 Engagement of School Leadership 4.6			Maintain or Increase Professional Development 5 Instructional Materials 5 Policy & Program 5 Implementation of Standards 5 Engagement of School Leadership 5	
1.12	% of Students offered Broad Course of Study CA Dashboard	2022-23 100%			100%	

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction and Retention	The Human Resources Department will focus on recruiting, hiring, and retaining highly qualified and experienced staff to enhance student achievement in English Language Arts (ELA), Math, and English Language Development (ELD), while also working to reduce the current student-to-teacher ratio. Although all students will benefit from a more experienced teaching staff, this action is specifically designed to support English Learners, Low-Income students, and Foster Youth. The effectiveness of this initiative will be measured using metrics M1.1, M1.2, M1.3, M1.6, and M1.7.	$4,681,413	Yes
1.2	Supplemental Technology	The district will provide additional technology resources and personnel to enhance access to online instructional platforms for all students, with a particular focus on supporting Low-Income students, Foster Youth, and English Learners. By improving access to these resources, the district aims to boost student academic achievement. The effectiveness of this action will be measured using metrics M1.6 and M1.7.	$4,041,522	Yes
1.3	Instructional Jumpstart	The district will provide supplemental instructional materials and educational supplies to support the expansion of Transitional Kindergarten as measured by M 1.6 and M 1.7. This action is principally directed toward students who are Low-income, English Learner , and Foster Youth students.	$715,684	Yes

1.4	Professional Development	Teacher experts and contractors will increase staff capacity and teacher clarity through ongoing professional development, including specific professional development surrounding the language acquisition of English Learners and LTELs training on best practices, mindset, identification of high-priority standards, and instructional delivery, to improve the focus of academic outcomes of students and is principally directed toward English Learners, Low-income, and Foster Youth as measured by M 1.2, M 1.3, M 1.6 M 1.7, M 1.4 and M 1.5.	$4,498,483	Yes
1.5	Instructional Leadership	Assistant Administrators of Instructional Improvement and Academic Coaching will provide instructional leadership to teachers and other site staff to improve the instructional program for students and is principally directed toward English Learners, Foster Youth, and Socioeconomically Disadvantaged students to address the achievement gap as measured by M 1.2, M 1.3, M 1.6 and M 1.7.	$2,712,324	Yes
1.6	Library and Media Access	The purpose of this action is to increase literacy as the district will provide a robust library at each school to provide students with access to media, additional technology, and opportunities for STEAM exploration with an emphasis on language arts. This is principally directed toward Foster Youth, English Learner, Socioeconomically Disadvantaged students to close the academic achievement gap as measured by M 1.6.	$2,061,203	Yes
1.7	School Innovation	Sites will improve the instructional program for students through the implementation of supplemental programs, technology, and professional development, including guest speakers. This is principally directed toward English Learners, Foster Youth, and Low-Income students to close the achievement gap as measured by M 1.6 and M 1.7.	$2,150,008	Yes
1.8	English Learner Student Achievement	The district will implement evidence-based ELA intervention programs, limited action to English Learners and Long Term English Learners to close the ELA achievement gap and increase language acquisition as measured M1.4, M 1.5, M 1.6. and M 1.7.	$641,756	Yes

Goal 2

Goal #	Description	Type of Goal
2	Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

In addition, the metrics and actions within this goal will continue to allow AESD to succeed in providing every student with the academic, behavioral, social-emotional, and physical health supports to meet their individual needs so they can fully engage with instruction by:

Providing wrap-around support for Foster Youth to improve their overall health, wellness, and access to the curriculum; providing support for music and art programs to encourage self-expression and creativity through participation in fine arts for Low-Income students; providing additional counseling support to address the social-emotional wellness and mental health of students; supporting positive attendance and engagement strategies to reduce chronic absenteeism; providing health supports to improve physical wellness; focusing on social-emotional learning across the district; providing transportation services to ensure access to in-person instruction; providing access to additional mental health supports through licensed social workers.

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

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

FY 23.7%; LI 22.2%; SWD 24.4%; AA 37.1%; HI 16.5%; WH 20.5%; and 2 or More 25.4%.; **Mesa Linda:** All 32.9%; EL 28.4%; FY 43.1%; LI 33.5%; SWD 38.2%; AA 49.8%; HI 24.7%; WH 28.9%; 2 or More 43.9%.

The 2023 California School Dashboard for English Language Arts in red: **Adelanto Elementary:** All -140.4, SED -139.2, and HI -129; **Bradach**: LI -97; **Eagle Ranch**: LI -82.2 **El Mirage**: LI -157 **George:** LI -82.3; SWD -101.3; **Gus Franklin:** SWD -112.2; **Morgan Kincaid:** LI -70.9; SWD -130.3; AA -98.9 **Ted Vick:** LI -102.5; AA -108.6 **Victoria Magathan:** ALL -80.1; LI -94.1; SED -77.2; SWD -146.; AA -108.6; HI -72.8; **West Creek:** ALL -95.1; SED -102.6; SWD -141.3; AA -114.2; HI -94.9; **Westside Park:** ALL -107.3; LI -112.4; SED -108.5; SWD -137.3.; HI -105.2; **Columbia Middle School:** ALL -115.1; LI -149.8; SED -117.1; AA -128; HI -115; **Mesa Linda:** ALL -123.5; LI -144.5; SED -123.8; SWD -180.3; AA -143.8; HI -119.2.

The 2023 California School Dashboard for Mathematics in red: **Adelanto Elementary:** All -135.9; SED -134.7, and HI -117.6; **Bradach:** ALL -107.4; LI -116.2; SED -111.4; HI -102.7 **Eagle Ranch**: SWD -143.8 **El Mirage**: ALL -155.8 LI -194.1; SED -157.9; **George:** LI -99.3; AA -100.6; **Gus Franklin:** SWD -124; **Morgan Kincaid:** SWD -148.1; AA -123.7 **Ted Vick:** ALL -102.5; LI -126.2; SED -104.9; AA -125.8; HI -100.5 **Victoria Magathan:** LI -98.8; SWD -158.7.; **West Creek:** ALL -109.1; SED -113.8; SWD -156.5; AA -133; HI -101.4; **Westside Park:** ALL -127.8; LI -129.5; SED -129; SWD -157.8.; HI -119.3; **Columbia Middle School:** ALL -175.3; LI -192.7; SED -174.9; SWD -210.5 AA -185.7; HI -174.2; **Melva Davis:** AA -118.4; **Mesa Linda:** ALL -177.8; LI -193.1; SED -179.8; SWD -224.5; HI -174.7.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Average Daily Attendance Rate (ADA) School Attendance Rate Dataquest Unexcused absences	2023-2024 Overall: 91.4% K-5 schools: 92.2% K-8 schools: 98.5% Middle Schools: 90.7% Student Groups: All 37.8% EL 35% LI 32.4% FY 34.4%			Overall: 96.4% K-5 schools: 97.2% K-8 schools: 100% Middle School: 95.7% Student Groups: All 32.8% EL 30% LI 27.4% FY 29.4%	

| 2.2 | Chronic Absenteeism Rate

% of students absent 10% or more

CA Dashboard

District Level | 2022-23
K-5 schools: 28.5%
K-8 schools: 11%
Middle Schools: 28.7%

Student Groups:
All 45.1%
LI 47.1%
EL 38.3%
FY 39.2%
HY 69.3%
Asian 35.7%
FI 33.3% | | | K-5 schools: 18.5%
K-8 schools: 6%
Middle Schools: 18.7%

Student Groups:
All 25.1%
LI 27.1%
EL 18.3%
FY 23.2%
HY 49%
Asian 25%
FI 23.3% | |

Chronic Absenteeism Rate % of students absent 10% or more CA Dashboard School Level	2022-23 Elementary **Adelanto Elementary** All 61.7% EL 50% LI 62.2% SWD 61.4% AA 72.4% HI 53.8% **Eagle Ranch** AA 57.5% **Morgan Kincaid** FY 40.4% **Ted Vick** AA 46% **West Creek** All 51.7% LI 54.6% HI 49.3% WH 61.3% **Westside Park** All 55.2% AA 57.7% WH 60% Middle **Columbia** AA 63.1% **Melva Davis** SWD 37.9% 2 or More 36.7% **Mesa Linda** All 56.5% EL 58.5% FY 50.8% LI 58.3% SWD 60.7% AA 61.2% HI 54.9% 2 or More 62.3%			Elementary **Adelanto Elementary** All 51.7% EL 40% LI 52.2% SWD 51.4% AA 62.4% HI 43.8% **Eagle Ranch** AA 47.5% **Morgan Kincaid** FY 30.4% **Ted Vick** AA 36% **West Creek** All 41.7% LI 44.6% HI 39.3% WH 51.3% **Westside Park** All 45.2% AA 47.7% WH 50% Middle **Columbia** AA 53.1% **Melva Davis** SWD 27.9% 2 or More 26.7% **Mesa Linda** All 46.5% EL 48.5% FY 40.8% LI 48.3% SWD 50.7% AA 51.2% HI 44.9% 2 or More 52.3%	

| 2.3 | Suspension Rate
% of students suspended at least 1 day.

CA Dashboard

District Level | 2022-23
All 9%
LI 9.3%
EL 6.1%
FY 16.9%
HY 12.3%
SWD 12.4%
AA 17.9%
HI 6.4%
WH 8.2%
2 or More 10.6% | | | All 4%
LI 4.3%
EL 1.1%
FY 4.9%
HY 4.3%
SWD 4.4%
AA 4.9%
HI 1.4%
WH 3.2%
2 or More 5.6% | |

Suspension Rate % of students suspended at least 1 day CA Dashboard School Level	2022-23 Elementary **Adelanto Elementary** All 6.2% LI 6.7% SWD 16% AA 8.8% HI 5.4% **Bradach** FY 7.7% **Eagle Ranch** All 3.8% LI 4.4% SWD 6.9% AA 11% WH 6.5% **Gus Franklin** AA 7.8% **Morgan Kincaid** FY 8.9% **Ted Vick** FY 14.9% SWD 8.5% AA 13.5% HI 4.3% **Victoria Magathan** AA 6.2% **West Creek** LI 6.2% SWD 8.4% AA 13.3% **Westside Park** AA 3.8% Middle **Columbia** All 22.4% EL 14.6% FY 23.7% LI 22.2% SWD 24.4% AA 37.1% HI 16.5% WH 20.5% 2 or More 25.4% **Mesa Linda**	[		Elementary **Adelanto Elementary** All 1.2% LI 1.7% SWD 11% AA 3.8% HI .4% **Bradach** FY 2.7% **Eagle Ranch** All 0% LI 0% SWD 1.9% AA 6% WH 1.5% **Gus Franklin** AA2.8% **Morgan Kincaid** FY 3.9% **Ted Vick** FY 9.9% SWD 3.5% AA 8.5% HI 0% **Victoria Magathan** AA 1.2% **West Creek** LI 1.2% SWD 3.4% AA 8.2% **Westside Park** AA 0% Middle **Columbia** All 18.4% EL 9.6% FY 18.7% LI 17.2% SWD 19.4% AA 32.1% HI 11.5% WH 15.5% 2 or More 20.4% **Mesa Linda**	

		All 32.9% EL 28.4% FY 43.1% LI 33.5% SWD 38.2% AA 49.8% HI 24.7% WH 28.9% 2 or More 43.9%			All 28.9% EL 23.4% FY 38.1% LI 28.5% SWD 33.2% AA 44.8% HI 19.7% WH 23.9% 2 or More 38.9%	
2.4	Expulsion Rate % of students expelled from school California Dataquest	2022-23 All 0% English Learners (EL) 0% Low Income 0% Foster Youth (FY) 0%			All 0% English Learners (EL) 0% Low Income 0% Foster Youth (FY) 0%	
2.5	CALPADS % of MS students who have dropped out. Middle School Dropout Rate	2022-23 All 0% English Learners (EL) 0% Low Income 0% Foster Youth (FY) 0%			All 0% English Learners (EL) 0% Low Income 0% Foster Youth (FY) 0%	
2.6	School Connectedness % of parents who felt their student felt safe/connected to their school Climate Survey	2023-24 37%			65%	

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Foster Youth Services	Two district level Foster Youth Counselors will provide access to academic services, physical health services, and mental health services for Foster Youth to improve their overall health, wellness, and access to the curriculum as measured by services provided resulting in increased attendance M 2.1 and M 2.2.	$815,059	Yes
2.2	Music and Art	Four Itinerant Music and Art teachers with supplemental materials will provide opportunities for students to participate in fine arts in order to encourage self-expression and creativity. This action is principally directed toward Low-Income, Foster Youth, English Learner students as measured by M 2.2.	$1,494,896	Yes
2.3	Mental Health and Social-Emotional Counseling	Additional counselors will provide support to improve the mental health and social-emotional wellness of students. This is principally directed toward English Learners, Foster Youth, and Low Income students as measured by M 2.3, M 2.4, M 2.5, and M 2.6.	$1,280,275	Yes

2.4	Attendance and Engagement	The Student Services Director and Student Attendance Officer (SAO) will create learning, accountability, and monitoring systems to address student attendance to reduce the chronic absenteeism rate for district students as measured by M 2.1 and M 2.2.	$336,111	No
2.5	Social Emotional Wellness	The district will provide social emotional intervention support to improve students attendance and improve behavior. This is principally directed toward Low-income, English Learners, and Foster Youth students as measured by M 2.1, M 2.2, and M 2.3	$773,882	Yes
2.6	Social Emotional Learning	The district will provide professional development to increase the capacity of staff to understand the social- emotional and behavioral barriers that may result in low attendance and suspension. This is principally directed toward English Learners, Foster Youth, and Low-income students as measured by M 2.1, M 2.2, and M 2.3.	$3,365,366	Yes
2.7	Transportation Services	The district will provide transportation services and personnel to ensure that students have access to in-person instruction, with the goal of increasing student attendance and reducing chronic absenteeism. This action is primarily focused on supporting Low-Income students, Foster Youth, and English Learners. The effectiveness of this initiative will be measured using metrics M2.1 and M2.2.	$6,043,334	Yes
2.8	Counseling	Three Social Workers will provide social-emotional prevention, intervention, counseling, agency linkage to resources, and case management with learning spaces in order to improve behavior, attendance and chronic absenteeism. This is principally directed toward Foster Youth, English Learner, and Low-income students as measured by M 2.1, M 2.2, and M 2.3.	$452,126	Yes
2.9	Engaging Electives	The district will provide access to additional elective courses, including eSports, and AVID to improve academic engagement and is principally directed toward Low-income students to close the achievement gap as measured by M 2.1 and M 2.2.	$5,126,588	Yes

Goal 3

Goal #	Description	Type of Goal
3	Parents, families, community educational partners, will be informed, engaged, and empowered as partners with the Adelanto Elementary School District to support student learning and improve student outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement) and Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

AESD developed this goal with research on family engagement in mind. Research shows effective family engagement is critical to student achievement. When done well, family-centered engagement is about connecting families to student learning by sharing data, providing strategies to support learning at home, and providing opportunities for two-way communication. Educational partner feedback also demonstrated the importance of regular and clear communication (including interpretation and translation where needed), structured opportunities to build parent capacity, and authentic opportunities to provide input and engage in the district decision-making process. Educational partners also expressed the need for ongoing parent training. The district expects that the metrics (measuring district efforts to seek parent input in the decision-making process and promoting parent participation in programs for unduplicated students and individuals with exceptional needs), and the actions focused on parent trainings, family engagement opportunities, and home visits, will give the district the best opportunity to make progress toward Goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 3.1	Local attendance SIS system rates of parent participation promoting parental participation	2024 652 participants			3,000 participants	
M 3.2	Local Parent Survey to receive educational feedback on two way communication	2024-2025 The baseline for this metric will be established during the Fall Survey.			Targeted Outcomes will be determined once Baseline is established.	
M 3.3	Local attendance SIS system rates of bilingual parent participation promoting parental participation	2024-2025 The baseline for this metric will be established during the Fall Survey.			Targeted Outcomes will be determined once Baseline is established.	

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement	The district will host meetings, trainings, and events to families and caretakers of students to provide opportunities for family engagement in the Adelanto Elementary School District community. This action is principally directed toward increasing parent engagement that will increase the academic success in English Learners, Foster Youth, and Low-income students as measured by M 3.1.	$1,812,939	Yes
3.2	Communication	The district will provide written and oral communication to inform parents and community on district programs, meetings, and initiatives that benefit students and families, in order to increase parent engagement of our Foster Youth, Low-income, English Learners as measured by M 3.2.	$183,858	Yes
3.3	Bilingual Education	The district will provide supplemental interpretation services and bilingual support to families in their home languages, to increase two-way communication between families of English Learners and the district to increase parent engagement, English Learner connectedness and achievement as measured by M 3.1 and M 3.2.	$431,885	Yes

Goal 4

Goal #	Description	Type of Goal
4	Equity Multiplier - Adelanto Elementary School By the end of the 2027 school year students at Adelanto Elementary will improve academic achievement in ELA schoolwide (including Low-Income students, and Hispanic students) and Math schoolwide (including Low-Income students and Hispanic students) by increasing the percentage of students on track as shown in the metric section for this goal. Adelanto Elementary will also improve the chronic absenteeism rates of (all student, EL, LI, SWD, AA, and HI) and reduce suspensions of (all students, LI, SWD, AA, and HI).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Student Achievement, Priority 5: Student Engagement, Priority 6: School Climate and Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

At Adelanto Elementary, feedback from parents and teachers has highlighted the need for additional student support. Parents expressed that students require more assistance with their schoolwork and homework, often suggesting after-school tutoring sessions. Teachers indicated a need for more resources to support literacy programs for struggling students and requested strategies to motivate regular school attendance.

To address these concerns, we are committed to providing equitable intervention materials and support systems at our school site. Our analysis of key data points underscores the necessity of these interventions. English Language Arts (ELA) performance shows all students scoring -140.4 DFS, with low-income students at -139.2 DFS and Hispanic students at -129 DFS. In Math, all students score -135.9 DFS, low-income students -134.7 DFS, and Hispanic students -117.6 DFS. Suspension rates are 6.2% for all students, 6.7% for low-income students, 16% for students with disabilities (SWD), 8.8% for African American students, and 5.4% for Hispanic students. Chronic absenteeism rates are notably high at 61.7% for all students, 50% for English learners, 62.2% for low-income students, 61.4% for SWD, 72.4% for African American students, and 53.8% for Hispanic students.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 4.1	ELA - California School Dashboard the Points Below Standards	2022-2023 All -140.4 PBS LI -139.2 PBS HI -129 PBS			All -100.4 PBS LI - 99.2 PBS HI -89 PBS	
M 4.2	Math -California School Dashboard the Points Below Standards	2022-2023 All -135.9 PBS SED -134.7 PBS HI -117.6 PBS			All -95.9 PBS SED -94.7 PBS HI -77.6 PBS	
M 4.3	iReady ELA % meeting or exceeding standard Local Assessment	2023-2024 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 4.4	iReady Mathematics % meeting or exceeding standard Local Assessment	2023-2024 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 4.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2022-2023 All 6.2%, LI 6.7%, SWD 16%, AA 8.8%, and HI 5.4%			All 1.2%, LI 1.7%, SWD 11%, AA 3.8%, and HI .4%	
M 4.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2022-2023 All 61.7%, EL 50%, LI 62.2%, SWD 61.4%, AA 72.4%, HI 53.8%			All 56.7%, EL 45%, LI 57.2%, SWD 57.4%, AA 67.4%, HI 48.8%	

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Tiered Support Program-Personnel	Personnel will provide supplemental Tier II and III support in ELA and Math school wide to improve academic achievement in ELA and Math as measured by M 4.3 and M 4.4.	$60,000	No
4.2	Additional Standards-Based Practice- Supplemental Materials	Teachers will be provided additional standards-based practice using supplemental materials schoolwide to improve student achievement in ELA and Math as measured by M 4.3, and M 4.4.	$65,000	No
4.3	ELA/Literacy and Math Professional Development	Teachers will be provided additional professional development and release time for targeted workshops, coaching, and dedicated planning time. By offering ongoing professional development and individualized coaching, teachers will be equipped with effective instructional strategies and culturally responsive practices. The action aims to close achievement gaps and promote equity to improve student performance in ELA and Math. This action will be measured by M4.1, M4.2, M4.3, M4.4.	$75,000	No
4.4	Academic Intervention Support	Teachers will be provided additional release time for intervention data analysis, planning, and targeted intervention support for students in ELA/Literacy and Mathematics. By providing this targeted support to students this action aims to close achievement gaps and promote equity to improve student performance in ELA and Math. This action will be measured by M4.1, M4.2, M4.3, M4.4.	$70,000	No
4.5	Socio-Emotional and Behavior Intervention Support	Teachers will receive additional release time for intervention data analysis, planning, and providing students targeted support for students in socio-emotional and behavioral interventions. This targeted support aims to close student outcome gaps and promote equity in suspension rates and chronic absenteeism. This action will be measured by M4.5 and M4.6.	$75,897	No
4.6	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$25,675	No

Goal 5

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 6: School Climate

Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

At Bradach Elementary, feedback from our educational partners has highlighted the need for additional student and family support. Teachers, school personnel, administrators, and parents stated the need for a centralized wellness center on campus to provide students, parents, and community members overall wellness.   In addition to teachers identifying the need for various learning opportunities in multiple areas to include EL, Math and restorative practices.

Our analysis of key data points underscores the necessity of the above interventions. English Language Arts - California School Dashboard the Points Below Standards- EL -97 PBS; Math - California School Dashboard the Points Below Standards- All -107.4 PBS, EL -116.2 PBS, SED -11.4 PBS, HI -102.7 PBS; California School Dashboard for Suspension Rates - FY 7.7%; California School Dashboard for ELPI - EL 34.9%.

A critical need to address behavioral issues, particularly for FY, by creating a supportive environment with resources aimed at reducing suspension rates through positive behavioral interventions included in the wellness center. High rates of suspension, particularly among Foster Youth, highlight the need for restorative strategies to increase student engagement.

These data points also reveal significant academic and behavioral challenges that necessitate targeted interventions. We will implement the wellness center intervention to support students and families of Bradach Elementary. We will implement small group intervention sessions to provide additional help with all levels of wellness, as suggested by teachers. To support literacy, we will enhance programs specifically targeting struggling students with teacher access to professional development, release time for collaboration, and access to a specialized consultant for language and mathematical literacy support across the content. Additional interventional materials will support continued learning of language and math standards with opportunities for practice.

Overall, by addressing these goals, we aim to create a more equitable educational environment at Bradach Elementary, ensuring all students have access to the support they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 5.1	ELA - California School Dashboard the Points Below Standards	2022-2023 EL -97 PBS			EL -57 PBS	
M 5.2	Math -California School Dashboard the Points Below Standards	2022-2023 All -107.4 PBS EL -116.2 PBS SED -11.4 PBS HI -102.7 PBS			All -67.4 PBS EL -76.2 PBS SED -71.4 PBS HI -62.7 PBS	
M 5.3	iReady ELA % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 5.4	iReady Mathematics % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 5.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2022-2023 FY 7.7%			FY 2.7%	
M 5.6	ELPI California School Dashboard % of students showing language proficiency	2022-2023 EL 34.9%			All 39.9 %	

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Wellness Center	Bradach Elementary will establish a Wellness Center to provide a space to allow students and families to receive wellness services that will reduce the suspension rate as measured by M 5.5.	$225,000	No
5.2	Wellness Room Support - Personnel	Personnel will be hired to provide support in the Wellness Center Room schoolwide to reduce Chronic Absenteeism rate as measured by M 5.5.	$80,000	No
5.3	Professional Development and Intervention- Personnel	Teachers will be provided release time to attend professional development (beyond District-level and School Plan for Student Achievement planned Professional Development), collaborate, plan lessons, and provide intervention schoolwide to improve student achievement in ELA and Math as measured by M 5.1, M 5.2., M 5.6.	$70,000	No
5.4	Intervention Materials	Teachers will be provided supplemental intervention materials to provide additional standards-based practice using supplemental materials schoolwide to improve student achievement in ELA and Math as measured by M 5.3 and M 5.4.	$51,596	No
5.5	Professional Development for ELA, Math & Restorative Practices	Personnel will be provided additional professional development conferences and workshops for teachers to improve instruction in ELA, Math, Engagement, Restorative Practices, which will lead to improved student achievement in ELA, Math, Suspension rates as measured by M5.1, M 5.2, M 5.3., M 5.4, and M 5.5.	$25,000	No
5.6	Professional Development- Consultants for ELA and Math	Vetted consultants to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math as measured by M 5. 1 and M 5.2.	$25,000	No
5.7	Intervention- Instructional Assistants	Instructional Assistant will work an Extended Work Year or in a Limited Term position to work directly with students in small groups schoolwide to improve academic achievement in English Language Arts and Math as measured by M 5.3 and M 5.4.	$30,000	No
5.8	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$37,604	No

Goal 6

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: Student Climate

Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

Based on the feedback from our educational partners, we have identified several critical needs that have contributed to the development of our goals. These needs encompass support for teachers, administrators, and students in various areas, including professional development, targeted interventions, and small group instruction. This plan outlines the critical needs and proposed actions in response to the feedback from our educational partners. Below is a detailed breakdown of data that supports the identified needs and proposed actions to address the inequities within the current program.

Our analysis of key data points underscores the necessity of these interventions. English Language Arts (ELA) performance shows English Learners at -102.5 PBS, African American students at -108.5 PBS. In Math, all students scored -102.5 PBS, English Learners at -126.2 PBS, Low Income Students at -104.9 PBS, African American students at -125.8 and Hispanic students at -100.5 PBS. The California School Dashboard for ELPI at 38.6%. Suspension rates are 14.9% for Foster Youth, 8.5% for Students with Disabilities, 13.5% for African American students, 4.3% for Hispanic students. California School Dashboard for Chronic Absenteeism Rate are 46% for African American students.

As we reviewed the 2023 CA Dashboard data it indicated the importance of continuing our support in English Language Arts (ELA) with a particular focus on English Learners and African Americans results. In Math, the necessity of school wide interventions specifically for English Learners, Low income, African American, and Hispanic students is of particular concern. With an English Learner focus to address the The California School Dashboard ELPI percentage of 38.6%. And, a focal point for intervention to address the suspension rates are 14.9% for Foster Youth, 8.5% for Students with Disabilities, 13.5% for African American students, 4.3% for Hispanic and also the chronic absenteeism rate of 46% for the African American student group.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 6.1	ELA - California School Dashboard the Points Below Standards	2022-2023 EL -102.5 PBS AA -108.5 PBS			EL -62.5 PBS AA -68.5 PBS	
M 6.2	Math -California School Dashboard the Points Below Standards	2022-2023 EL -126.2 PBS SED -104.9 PBS AA -125.8 PBS HI-100.5 PBS			EL -86.2 PBS SED -64.9 PBS AA -85.8 PBS HI-60.5 PBS	
M 6.3	ELPI California School Dashboard % of students showing language proficiency	2022-2023 EL 38.6%			EL 48.6%	
M 6. 4	Suspension Rates California School Dashboard % of students suspended at least 1 day	2022-2023 FY 14.9% SWD 8.5% AA 13.5% HI 4.3%			FY 9.9% SWD 3.5% AA 8.5% HI 0%	
M 6.5	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2022-2023 AA 46%			AA 41%	
M 6.6	iReady ELA % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 6.7	iReady Mathematics % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	ELA and Writing Intervention Personnel	Teachers will be provided additional release time and intervention strategies in English Language Arts and Writing schoolwide to improve student achievement in ELA as measured by M 6.1and M 6.6.	$280,000	No
6.2	Professional Development for Literacy and Writing-Contracted Services/Consultant	Theodore Vick will provide vetted consultants to provide coaching and professional development (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in Literacy and Writing which leads to improved student achievement in ELA and Math as measured by M 6.1, M 6.2. M 6.6 and M 6.7.	$80,000	No
6.3	ELA and Writing Intervention	Supplemental personnel will provide small group instruction in English Language Arts and Writing, schoolwide to improve academic achievement in ELA as measured by M 6.1 and M 6.3.	$131,443	No
6.4	Professional Development for ELA & Math	Theodore Vick will fund professional development conferences and workshops (beyond District-level and School Plan for Student Achievement planned Professional Development) for teachers to improve instruction in ELA to improve academic achievement in English Language Arts and Math literacy as measured by M 6.1, M 6.2, and M 6.3.	$80,000	No
6.5	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$45,386	No
6.6	Wellness Support - Personnel	Personnel will be hired to provide wellness support with restorative support and social emotional learning school wide to reduce the suspension and chronic absenteeism rates as measured by M 6.4 and M 6.5.	$40,000	No

Goal 7

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

Feedback

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

Our analysis of key data points underscores the necessity of these interventions. English Language Arts (ELA) performance shows all students scoring -140.4 PBS, with low-income students at -139.2 PBS, Students with Disabilities -141.3 PBS, African American -114.2 PBS, and Hispanic students at -129 PBS. In Math, all students score -135.9 PBS, low-income students -134.7 PBS, Students with Disabilities -156.5 PBS, African American -133 PBS, and Hispanic students -117.6 PBS. Suspension rates are 6.2% for all students, 6.7% for low-income students, 16% for students with disabilities (SWD), and 8.8% for African American students.. Chronic absenteeism rates are notably high at 61.7% for all students, 62.2% for low-income students, 61.3% for White students, and 53.8% for Hispanic students.

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

The analysis of the identified needs and proposed actions underscores the importance of a holistic approach to education that includes strong family engagement, effective instructional support, comprehensive literacy development, and equitable interventions for all students. By addressing these areas with Equity Multiplier funds, West Creek Elementary School can create a more supportive and effective learning environment that benefits teachers, students, and families alike. This comprehensive strategy is designed to foster a sense of community, enhance instructional quality, support literacy growth, and ensure that all students succeed academically.

Most importantly, West Creek Elementary seeks to create a supportive environment that fosters student engagement to lower the suspension rate schoolwide, Low-Income, Students with Disabilities, and African American student groups and increase language proficiency for the EL students. Also, create an environment that addresses the importance of engaging our students to increase chronic absenteeism for all, Low-Income, Hispanic and White students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 7.1	ELA - California School Dashboard the Points Below Standards	2022-2023 All -95.1 PBS LI -102.6 PBS SWD -141.3 PBS AA -114.2 PBS HI -94.9 PBS			All -55.1 PBS LI -62.6 PBS SWD -101.3 PBS AA -74.2 PBS HI -54.2 PBS	
M 7.2	Math -California School Dashboard the Points Below Standards	2022-2023 All -109.1 PBS SED -113.8 PBS SWD- 156.5 PBS AA- 133 PBS HI -101.4 PBS			All -69.1 PBS SED -73.8 PBS SWD- 116.5 PBS AA- 93 PBS HI -61.4 PBS	
M 7.3	iReady ELA % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 7.4	iReady Mathematics % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 7.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2022-2023 LI 6.2% SWD 8.4% AA 13.3%			LI 1.2% SWD 3.4% AA 8.3%	
M 7.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2022-2023 All 51.7%, LI 54.6%, HI 49.3%, WH 61.3%:			All 46.7%, LI 49.6%, HI 44.3%, WH 56.3%:	

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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.

Action

Action #	Title	Description	Total Funds	Contributing
7.1	ELA and Math Professional Development- Contracted Services/Consultant	West Creek will provide vetted consultants/contracted services to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA schoolwide and Math school wide measured by M 7.1, M 7.2. M 7.3 and M 7.4.	$25,000	No

7.2	Literacy Coaching	West Creek will hire contracted ELA, Math, Science, and Social Studies Literacy Coaches to provide English Language Arts literacy (ELA) coaching to the core subject for each grade level to improve student achievement in ELA as measured by M 7 1.and M 7.3.	$280,000	No
7.3	Case Management	Supplemental personnel will be hired to provide Tier II and III support school wide as identified as chronically absent to reduce Chronic Absenteeism Rates for all students as measured by M 7.5 and M 7.6.	$70,000	No
7.4	Intervention Small Group Instruction	Supplemental personnel to be hired to provide ELA and Math tiered intervention support and case management schoolwide to improve student achievement in ELA and Math as measured by M 7.1 and M 7.3, M 7.2, and M 7.4.	$70,000	No
7.5	Supplemental Materials	West Creek will purchase supplemental and intervention materials to provide additional standards based practice school wide to improve academic achievement in ELA and Math as measured by M 7.3 and M 7.4.	$54,261	No
7.6	Home Visits and increased connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA and Math school wide to improve academic achievement in ELA and Math measured by M 7.1, M 7.2, M 7.3. and M 7.4. Anticipated costs include reimbursable mileage and additional hours for staff.	$15,000	No
7.7	Additional Support Personnel for Program Implementation	Support personnel will provide after hour telephone connections, reminders, and student monitoring update, timely data as part of an Extended Work Year or in a Limited Term position to support ELA schoolwide and Math schoolwide to improve academic achievement in ELA and Math as measured by as measured by M 7.1 and M 7.2.	$6,000	No
7.8	Mentoring, Tutoring, and Resource Support - Consultant	A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support in ELA and Math school wide to improve academic achievement in ELA, Math as measured by M 7.1, M 7.2, M 7.3 and M 7.4.	$50,000	No

7.9	Professional Development-Consultants for ELA and Math	Vetted consultants to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math as measured by M 7.1, M 7.2, M 7.3, and M 7.4.	$50,000	No
7.10	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$46,041	No

Goal 8

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: Student Climate

Priority 8: Other Student Outcomes

An explanation of why the LEA has developed this goal.

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

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

This plan outlines the critical needs and and emphasizes the importance of engaging electives, continuous communication, targeted tutoring, comprehensive literacy support, effective classroom management, and equitable interventions for English Learners. The 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) schoolwide at Columbia Middle School, in particular focusing on English Learners, Low-Income, African American, and Hispanic students as well as support in Math schoolwide for English Learners,SED, SWD, African Americans and Hispanic students. Columbia Middle School seeks to create a supportive environment that fosters student engagement to lower the Chronic Absenteeism rate schoolwide as well as for African American. In addition, Columbia seeks to sustain a supportive school culture that fosters positivity for all, EL, FY, LI, SWD, AA, HI, WH and 2 or More students reduce the suspension rate.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 8.1	ELA - California School Dashboard the Points Below Standards	2022-2023 All -115.1 PBS EL -149.8 PBS LI -117.1 PBS AA -128 PBS HI -115 PBS			All -65.1 PBS EL -109.8 PBS LI -87.1 PBS AA -88 PBS HI -75 PBS	
M 8.2	Math -California School Dashboard the Points Below Standards	2022-2023 All -175.3 PBS EL -192.7 PBS SED -174.9 PBS SWD -210.5 PBS AA -185.7 PBS HI -174.2 PBS			All -135.3 PBS EL -152.7 PBS SED -134.9 PBS SWD -170.5 PBS AA -145.7 PBS HI -134.2 PBS	
M 8.3	iReady ELA % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	

M 8.4	iReady Mathematics % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 8.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2022-2023 All 22.4% EL 14.6% FY 23.7% LI 22.2% SWD 24.4% AA 37.1% HI 16.5% WH 20.5% 2 or More 25.4%			All 18.4% EL 9.6% FY 18.7% LI 17.2% SWD 19.4% AA 32.1% HI 11.5% WH 15.5% 2 or More 20.4%	
M 8.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2022-2023 AA 63.1%			AA 58.1%	

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	ELA and Math Professional Development- Contracted Services/Consultant	Columbia will provide vetted consultants/contracted services to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math. Contracted services to work school wide in ELA and mathematics will lead to improved student achievement schoolwide as measured by M 8.1 and M 8.2.	$66,451	No
8.2	Literacy Coaching	Columbia Middle School will hire contracted ELA, Math, Science, and Social Studies Literacy Coaches to provide English Language Arts literacy (ELA) coaching to the core subject department teachers to improve student achievement in ELA as measured by M 8 .3 and M 8.4.	$280,000	No
8.3	Chronic Absenteeism Case Management	Personnel will be hired to provide tiered II and III school wide to address and reduce chronic absenteeism as measured by M 8.6.	$70,000	No
8.4	Intervention Small Group Instruction	Personnel will be hired to provide ELA and Math tiered intervention support and case management schoolwide ELA and mathematics to improve student achievement in ELA and Math as measured by M 8.1 and M 8.2.	$67,000	No

8.5	Supplemental Materials	Columbia will purchase supplemental intervention materials to provide additional standards based practice schoolwide to improve student achievement in ELA and Math measured by M 8.3, M 8.4.	$160,000	No
8.6	Home Visits and increased connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA and Math schoolwide to improve academic achievement in ELA and Math measured by M 8.3. and M 8.4. Anticipated costs include reimbursable mileage and additional hours for staff.	$15,000	No
8.7	Additional Support Personnel for Program Implementation	Support personnel will provide after hour telephone connections, reminders, and student monitoring updates, timely data as part of an Extended Work Year or in a Limited Term position to support school wide mathematics to improve academic achievement in ELA and Math as measured by M 8.3 and M 8.4.	$6,000	No
8.8	Mentoring, Tutoring, and Resource Support - Consultant	A vetted vendor will provide contracted services to address critical areas of need, including mentoring, tutoring, and resource support in English Language Arts (ELA), Mathematics, Suspension Rates, and Chronic Absenteeism. These services will be provided school wide to improve academic achievement and reduce suspension rates and chronic absenteeism as measured by M 8.1, M 8.2, M 8.3, M 8.4, and M 8.5.	$60,000	No
8.9	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$63,425	No
8.10	Professional Development- Consultants for ELA and Math	Vetted consultants to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math that leads to improved student achievement in ELA and Math as measured by M 8.1 and M 8.2.	$70,000	No
8.11	Intervention- Instructional Personnel	Instructional Personnel will work an Extended Work Year or in a Limited Term position to work directly with students school wide in small groups to improve academic achievement in English Language Arts and Math as measured by M 8.1 and M 8.2.	$60,000	No

Goal 9

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: Student Climate

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated the importance of continuing our support for English Language Arts (ELA) schoolwide at Mesa Linda Middle School, in particular focusing on English Learners, Low-Income, Students with Disabilities, African American, and Hispanic students as well as support in Math schoolwide for English Learners, SED, SWD, African Americans and Hispanic students. This necessity aligns with feedback received from educational partners, who have emphasized the ongoing need for instructional support in ELA. To address these needs, our plan involves implementing targeted actions outlined in our goal. We will assess progress through the iReady Reading and Math Assessment.

Mesa Linda Middle School seeks to create a supportive environment that fosters student engagement to lower the Chronic Absenteeism rate schoolwide as EL, FY, LI, SWD, AA, HI 2 or more students. In addition, Mesa Linda seeks to sustain a supportive school culture that fosters positivity for all, EL, FY, LI, SWD, AA, HI, WH and 2 or More students reduce the suspension rate.

During the development of the Comprehensive Needs Assessment (CNA), Educational Partners identified the following needs to be addressed with Equity Multiplier funds: ELA and Math Professional Development- Contracted Services/Consultant (9.1) , Literacy Coaching (9.2), Chronic Absenteeism Case Management (9.3), Intervention Small Group Instruction (9.4), Supplemental Materials (9.5), Home Visits and increased connections with parents/guardians (9.6), Additional Support Personnel for Program Implementation(9.7), Mentoring, Tutoring and Resource Support -Consultant (9.8), and Indirect Costs (9.9).

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

Measuring and Reporting Results

M 9.1	ELA - California School Dashboard the Points Below Standards	2022-2023 All -123.5 PBS EL -144.5 PBS LI -123.8 PBS SWD -180.3 PBS AA -143.8 PBS HI -119.2 PBS			All -83.5 PBS EL -104.5 PBS LI -83.8 PBS SWD -140.3 PBS AA -103.8 PBS HI -79.2 PBS	
M 9.2	Math -California School Dashboard the Points Below Standards	2022-2023 All -177.8 PBS EL -193.1 PBS SED -174.9 PBS SWD -210.5 PBS HI -174.2 PBS			All -137.8 PBS EL -153.1 PBS SED -134.9 PBS SWD -170.5 PBS HI -134.2 PBS	
M 9.3	iReady ELA % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 9.4	iReady Mathematics % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 9.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2022-2023 All 32.9% EL 28.4% FY 43.1% LI 33.5% SWD 38.2% AA 49.8% HI 24.7% WH 28.9% 2 or More 43.9%			All 28.9% EL 23.4% FY 38.1% LI 28.5% SWD 33.2% AA 44.8% HI 19.7% WH 23.9% 2 or More 38.9%	

| M 9.6 | Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more | 2022-2023 All 56.5% EL 58.5% FY 50.8% LI 58.3% SWD 60.7% AA 61.2% HI 54.9% 2 or More 62.3% | | | All 51.5% EL 53.5% FY 45.8% LI 53.3% SWD 55.7% AA 56.2% HI 49.9% 2 or More 57.3% | |

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	ELA and Math Professional Development- Contracted Services/Consultant	Mesa Linda will provide vetted consultants/contracted services to provide coaching and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve instruction in ELA and Math schoolwide as measured by M 9.1 and M 9.2.	$140,000	No
9.2	Literacy Coaching	Mesa Linda Middle School will hire temporary contracted ELA, Math, Science, and Social Studies Literacy Coaches to provide English Language Arts literacy (ELA) coaching to the core subject department teachers to improve student achievement in ELA as measured by M 9.1. and M 9.3.	$280,000	No
9.3	Chronic Absenteeism Case Management	Personnel will be hired to provide tiered II and III support for all identified as at-risk for chronic absenteeism to reduce Chronic Absenteeism Rates as measured by M 9.6.	$70,000	No
9.4	Intervention Small Group Instruction	A FTE, temporarily contracted personnel will be hired to provide ELA and Math tiered intervention support and case management schoolwide to improve student achievement in ELA and Math as measured by M 9.1 and M 9.2.	$67,000	No
9.5	Supplemental Materials	Mesa Linda Middle School will purchase supplemental and intervention materials to provide additional standards based practice in ELA school wide to improve academic achievement in ELA and Math as measured by M 9.3 and M 9.4.	$293,359	No
9.6	Home Visits and increased connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELA and Math school wide as measured by M 9.3 and M 9.4. Anticipated costs include reimbursable mileage and additional hours for staff.	$15,000	No
9.7	Additional Support Personnel for Program Implementation	Support personnel will provide after hour telephone connections, reminders, and student monitoring updates, timely data as part of an Extended Work Year or in a Limited Term position to support ELA for and Math school wide to improve academic achievement in ELA and Math as measured by M 9.1 and M 9.2.	$6,000	No

9.8	Mentoring, Tutoring, and Resource Support - Consultant	A vetted vendor will provide contracted services to address critical areas of need, including mentoring, tutoring, and resource support in English Language Arts (ELA), Mathematics, Suspension Rates, and Chronic Absenteeism. These services will be provided school wide to improve academic achievement and reduce suspension rates and chronic absenteeism by M 9.1, M 9.2, M 9.3 and M 9.5.	$60,000	No
9.9	Intervention - Instructional Personnel	Instructional Personnel will work an Extended Work Year or in a Limited Term position to work directly with students in small groups schoolwide and for ELA and Math school wide as measured by M 9.1 and M 9.2.	$25,000	No
9.10	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$70,989	No

Goal 10

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

State Priorities addressed by this goal.

Priority 2: Student Achievement

Priority 5: Student Engagement

Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

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

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

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

This plan outlines the critical needs and proposed actions based on the analysis of data from the California School Dashboard. It emphasizes the importance of targeted academic interventions, professional development, data-driven instruction, family engagement, and supplemental resources to improve student achievement. Let me know if there are specific areas you would like to expand on or if you need additional details on any section. In conclusion, by addressing these identified needs with Equity Multiplier funds, we aim to create a more supportive and effective learning environment. The proposed actions and implementation plan focus on continuous professional development, comprehensive interventions, improved communication, and timely data analysis. This holistic approach will help improve educational outcomes for all students and strengthen the connection between school, home, and the broader community.

Measuring and Reporting Results

M 10.1	ELA - California School Dashboard the Points Below Standards	2022-2023 All -141.1 PBS LI -131.3 PBS HI -150.3 PBS			All -101.1 PBS LI -91.3 PBS HI -110.3 PBS	
M 10.2	Math -California School Dashboard the Points Below Standards	2022-2023 All -182.4 PBS SED -173.3 PBS HI -190.9 PBS			All -142.4 PBS SED -133.3 PBS HI -150.9 PBS	
M 10.3	iReady ELA % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	
M 10.4	iReady Mathematics % meeting or exceeding standard Local Assessment	2024-2025 Winter Assessment The Baseline for this metric will be established during the Winter Assessment.			Targeted Outcomes will be determined once Baseline is established.	

Goal Analysis for 2024-2025

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

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

This Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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 Goal will be analyzed during the development of the 2025-2026 LCAP. The Goal analysis of the 2023-2024 school year will be provided within the 2023-2024 Annual Update.

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

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Tiered Support Program- Personnel	Personnel will provide supplemental tiered II and III support in ELA and Math school wide to improve academic achievement in ELA and Math as measured by M 10.3 and M 10.4.	$67,000	No
10.2	Professional Development and Intervention Coordination Program Facilitator	Personnel will provide supplemental professional development and oversee the implementation of the intervention programs for ELA and Math a school wide as measured by M 10.1 and M 10.2.	$15,000	No
10.3	Additional Support Classes	Virtual Academy will hire personnel to teach extra support classes for secondary using standards, frameworks, and research to improve academic achievement in ELA and Math school wide as measured by M10.1.	$67,000	No
10.4	Mentoring, Tutoring, and Resource Support - Consultant	A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support in ELA and Math school wide to improve academic achievement in ELA and Math as measured by M10.1 and M10.2.	$12,000	No
10.5	Intervention	A vetted vendor will provide contracted services to provide small group instruction support in ELA and Math school wide to improve academic achievement in ELA and Math as measured by M 10.1 and M 10.2.	$10,000	No
10.6	Support for parents and students - Community Resource personnel limited term assignment	Virtual Academy will hire temporary personnel to provide support to parents and students by connecting them with community services for ELA and Math school wide to improve English Language Arts and Math as measured by M 10.3 and M 10.4.	$15,000	No
10.7	Supplemental Materials	Virtual Academy will purchase supplemental and intervention materials to provide additional standards based practice ELA and Math school wide to improve academic achievement in ELA, Math, and EL progress as measured by M 10.1, and M 10.2,	$8,834	No

10.8	Home Visits and increased connections with parents/guardians	School staff will conduct home visits to discuss with parents/guardians student achievement in ELAand Math school wide to improve academic achievement in ELA and Math as measured by M 10.3 and M 10. 4. Anticipated costs include reimbursable mileage and additional hours for staff.	$4,000	No
10.9	Additional Support Personnel for Program Implementation	Support personnel will provide after hour telephone connections, reminders, and student monitoring updates, timely data as part of an Extended Work Year or in a Limited Term position to support ELA and Math school wide to improve academic achievement in ELA and Math as measured by M 10.1 and M 10.2.	$4,000	No
10.10	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate 6.91%.	$15,056	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$27,346,827	$3,349,872

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
35.696%	17.415%	$13,331,541	53.111%

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 1.1	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 and Action 1 | Educational partners, including teachers, parents, community members, and students, have provided valuable feedback regarding the needs of unduplicated student groups. Key insights include:

1. **Targeted Academic Support**:
 ○ Teachers and administrators highlighted the need for additional instructional aides and specialized teachers to provide targeted support for English Learners and Homeless Youth.
 ○ Parents emphasized the importance of after-school tutoring and enrichment programs to help students meet academic standards.
2. **Social-Emotional and Behavioral Support**:
 ○ Counselors and social workers noted a significant need for expanded mental health and social-emotional learning programs to address behavioral issues and support student well-being, particularly for Homeless Youth and African American students.
 ○ Community organizations suggested partnerships to offer mentorship programs and behavioral interventions.
3. **Family and Community Engagement**:
 ○ Parents and community members stressed the importance of effective communication and engagement strategies to involve families in their children's education, especially for English Learners and low socio-economic families. | In our district, which serves students from Transitional Kindergarten (TK) through 8th grade, we are committed to ensuring that every student receives a high-quality education tailored to their unique needs. To achieve this, we are implementing Class Size Reduction across all grade levels to enhance academic literacy and increase overall student achievement, with a particular focus on English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Conducting this action on an LEA-wide basis ensures equitable access to personalized instruction, allowing teachers to provide targeted and differentiated teaching to meet diverse learning needs. Implementing Class Size Reduction across all grades ensures a consistent approach to teaching and learning, crucial for building strong foundational skills, especially in literacy. Smaller class sizes facilitate better teacher-student interactions, enabling the personalized attention essential for the success of our EL, FY, and LI students. At every grade level, from TK through 8th grade, students benefit from Class Size Reduction through more individualized instruction, increased engagement, and greater opportunities for small group work and differentiated learning activities.
Research consistently shows that reduced class sizes positively impact student achievement, particularly in the early grades. By implementing Class Size Reduction LEA-wide, we are addressing the academic needs of our most vulnerable populations while benefiting the entire student body. This holistic support fosters an inclusive and nurturing educational setting, driving significant improvements in literacy and overall academic performance. The LEA-wide implementation of Class Size Reduction underscores our commitment to providing every student, regardless of background or circumstance, with the opportunity to achieve academic success.

Strategic Actions: Based on this analysis and the feedback from educational partners, AESD will implement the following strategic actions:

Reduce Class Sizes and Retention, Increase Personnel:

 ○ Hire additional teachers and instructional aides to reduce class sizes and provide targeted literacy and math support.
 ○ Host recruitment fairs and actively seek experienced staffing candidates
 ○ Develop coaching and mentoring structures focused on the development and retention | This action will be measured by the metrics identified in the action description. |

	○ Educational partners recommended regular workshops and meetings to keep families informed and engaged.
	4. **Resource Allocation and Equity**:
	  ○ Feedback from educational partners indicated a need for equitable distribution of resources, including technology, learning materials, and access to extracurricular activities, to support all unduplicated student groups.
	  ○ School site councils and advisory committees advocated for transparent and data-driven decision-making processes to ensure resources are directed where they are most needed.
	
	By addressing these identified needs and implementing these strategic actions, AESD aims to improve educational outcomes for all unduplicated student groups, ensuring they receive the support and resources necessary to thrive academically and socially. Unduplicated Pupil Counts were 79.67% for the 22-23 school year.
		○ Provide competitive and comparable salaries and benefits, research points to consistent teaching with hiring competitive salaries seeing an increase in empoloyee engagement, loyalty, and long term employment commitment.
		○ Allocate resources to ensure all unduplicated student groups have access to high-quality instruction and personalized learning plansExpand Accelerated Programs:
		○ Implement accelerated learning programs, including after-school tutoring and summer enrichment, to help students achieve academic growth and meet Common Core standards.
		○ Focus on interventions for English Learners and Homeless Youth to address significant gaps in ELA and Math performance.	

The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.

| Goal 1 and Action 2 | The needs assessment reveals several critical areas requiring attention regarding technology and infrastructure: | In our district, which serves students from Transitional Kindergarten | This action will be measured by the metrics identified in the action description. |

Goal 1 and Action 2

The needs assessment reveals several critical areas requiring attention regarding technology and infrastructure:

1. **Academic Performance**: EL, FY, and LI students are significantly below standard in both ELA and Math, indicating a need for robust academic support.
2. **Access to Resources**: Many of our unduplicated students lack access to modern educational technology and resources, hindering their ability to engage fully in the learning process.
3. **Consistency and Equity**: There is a need for consistent and equitable access to high-quality instruction and learning tools across all schools and grade levels.

Educational Partner Feedback

Educational partners, including teachers, parents, community members, and students, have provided valuable feedback:

1. **Teachers**: Emphasized the need for improved access to technology and professional development to better support unduplicated students.
2. **Parents**: Highlighted the importance of technology in enabling students to complete assignments and access learning materials at home.
3. **Community Members**: Supported the integration of modern technology to bridge the digital divide and enhance educational equity.
4. **Students**: Expressed a desire for more engaging and interactive learning experiences facilitated by technology.

Action to Address Needs: Supplemental Technology and Infrastructure

In our district, which serves students from Transitional Kindergarten (TK) through 8th grade, we are committed to ensuring that every student receives a high-quality education tailored to their unique needs. To achieve this, we are implementing a comprehensive plan to enhance supplemental technology and infrastructure across all grade levels. This initiative aims to boost academic literacy and increase overall student achievement, with a particular focus on English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Conducting this action on an LEA-wide basis ensures equitable access to advanced educational tools, allowing teachers to provide targeted and differentiated instruction to meet diverse learning needs.

Enhancing technology and infrastructure across all grades ensures a consistent approach to teaching and learning, crucial for building strong foundational skills, especially in literacy. Access to modern technology facilitates better teacher-student interactions, enabling the personalized attention essential for the success of our EL, FY, and LI students. At every grade level, from TK through 8th grade, students benefit from supplemental technology through more individualized instruction, increased engagement, and greater opportunities for interactive and differentiated learning activities.

Research consistently shows that access to advanced educational technology positively impacts student achievement, particularly in the early grades. By implementing this initiative LEA-wide, we are addressing the academic needs of our most vulnerable populations while benefiting the entire student body. This holistic support fosters an inclusive and innovative educational setting, driving significant improvements in literacy and overall academic performance. The LEA-wide implementation of supplemental technology underscores our commitment to providing every student, regardless of background or circumstance, with the opportunity to achieve academic success.

Addressing Needs:

1. **Personalized Instruction**: Access to modern technology allows teachers to provide more personalized and differentiated instruction, addressing the diverse learning needs of EL, FY, and LI students.
2. **Enhanced Engagement**: With advanced educational tools, teachers can engage more effectively with each student, fostering a supportive and interactive learning environment.

This action will be measured by the metrics identified in the action description.

To address the unique needs of our unduplicated student groups, AESD is implementing a comprehensive plan to enhance supplemental technology and infrastructure across all grade levels. This action is principally directed towards unduplicated student groups, providing them with the necessary tools and resources to improve their academic performance and engagement.

The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.

3. **Increased Opportunities for Differentiation**: Supplemental technology enables more frequent and effective use of interactive and differentiated learning activities, essential for meeting the varied academic needs of our student population.
4. **Improved Teacher-Student Interactions**: The integration of technology enhances the quality of interactions, enabling teachers to identify and support individual student needs more effectively.

Why Provided LEA-wide:

1. **Equitable Access**: Ensuring that supplemental technology and infrastructure are implemented LEA-wide guarantees that all students, regardless of their school or grade level, benefit from advanced educational tools and the associated academic advantages.
2. **Consistency in Instruction**: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy.
3. **Broad Impact**: Research indicates that access to advanced educational technology significantly impacts student achievement, especially in the early grades. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations.
4. **Holistic Support**: The LEA-wide approach to enhancing technology and infrastructure promotes an inclusive and innovative educational environment that supports academic and social-emotional development for all students.
5. Provide staffing to support technology (e.g., Information System Support Technician, helpdesk staff, etc.)
6. Provide access to online programs and services (i.e., Google, LightSpeed Systems, Clever, etc.)
7. Provide access to educational technology to support classroom instruction (i.e.laptops, tablets, desktops, interactive TVs, amplification systems, Wifi, etc.)

		By implementing supplemental technology and infrastructure LEA-wide, we aim to create an educational setting that not only addresses the specific needs of EL, FY, and LI students but also enhances the overall academic experience for every student in our district. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy outcomes for all.	

| Goal 1 and Action 3 | This action is designed to address the needs of unduplicated student groups, including English learners, foster youth, and low-income students. Although specific data is currently unavailable for TK students, the need for early literacy support remains critical based on input from educational partners and the district's border goal of closing achievement gaps.

Educational partners, including teachers and parents have provided valuable feedback during the planning process:

1. Teacher emphasized the importance of implementing early literacy interventions for all students, including those in transitional kindergarten, to build strong foundational skills in reading and writing.

2. Parents highlighted the significance of early literacy support for TK students, stressing that this would help their children gain a head start and be better prepared for future academic success. Though there is a lapse in available TK-specific data, we are committed to addressing the needs of our youngest learners through strategic early intervention programs. As we move forward, the district will work to collect TK data and use it to refine and strengthen the implementation of this action in future cycles. This action will ensure that the district provides targeted early literacy support, directly benefiting unduplicated student groups and promoting equity in the early stages of education. | A districtwide Literacy Plan will facilitate the purchase, delivery, and monitoring of supplemental instructional materials provided for the transitional kindergarten experience of our students. A monitoring system will track the usage and analyze data results to identify trends, enabling adjustments as needed. This structure will maintain or improve actions and be an integral part of the accountability process.
Addressing Needs:
Why Provided TK school-wide:
To address the needs of our unduplicated TK students in literacy and numeracy, it is essential to implement targeted interventions that provide foundational support early on. For literacy, strategies like structured phonemic awareness programs, targeted small group instruction, and access to culturally responsive early reading materials will help close gaps before they widen. By focusing on building strong literacy skills through early intervention, we can prevent larger disparities later in their academic careers.

In numeracy, we can implement hands-on, play-based learning activities that focus on number sense, counting, and basic operations, tailored specifically for unduplicated TK students. Incorporating visual aids, manipulatives, and consistent, real-world problem-solving tasks can foster a deeper understanding of math concepts at this crucial stage. Additionally, partnering with families to support learning at home with resources like math-focused games and early numeracy kits will reinforce these skills outside the classroom.

Implementing this action at a schoolwide level for unduplicated TK students is essential to ensure that all students, particularly those who are English Learners, Low-Income, and Foster Youth, receive equitable access to the foundational skills in literacy and numeracy. Schoolwide actions create a consistent and supportive learning environment where targeted interventions can benefit not only unduplicated students but the entire student body, helping to close achievement gaps early on. By embedding these supports into the broader school framework, we ensure that all TK students receive high-quality instruction, regardless of their background, preventing future disparities as they advance through the grades. Additionally, a schoolwide approach allows for more efficient resource allocation, professional development for teachers, and systematic monitoring of progress, all of which contribute to more significant, lasting improvements in literacy and numeracy for unduplicated students. | This action will be measured by the metrics identified in the action description. |

| Goal 1 and Action 4 | The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.

In our district, which serves students from Transitional Kindergarten (TK) through 8th grade, we are committed to ensuring that every student receives a high-quality education tailored to their unique needs. To achieve this, we are implementing comprehensive Professional Development across all grade levels to enhance academic literacy and increase overall student achievement, with a particular focus on English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Conducting this action on an LEA-wide basis ensures equitable access to high-quality instructional practices, allowing teachers to provide targeted and differentiated teaching to meet diverse learning needs.

Educational partners, including teachers, and parents:

1. Teachers: Emphasized the need for professional development in early literacy TK through 8th grade. | By implementing comprehensive professional development LEA-wide, we aim to create an educational setting that not only addresses the specific needs of EL, FY, and LI students but also enhances the overall academic experience for every student in our district. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy outcomes for all.

A comprehensive learning growth plan will be implemented during the school year to address learning opportunities for all personnel. Opportunities for professional growth in all subjects but specifically in literacy will be a primary focus of the district. The data inquiry cycle will be utilized at least three times of the year utilizing the data to monitor and reevaluate the teaching within the classroom. Professional Development will be the primary vehicle to drive the learning plan forward. Implementing Professional Development across all grades ensures a consistent approach to teaching and learning, crucial for building strong foundational skills, especially in literacy. Ongoing professional development facilitates better teacher-student interactions, enabling the personalized attention essential for the success of our EL, FY, and LI students. At every grade level, from TK through 8th grade, teachers benefit from professional development through more individualized instruction techniques, increased engagement strategies, and greater opportunities for small group work and differentiated learning activities.

Research consistently shows that effective professional development positively impacts student achievement, particularly in the early grades. By implementing this initiative LEA-wide, we are addressing the academic needs of our most vulnerable populations while benefiting the entire student body. This holistic support fosters an inclusive and nurturing educational setting, driving significant improvements in literacy and overall academic performance. The LEA-wide implementation of professional development underscores our commitment to providing every student, regardless of background or circumstance, with the opportunity to achieve academic success.

Addressing Needs: | This action will be measured by the metrics identified in the action description. |

	2. Parents: Highlighted the importance of offering professional development in early literacy to support TK-8th grade students.	1. **Personalized Instruction**: Professional development allows teachers to learn and implement more personalized and differentiated instruction, addressing the diverse learning needs of EL, FY, and LI students. 2. **Enhanced Engagement**: With ongoing professional development, teachers can engage more effectively with each student, fostering a supportive and interactive learning environment. 3. **Increased Opportunities for Differentiation**: Professional development enables more frequent and effective use of small group work and differentiated learning activities, essential for meeting the varied academic needs of our student population. 4. **Improved Teacher-Student Interactions**: Professional development enhances the quality of interactions, enabling teachers to identify and support individual student needs more effectively. **Why Provided LEA-wide:** 1. **Equitable Access**: Ensuring that professional development is implemented LEA-wide guarantees that all teachers, regardless of their school or grade level, benefit from high-quality instructional practices and the associated academic advantages. 2. **Consistency in Instruction**: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy. 3. **Broad Impact**: Research indicates that effective professional development significantly impacts student achievement. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations. 4. **Holistic Support**: The LEA-wide approach to professional development promotes an inclusive and innovative educational environment that supports academic and social-emotional development for all students.	

| Goal 1 and Action 5 | The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.

Educational Partner Feedback:

Educational partners, including teachers, parents, community members, and students, have provided valuable feedback regarding the role of Assistant Administrators:

Teachers: Emphasized the need for strong administrative support to help implement differentiated instruction and manage classroom dynamics effectively.

Parents: Highlighted the importance of having accessible and responsive Assistant Administrators to address student and family concerns promptly.

Community Members: Supported the idea of Assistant Administrators playing a key role in facilitating community engagement and partnerships. | Enhancing the role of Assistant Administrators/Instructional leadership across all grades ensures a consistent approach to teaching and learning, crucial for building strong foundational skills, especially in literacy. Assistant Administrators play a pivotal role in facilitating better teacher-student interactions, enabling the personalized attention essential for the success of our EL, FY, and LI students. At every grade level, from TK through 8th grade, schools benefit from the support of Assistant Administrators through more individualized instruction techniques, increased engagement strategies, and greater opportunities for small group work and differentiated learning activities.

By enhancing the role of Assistant Administrators LEA-wide, we aim to create an educational setting that not only addresses the specific needs of EL, FY, and LI students but also enhances the overall academic experience for every student in our district. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy outcomes for all.

Educational partner feedback consistently emphasizes the importance of strong administrative support in driving student achievement and improving school climate. By enhancing the role of Assistant Administrators LEA-wide, we are addressing the academic needs of our most vulnerable populations while benefiting the entire student body. This holistic support fosters an inclusive and nurturing educational setting, driving significant improvements in literacy and overall academic performance. The LEA-wide focus on Assistant Administrators underscores our commitment to providing every student, regardless of background or circumstance, with the opportunity to achieve academic success.

Addressing Needs:

1. **Personalized Instruction**: Assistant Administrators provide leadership and support that enables teachers to deliver more personalized and differentiated instruction, addressing the diverse learning needs of EL, FY, and LI students.
2. **Enhanced Engagement**: With effective administrative support, teachers can engage more effectively with each student, fostering a supportive and interactive learning environment. | This action will be measured by the metrics identified in the action description. |

| | | **Students**: Noted that having visible and involved Assistant Administrators positively impacts their school experience and sense of support. | 3. **Increased Opportunities for Differentiation**: Assistant Administrators help facilitate small group work and differentiated learning activities, essential for meeting the varied academic needs of our student population.
4. **Improved Teacher-Student Interactions**: The presence of Assistant Administrators enhances the quality of interactions, enabling teachers to identify and support individual student needs more effectively.

Why Provided LEA-wide:

1. **Equitable Access**: Ensuring that Assistant Administrators are in place LEA-wide guarantees that all schools, regardless of their size or location, benefit from effective leadership and support.
2. **Consistency in Instruction**: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy.
3. **Broad Impact**: Educational partner feedback highlights that strong administrative support significantly impacts student achievement and school climate. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations.
4. **Holistic Support**: The LEA-wide approach to enhancing Assistant Administrators promotes an inclusive and supportive educational environment that fosters academic and social-emotional development for all students. | |

| Goal 1 and Action 6 | **Educational Partner Feedback:**

Educational partners, including teachers, parents, community members, and students, have provided valuable feedback regarding the role of Media Resources:

1. **Community Members**: Supported initiatives to integrate innovative programs and resources to enhance technology equity.
2. **Students**: Expressed a desire for more interactive and engaging technology.

The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. | **Action to Address Needs: Technology, Libraries, Media Resources, and School Innovation**

To address the unique needs of our unduplicated student groups, AESD is implementing a comprehensive plan to enhance technology, libraries, media resources, and school innovation across all grade levels. This action is principally directed towards unduplicated student groups, providing them with the necessary tools and resources to improve their academic performance and engagement.

How the Action Addresses Needs:

1. **Personalized Instruction**: Access to modern technology and media resources allows teachers to deliver more personalized and differentiated instruction, addressing the diverse learning needs of EL, HY, and LI students.
2. **Enhanced Engagement**: Improved access to libraries and innovative school programs helps create more engaging and interactive learning environments, fostering student motivation and participation.
3. **Increased Opportunities for Differentiation**: Utilizing diverse resources enables more frequent and effective use of small group work and differentiated learning activities, essential for meeting the varied academic needs of our student population.
4. **Improved Access to Resources**: Providing access to technology, libraries, and media resources ensures that all students, regardless of socioeconomic status, can benefit from comprehensive educational tools and learning experiences.

Why Provided LEA-wide:

1. **Equitable Access**: Ensuring that enhanced technology, libraries, media resources, and innovative programs are implemented LEA-wide guarantees that all students, regardless of their school or grade level, benefit from these educational enhancements.
2. **Consistency in Instruction**: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy and math. | This action will be measured by the metrics identified in the action description. |

3. **Broad Impact**: Educational partner feedback highlights that access to modern educational resources significantly impacts student achievement and motivation. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations.
4. **Holistic Support**: The LEA-wide approach to enhancing technology, libraries, media resources, and school innovation promotes an inclusive and supportive educational environment that fosters academic and social-emotional development for all students.
5. **Community Members**: Supported initiatives to integrate innovative programs and resources to enhance educational equity.
6. **Students**: Expressed a desire for more interactive and engaging learning materials and environments.

By implementing these enhancements LEA-wide, AESD aims to create an educational setting that not only addresses the specific needs of EL, HY, and LI students but also enhances the overall academic experience for every student in our district. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy and math outcomes for all.

To address the unique needs of our unduplicated student groups, AESD is implementing a comprehensive plan to enhance technology and school innovation across all grade levels. This action is principally directed towards unduplicated student groups, providing them with the necessary tools and resources to improve their academic performance and engagement.

| Goal 1 and Action 7 | The needs assessment reveals several critical areas requiring attention:

1. **Academic Performance**: EL, FY, and LI students are significantly below standard in both ELA and Math, indicating a need for robust academic support.
2. **Engagement and Motivation**: Many of our unduplicated students lack engagement and motivation, which are crucial for academic success.
3. **Access to Innovative Educational Opportunities**: There is a need for modern technology, innovative school programs, and strategic planning to stimulate interest and learning among unduplicated students.

Educational Partner Feedback

Educational partners, including teachers, parents, community members, and students, have provided valuable feedback:

1. **Teachers**: Emphasized the need for improved access to innovative teaching methods to better support unduplicated students.
2. **Parents**: Highlighted the importance of engaging learning experiences in keeping students motivated.
3. **Community Members**: Supported initiatives to integrate innovative programs and technological resources to enhance educational equity.
4. **Students**: Expressed a desire for more interactive and engaging learning materials and environments facilitated by technology and innovation. | Supplemental services to include technology, libraries, media resources and school innovation will be employed to enhance the learning experience at each school site. A districtwide approach to addressing the overall arching need to increase academic literacy will be specifically designed to address the students of Adelanto.

Action to Address Needs: Technology, School Innovation, and Strategic Planning

To address the unique needs of our unduplicated student groups, AESD is implementing a comprehensive plan that includes technology enhancement, school innovation, and strategic planning across all grade levels. This action is principally directed towards unduplicated student groups, providing them with the necessary tools and resources to improve their academic performance and engagement.

How the Action Addresses Needs:

1. **Personalized Instruction**: Access to modern technology allows teachers to deliver more personalized and differentiated instruction, addressing the diverse learning needs of EL, FY, and LI students.
2. **Enhanced Engagement**: Innovative teaching methods and tools help create more engaging and interactive learning environments, fostering student motivation and participation.
3. **Increased Opportunities for Differentiation**: Utilizing technology enables more frequent and effective use of small group work and differentiated learning activities, essential for meeting the varied academic needs of our student population.
4. **Improved Access to Resources**: Providing access to advanced educational tools ensures that all students, regardless of socioeconomic status, can benefit from comprehensive learning experiences.
5. **Strategic Planning**: Through careful strategic planning, the district can ensure that resources are allocated effectively and that innovative programs are implemented to meet the specific needs of unduplicated students.

Why Provided LEA-wide: | This action will be measured by the metrics identified in the action description. |

The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.

1. **Equitable Access**: Ensuring that innovative programs, and strategic planning are implemented LEA-wide guarantees that all students, regardless of their school or grade level, benefit from these educational enhancements.
2. **Consistency in Instruction**: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy and math.
3. **Broad Impact**: Educational partner feedback highlights that access to modern educational resources and innovative teaching methods significantly impacts student achievement and motivation. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations.
4. **Holistic Support**: The LEA-wide approach to enhancing technology, school innovation, and strategic planning promotes an inclusive and supportive educational environment that fosters academic and social-emotional development for all students.

| Goal 2 and Action 2 | The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of 47.1%. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates, particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups.

The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. | Personnel will provide a comprehensive program in music, art, and various electives aimed at building school attendance and enhancing cognitive skills. These programs will be tailored to stimulate different areas of the brain, which are crucial for memory and retention of new knowledge.

Specifically, the district will:

1. **Music and Art Programs:**
   ○ **English Learners (ELs):** Use music and art to support language acquisition and cultural expression, thereby increasing engagement and attendance.
   ○ **Low-Income (LI) Students:** Provide equitable access to music and art programs to foster creativity and cognitive development, leading to improved academic outcomes.
   ○ **Foster Youth (FY):** Offer consistent and supportive environments through music and art, helping to build resilience and emotional stability.
2. **Electives to Enhance Cognitive Skills:**
   ○ **English Learners (ELs):** Offer electives that incorporate language support strategies, promoting language development alongside content learning.
   ○ **Low-Income (LI) Students:** Design electives that include project-based learning and real-world applications to make learning more relevant and engaging.
   ○ **Foster Youth (FY):** Provide electives that offer mentorship opportunities and life skills training, contributing to a sense of belonging and purpose.
3. **Master Schedule of Electives:**
   ○ **English Learners (ELs):** Ensure that the master schedule includes electives that cater to diverse interests and support language development, helping ELs to thrive academically.
   ○ **Low-Income (LI) Students:** Develop a master schedule that offers a variety of electives to engage students in their areas of interest, thus reducing absenteeism and improving retention.
   ○ **Foster Youth (FY):** Create a flexible and supportive master schedule that accommodates the unique needs of foster youth, promoting consistency and stability in their education. | This action will be measured by the metrics identified in the action description. |

Music and art, along with engaging electives, are essential to utilizing the right brain of engagement, empowering the academic success of AESD learners. These programs foster creativity and holistic development, enhancing the overall educational experience and contributing to students' academic and personal growth.

Educational partners expressed support for student access to the arts, and for eSports electives (through surveys, etc). Educational partners including parents, teachers, administrators, and community members believe opportunities to access art, music, and electives will improve student engagement and increase attendance.

The needs and assets of Music, Art, and Electives in AESD is as follows:
Enhancement of Cognitive Skills: Music and art education stimulates different areas of the brain, enhancing cognitive abilities such as memory, spatial-temporal skills, and creative thinking. Engaging in these subjects helps develop critical thinking and problem-solving skills.

Emotional and Social Development: Participation in music and art fosters emotional expression, empathy, and social interaction. These activities provide students with opportunities to collaborate, communicate, and build self-esteem.
Improved Academic Performance: Studies have shown that students involved in music and art programs often perform better academically. The skills gained from these subjects, such as discipline, focus, and perseverance, translate into improved performance in core subjects like math, reading, and science.

By implementing these strategies on an LEA-wide basis, the district aims to create a more inclusive and engaging learning environment that addresses the specific needs of ELs, LI students, and FY. These actions are expected to produce the intended student outcomes of improved attendance, enhanced cognitive skills, and increased engagement in learning, ultimately leading to better academic performance and overall well-being.

| | Cultural Awareness and Appreciation: Music and art education exposes students to diverse cultures and historical contexts, promoting cultural awareness and appreciation. This broadens students' perspectives and helps them develop a more inclusive worldview.

By integrating music, art, and engaging electives into the curriculum, AESD can provide a more holistic education that addresses the diverse needs and talents of its students, fostering both academic and personal success. | | |

Goal 2 and Actions 3	The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of 47.1%. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates, particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups.
	
	AESD has identified two significant causes for the low attendance rate and high chronic absenteeism rate. The two identified causes were student connectedness and lack of engagement. Further barriers to student achievement were determined to be physical and mental health, and the lack of related support. The continuance of the actions listed above is supported by community feedback (survey data), and observational data about student usage of these services.
		AESD understands that a significant aspect of improving student attendance relies on addressing their social and emotional wellness. To achieve this, the district will provide students with comprehensive access to mental and physical health services, social-emotional learning (SEL) programs, and counseling. These initiatives are designed to meet the specific needs of all students, including English Learners (ELs), Low-Income (LI) students, and Foster Youth (FY), and are expected to significantly reduce the chronic absenteeism rate.
		
		Specifically, the district will implement the following strategies:
		
		1. **Mental Health Services:**
		  ○ **English Learners (ELs):** Offer mental health services with language support to ensure effective communication and appropriate care, enhancing emotional well-being and attendance.
		  ○ **Low-Income (LI) Students:** Provide accessible mental health services to address stressors related to economic hardships, promoting regular school attendance.
		  ○ **Foster Youth (FY):** Ensure consistent access to mental health services to address trauma and emotional instability, fostering a sense of safety and belonging that encourages regular attendance.
		2. **Social-Emotional Learning (SEL):**
		  ○ **English Learners (ELs):** Integrate culturally responsive and language-accessible SEL programs to help ELs develop social skills and emotional resilience, supporting regular school attendance.
		  ○ **Low-Income (LI) Students:** Implement SEL programs that address specific challenges faced by LI students, helping them build coping strategies and stay engaged in their education.
		  ○ **Foster Youth (FY):** Provide SEL programs that offer the tools to manage emotions and build positive relationships, encouraging regular participation in school.
		3. **Counseling Services:**
		  ○ **English Learners (ELs):** Offer counseling services with bilingual counselors to help navigate academic and personal challenges, promoting consistent attendance.
		  ○ **Low-Income (LI) Students:** Ensure access to counseling services to support stress management and overcome barriers to attendance.
			This action will be measured by the metrics identified in the action description.

		○ **Foster Youth (FY):** Provide dedicated counseling services to address unique emotional and psychological needs, fostering a stable and supportive school environment. By implementing these strategies on an LEA-wide basis, AESD aims to ensure equitable access to essential support and resources for all students. This cohesive and inclusive approach is anticipated to significantly reduce chronic absenteeism, promoting the well-being and academic success of every student in the district.	

| Goal 2 and Action 5 | The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.

The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of 47.1%. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates, particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups. | AESD understands that a significant aspect of improving student attendance relies on addressing their social and emotional wellness. To achieve this, the district will provide students with comprehensive access to mental and physical health services, social-emotional learning (SEL) programs, and counseling. These initiatives are designed to meet the specific needs of all students, including English Learners (ELs), Low-Income (LI) students, and Foster Youth (FY), and are expected to significantly reduce the chronic absenteeism rate.

Specifically, the district will implement the following strategies:

4. **Mental Health Services:**
   ○ **English Learners (ELs):** Offer mental health services with language support to ensure effective communication and appropriate care, enhancing emotional well-being and attendance.
   ○ **Low-Income (LI) Students:** Provide accessible mental health services to address stressors related to economic hardships, promoting regular school attendance.
   ○ **Foster Youth (FY):** Ensure consistent access to mental health services to address trauma and emotional instability, fostering a sense of safety and belonging that encourages regular attendance.
5. **Physical Health Services:**
   ○ **English Learners (ELs):** Ensure ELs have access to physical health services, including preventive care and treatment, to reduce health-related absences.
   ○ **Low-Income (LI) Students:** Offer physical health services to mitigate health issues that may otherwise lead to absenteeism.
   ○ **Foster Youth (FY):** Provide comprehensive physical health services tailored to their unique needs, promoting overall well-being and consistent school attendance.
6. **Social-Emotional Learning (SEL):**
   ○ **English Learners (ELs):** Integrate culturally responsive and language-accessible SEL programs to help ELs develop social skills and emotional resilience, supporting regular school attendance. | This action will be measured by the metrics identified in the action description. |

AESD has identified two significant causes for the low attendance rate and high chronic absenteeism rate.The following two reasons justify the need to continue the services: 1) student connectedness and lack of engagement and 2) Further barriers to student achievement were determined to be physical and mental health, and the lack of related support. The continuance of the actions listed above is supported by community feedback (survey data), and observational data about student usage of these services.

  - ○ **Low-Income (LI) Students:** Implement SEL programs that address specific challenges faced by LI students, helping them build coping strategies and stay engaged in their education.
  - ○ **Foster Youth (FY):** Provide SEL programs that offer the tools to manage emotions and build positive relationships, encouraging regular participation in school.
7. **Counseling Services:**
  - ○ **English Learners (ELs):** Offer counseling services with bilingual counselors to help navigate academic and personal challenges, promoting consistent attendance.
  - ○ **Low-Income (LI) Students:** Ensure access to counseling services to support stress management and overcome barriers to attendance.
  - ○ **Foster Youth (FY):** Provide dedicated counseling services to address unique emotional and psychological needs, fostering a stable and supportive school environment.

By implementing these strategies on an LEA-wide basis, AESD aims to ensure equitable access to essential support and resources for all students. This cohesive and inclusive approach is anticipated to significantly reduce chronic absenteeism, promoting the well-being and academic success of every student in the district.

| Goal 2 and Action 6 | The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of 47.1%. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates, particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups.

The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. | AESD understands that a significant part of student attendance relies on social and emotional wellness. Therefore, the district is committed to providing comprehensive professional development to support access to mental and physical health services, social-emotional learning (SEL), and counseling. These efforts will address the specific needs of all students, including identified groups such as English Learners (ELs), Low-Income (LI) students, and Foster Youth (FY), ultimately reducing the chronic absenteeism rate.

Through professional development, the district will address the following areas for staff to better support the unique needs of English Learners (ELs), Low-Income (LI) students, and Foster Youth (FY):

1. Mental Health Services

- English Learners (ELs): Staff will receive training on how to provide mental health services with integrated language support, ensuring ELs can communicate their needs effectively and receive culturally responsive care. This training will emphasize the importance of understanding language barriers and cultural contexts, which will lead to improved emotional well-being and attendance for EL students.
- Low-Income (LI) Students: Professional development will focus on equipping staff with the skills and resources to offer accessible mental health services for LI students, addressing the unique stressors of economic hardship. Training will cover strategies to promote resilience and emotional health, helping these students remain engaged and regularly attend school.
- Foster Youth (FY): Training for staff will emphasize providing foster youth with consistent access to mental health services tailored to address trauma and emotional instability. Staff will learn trauma-informed care approaches to help foster youth develop a sense of safety and belonging, ultimately improving their attendance and emotional health.

2. Physical Health Services | This action will be measured by the metrics identified in the action description. |

AESD has identified two significant causes for the low attendance rate and high chronic absenteeism rate. The two identified causes were student connectedness and lack of engagement. Further barriers to student achievement were determined to be physical and mental health, and the lack of related support. The continuance of the actions listed above is supported by community feedback (survey data), and observational data about student usage of these services.

- English Learners (ELs): Staff will be trained on how to ensure EL students have access to comprehensive physical health services, both preventive care and treatments, which can reduce health-related absences. Training will include information on overcoming language barriers and facilitating equitable access to health resources.
- Low-Income (LI) Students: Professional development will guide staff on how to provide physical health services that address the specific health challenges faced by LI students. This will help mitigate the effects of untreated health issues, reducing absenteeism and promoting a healthier school experience.
- Foster Youth (FY): Training will focus on ensuring foster youth receive comprehensive, personalized physical health services that address their unique health needs. Staff will be educated on how to identify and respond to health concerns that may affect foster youth, promoting their overall well-being and improving attendance.

3. Social-Emotional Learning (SEL)

- English Learners (ELs): PD will train staff on integrating social-emotional learning (SEL) practices that consider language and cultural differences. Focusing on will be on creating an inclusive environment where EL students can develop social-emotional skills in ways that resonate with their experiences, helping them build relationships and confidence.
- Low-Income (LI) Students: Staff will receive training on SEL strategies that are sensitive to the challenges faced by LI students, such as financial instability. SEL lessons will be designed to build resilience, self-awareness, and coping mechanisms, contributing to better emotional health and engagement in school.
- Foster Youth (FY): SEL training for staff will emphasize trauma-informed practices that address the specific emotional and social challenges faced by foster youth. This will include strategies for building trust, promoting self-regulation, and developing a supportive community, helping foster youth feel more connected to their school and peers.

| | | These actions are conducted on an LEA-wide basis to ensure that all students, regardless of their background, have equitable access to the support and resources necessary for their success. By addressing the specific needs of ELs, LI students, and FY through targeted mental and physical health services, SEL programs, and counseling, the district anticipates a significant reduction in chronic absenteeism. The implementation of these strategies LEA-wide ensures a cohesive and inclusive approach, promoting the well-being and academic success of every student in the district. | |

| Goal 2 and Action 7 | The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.

The chronic absenteeism data reveals disparities among different student groups. The overall rate of chronic absenteeism is 45.1%, with low-income (LI) students showing a higher rate of 47.1%, indicating a significant challenge for this group. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, but still exceed desirable levels. These discrepancies highlight the need for targeted transportation to address the underlying causes of absenteeism, particularly for low-income students who face the highest rates. Tailored interventions are essential to support these student groups and reduce chronic absenteeism across the board.

Data points indicate a need for actions that are principally directed at reducing the chronic absenteeism rate for all students. Along with the state data indicating this need, educational partners expressed a critical need for transportational services, and a focus on attendance. | AESD expects to see improvement in student attendance and connectedness by addressing and removing barriers that impact student participation and engagement. Specifically, the district will focus on:

1. **Access to Transportation:**
   - **Each Learner Group:** Provide staff to support transportation (e.g., Transportation Supervisor, Transportation Coordinator, Transportation Dispatcher, support staff, etc.)
   - Provide transportation (i.e., additional district transportation, curb-to-curb service,and city bus passes)
   - **English Learners (ELs):** Providing reliable transportation ensures that ELs can consistently attend school and participate in after-school programs that support language acquisition and academic growth.
   - **Low-Income (LI) Students:** Removing transportation barriers will increase attendance rates for LI students, allowing them to access the full range of educational opportunities available.
   - **Foster Youth (FY):** Ensuring transportation stability for foster youth helps maintain consistent school attendance despite potential changes in living situations.
2. **Transportation Services:**
   - **English Learners (ELs):** Enhanced transportation services ensure that ELs can participate in supplementary educational programs and activities that support language and academic development.
   - **Low-Income (LI) Students:** Reliable transportation services help LI students access educational and extracurricular activities, promoting a sense of belonging and engagement in school.
   - **Foster Youth (FY):** Providing specialized transportation services for foster youth ensures their attendance and participation in school activities, fostering a sense of stability and connectedness. | This action will be measured by the metrics identified in the action description. |

| | | By implementing these actions on an LEA-wide basis, AESD aims to create an inclusive environment that addresses the specific needs of ELs, LI students, and FY. These targeted actions are expected to produce the intended student outcomes of improved attendance, enhanced connectedness, and better overall academic performance. Conducting these actions LEA-wide ensures that all students, regardless of their background, have equitable access to the support and resources necessary for their success. | |

| Goal 2 and Action 8 | The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.

The chronic absenteeism data reveals disparities among different student groups. The overall rate of chronic absenteeism is 45.1%, with low-income (LI) students showing a higher rate of 47.1%, indicating a significant challenge for this group. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, but still exceed desirable levels. These discrepancies highlight the need for targeted actions to address the underlying causes of absenteeism, particularly for low-income students who face the highest rates. Tailored interventions are essential to support these student groups and reduce chronic absenteeism across the board. | AESD understands that a huge part of student attendance relies on student social and emotional wellness. By providing students with access to mental and physical health, social emotional services and learning with counseling will reduce the chronic absenteeism rate.

By offering comprehensive support services such as mental health resources, social-emotional learning (SEL), and counseling, AESD aims to create an environment where students feel supported, connected, and mentally well. As students are more likely to attend school regularly. This holistic approach can help reduce chronic absenteeism by ensuring that students have the tools and resources they need to thrive both in and out of the classroom.

Specific Strategies for Identified Student Groups:

1. **Mental Health Resources:**
   ○ **English Learners (ELs):** Provide mental health services with language support to ensure effective communication and care, which enhances emotional well-being and attendance.
   ○ **Low-Income (LI) Students:** Offer accessible mental health services to address stressors related to economic hardships, promoting regular school attendance.
   ○ **Foster Youth (FY):** Ensure consistent access to mental health services to address trauma and emotional instability, fostering a sense of safety and belonging that encourages regular attendance.
2. **Social-Emotional Learning (SEL):**
   ○ **English Learners (ELs):** Implement culturally responsive and language-accessible SEL programs to help ELs develop social skills and emotional resilience, supporting regular school attendance.
   ○ **Low-Income (LI) Students:** Provide SEL programs that address specific challenges faced by LI students, helping them build coping strategies and stay engaged in their education.
   ○ **Foster Youth (FY):** Offer SEL programs that provide tools to manage emotions and build positive relationships, encouraging regular participation in school.
3. **Counseling Services:** | This action will be measured by the metrics identified in the action description. |

AESD has identified two significant causes for the low attendance rate and high chronic absenteeism rate. The two identified causes were student connectedness and lack of engagement. Further barriers to student achievement were determined to be physical and mental health, and the lack of related support. The continuance of the actions listed above is supported by community feedback (survey data), and observational data about student usage of these services.

○ **English Learners (ELs):** Offer counseling services with bilingual counselors to help navigate academic and personal challenges, promoting consistent attendance.
○ **Low-Income (LI) Students:** Ensure access to counseling services to support stress management and overcoming barriers to attendance.
○ **Foster Youth (FY):** Provide dedicated counseling services to address unique emotional and psychological needs, fostering a stable and supportive school environment.

LEA-Wide Implementation:

● **Equity and Inclusion:** Conducting these actions on an LEA-wide basis ensures that all students, regardless of their background, have equitable access to the support and resources necessary for their success.
● **Holistic Approach:** A comprehensive, district-wide approach ensures consistency in the support provided, creating a unified and inclusive environment that addresses the needs of all students, including ELs, LI students, and FY.
● **Improved Outcomes:** By addressing the specific needs of these identified student groups through targeted mental health services, SEL programs, and counseling, the district aims to see improved academic outcomes, reduced suspension rates, and increased attendance rates.

By implementing these strategies on an LEA-wide basis,

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Goal 2 and Action 9	The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.
	
	Music and art, along with engaging electives, are essential to utilizing the right brain of engagement, empowering the academic success of AESD learners. These programs foster creativity and holistic development, enhancing the overall educational experience and contributing to students' academic and personal growth.
	
	Educational partners expressed support for student access to the arts, and for eSports electives (through surveys, etc). Educational partners including parents, teachers, administrators, and community members believe opportunities to access art, music, and electives will improve student engagement and increase attendance.
	The needs and assets of Music, Art, and Electives in AESD is as follows:
		Personnel will provide music, art, and a variety of electives to build school attendance and enhance cognitive skills, stimulating different areas of the brain, including memory and retention of new knowledge. Establishing these courses and generating a master schedule of electives will significantly enhance student engagement and foster an active role in their learning.
		
		Specifically, the district will implement the following strategies:
		
		1. **Music and Art Programs:**
		  ○ **English Learners (ELs):** Use music and art to support language acquisition and cultural expression, increasing engagement and attendance by making learning more accessible and enjoyable.
		  ○ **Low-Income (LI) Students:** Provide equitable access to music and art programs to foster creativity and cognitive development, leading to improved academic outcomes and regular attendance.
		  ○ **Foster Youth (FY):** Offer consistent and supportive environments through music and art, helping to build resilience and emotional stability, which encourages regular school attendance.
		2. **Electives to Enhance Cognitive Skills:**
		  ○ **English Learners (ELs):** Offer electives that incorporate language support strategies, promoting language development alongside content learning, resulting in improved academic performance and attendance.
		  ○ **Low-Income (LI) Students:** Design electives that include project-based learning and real-world applications, making learning more relevant and engaging, thereby reducing absenteeism and improving retention.
		  ○ **Foster Youth (FY):** Provide electives that offer mentorship opportunities and life skills training, contributing to a sense of belonging and purpose, which encourages consistent school attendance.
		3. **Master Schedule of Electives:**
		  ○ **English Learners (ELs):** Ensure the master schedule includes electives that cater to diverse interests and support language development, helping ELs to thrive academically and attend school regularly.
			This action will be measured by the metrics identified in the action description.

Improved Academic Performance: Studies have shown that students involved in music and art programs often perform better academically. The skills gained from these subjects, such as discipline, focus, and perseverance, translate into improved performance in core subjects like math, reading, and science.

Cultural Awareness and Appreciation: Music and art education exposes students to diverse cultures and historical contexts, promoting cultural awareness and appreciation. This broadens students' perspectives and helps them develop a more inclusive worldview.

Creative Expression and Innovation: Electives in music, art, and other areas provide a creative outlet for students, encouraging them to express themselves and think innovatively. This creativity is crucial for personal development and can lead to future success in various fields.

Stress Relief and Mental Health: Engaging in music and art can be therapeutic, reducing stress and anxiety. These activities provide a positive outlet for emotions and contribute to overall mental well-being.

Development of Fine Motor Skills: Art activities, such as drawing and painting, improve fine motor skills and hand-eye coordination. These skills are important for everyday tasks and can benefit academic performance.

Lifelong Learning and Appreciation: Exposure to music, art, and diverse electives instills a lifelong appreciation for these disciplines. Students are more likely to pursue these interests outside of school, leading to a well-rounded, enriched life.

- ○ **Low-Income (LI) Students:** Develop a master schedule that offers a variety of electives to engage students in their areas of interest, reducing absenteeism and improving overall retention.
- ○ **Foster Youth (FY):** Create a flexible and supportive master schedule that accommodates the unique needs of foster youth, promoting consistency and stability in their education.

By implementing these strategies on an LEA-wide basis, AESD aims to create an inclusive environment that addresses the specific needs of all students, particularly ELs, LI students, and FY. These targeted actions are expected to produce the intended student outcomes of improved attendance, enhanced cognitive skills, and increased engagement in learning. Conducting these actions LEA-wide ensures that all students, regardless of their background, have equitable access to the support and resources necessary for their success.

Enhanced Engagement and Motivation: Electives allow students to explore their interests and passions, increasing engagement and motivation in school. When students are interested in what they are learning, they are more likely to excel academically and personally.

Preparation for Future Careers: Music, art, and electives can pave the way for future careers in creative industries. Skills learned in these subjects, such as creativity, collaboration, and communication, are highly valued in the job market.

By integrating music, art, and engaging electives into the curriculum, AESD can provide a more holistic education that addresses the diverse needs and talents of its students, fostering both academic and personal success.

| Goal 3 and Action 1 | The following data supports the identified need: AESD recognizes a continued need to increase parent attendance at district workshops, training, courses, etc.   For the 2022-2023 school year, 652 parents attended parent group meetings, and 111 parents were approved as parent volunteers. In 2024 parent participation increased to 2,287 participants. The district offered a wide range of parent engagement opportunities. Educational partner feedback and district observation communicated that the district did a great job in the area of family engagement, however, we would like to do better and increase opportunities for parents of English Learners, Foster Youth, and Socioeconomically Disadvantaged students to participate in training, workshops and courses. These actions are intended to continue the development of relationships between district staff and families, and to build parent and caretaker capacity to support students in a way that will lead to a decreased suspension rate and improved attendance rate. The identification of this need as well as the support expressed for these actions by educational partners justifies their continuance. | The district expects that providing more opportunities for family engagement, continuing to offer parent trainings to families and caretakers, providing additional support for bilingual families, and increasing communication about programs that benefit unduplicated students will lead to improved academic outcomes, such as higher grades and better performance on the CAASPP in ELA and Math. These initiatives are also expected to reduce suspension rates and increase attendance rates, particularly for English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students.

Specifically, the district will implement the following strategies:

1. **Opportunities for Family Engagement:**
  ○ **English Learners (ELs):** Organize culturally responsive family engagement events that encourage EL families to participate actively in their children's education, fostering a supportive home environment that promotes academic success.
  ○ **Low-Income (LI) Students:** Host community-based family engagement activities to strengthen the connection between LI families and schools, providing a platform for parents to become more involved in their children's learning and school community.
  ○ **Foster Youth (FY):** Create tailored family engagement opportunities that include foster families and caretakers, ensuring they have the resources and support needed to advocate for and support foster youth's educational progress.
2. **Parent Trainings for Families/Caretakers:**
  ○ **English Learners (ELs):** Provide training sessions in multiple languages to help EL families understand the educational system, support their children's learning at home, and navigate school resources effectively.
  ○ **Low-Income (LI) Students:** Offer workshops focused on strategies for academic support, homework assistance, and understanding curriculum standards to empower LI families to support their children's educational journey.
  ○ **Foster Youth (FY):** Develop specialized training programs for foster families to address the unique needs of foster youth, including trauma-informed care and educational advocacy, fostering a stable and supportive environment.
3. **Additional Support for Bilingual Families:** | This action will be measured by the metrics identified in the action description. |

- **English Learners (ELs):** Implement bilingual support services to assist families in accessing school information, understanding academic expectations, and communicating effectively with teachers and staff, thereby enhancing student support at home and school.
- **Low-Income (LI) Students:** Ensure that bilingual support is available for LI families, helping them to overcome language barriers and actively participate in their children's education, leading to improved academic outcomes.
- **Foster Youth (FY):** Provide bilingual resources and support for foster families who speak languages other than English, ensuring they can fully engage with the educational system and support their foster children's academic progress.

4. **Increased Communication about Programs Benefiting Unduplicated Students:**
   - **English Learners (ELs):** Enhance communication channels to keep EL families informed about programs and services specifically designed to support EL students, encouraging their participation and engagement.
   - **Low-Income (LI) Students:** Develop targeted communication strategies to inform LI families about available resources and programs that can assist in overcoming economic barriers to education, promoting greater involvement and support.
   - **Foster Youth (FY):** Ensure clear and consistent communication with foster families about programs and services tailored to the needs of foster youth, fostering a sense of inclusion and support within the school community.

By implementing these strategies on an LEA-wide basis, the district aims to create a more inclusive and supportive educational environment that addresses the specific needs of ELs, LI students, and FY. These targeted actions are expected to result in improved academic outcomes, reduced suspension rates, and increased attendance rates, thereby promoting the overall success and well-being of all students.

A major focus will be the increase of parent and family engagement to increase the communication between home and school through parent engagement meetings and increasing the communication to all educational partners.

| Goal 3 and Action 2 | The following data supports the identified need: AESD recognizes a continued need to increase parent attendance at district workshops, training, courses, etc.   For the 2022-2023 school year, 652 parents attended parent group meetings, and 111 parents were approved as parent volunteers. In 2024 parent participation increased to 2,287 participants. In considering the needs, conditions, and circumstances of English Learners, Foster Youth, and Socioeconomically Disadvantaged students, the district identified strong parent engagement and communication as an area of need. Educational partner feedback and district observation communicated that the district did a great job in the area of family engagement and communication, however, we would like to do better and increase opportunities for parents of English Learners, Foster Youth, and Socioeconomically Disadvantaged students to participate in training and workshops. This action is intended to continue the development of relationships between district staff and families, and to build parent and caretaker capacity to support students in a way that will lead to a decreased suspension rate and improved attendance rate. The identification of this need as well as the support expressed for these actions by educational partners justifies their focus.
The action is principally directed toward and effective in meeting the identified needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students surrounding family engagement. Research shows that the most significant determining factor in student academic success is the presence of one involved caretaker. | The district expects that by providing more opportunities for family engagement, continuing to offer parent training to families and caretakers through clear and concrete communication, providing additional support for bilingual families, and increasing communication about programs that benefit unduplicated students, there will be improved academic outcomes. These outcomes include higher grades and better performance on the CAASPP in ELA and Math, as well as reduced suspension rates and increased attendance rates, specifically for English Learners (ELs), Foster Youth (FY), and Low-Income (LI) students.

Specifically, the district will implement the following strategies:

1. **Increased Opportunities for Family Engagement:**
    ○ **English Learners (ELs):** Organize culturally responsive family engagement events that encourage EL families to actively participate in their children's education, fostering a supportive home environment that promotes academic success.
    ○ **Low-Income (LI) Students:** Host community-based family engagement activities to strengthen the connection between LI families and schools, providing a platform for parents to become more involved in their children's learning and school community.
    ○ **Foster Youth (FY):** Create tailored family engagement opportunities that include foster families and caretakers, ensuring they have the resources and support needed to advocate for and support foster youth's educational progress.
2. **Parent Training for Families/Caretakers through Concrete Communication:**
    ○ **English Learners (ELs):** Provide training sessions in multiple languages to help EL families understand the educational system, support their children's learning at home, and navigate school resources effectively.
    ○ **Low-Income (LI) Students:** Offer workshops focused on strategies for academic support, homework assistance, and understanding curriculum standards to empower LI families to support their children's educational journey. | This action will be measured by the metrics identified in the action description. |

   ○ **Foster Youth (FY):** Develop specialized training programs for foster families to address the unique needs of foster youth, including trauma-informed care and educational advocacy, fostering a stable and supportive environment.

3. **Additional Support for Bilingual Families:**
   ○ **English Learners (ELs):** Implement bilingual support services to assist families in accessing school information, understanding academic expectations, and communicating effectively with teachers and staff, thereby enhancing student support at home and school.
   ○ **Low-Income (LI) Students:** Ensure that bilingual support is available for LI families, helping them to overcome language barriers and actively participate in their children's education, leading to improved academic outcomes.
   ○ **Foster Youth (FY):** Provide bilingual resources and support for foster families who speak languages other than English, ensuring they can fully engage with the educational system and support their foster children's academic progress.

4. **Increased Communication about Programs Benefiting Unduplicated Students:**
   ○ **English Learners (ELs):** Enhance communication channels to keep EL families informed about programs and services specifically designed to support EL students, encouraging their participation and engagement.
   ○ **Low-Income (LI) Students:** Develop targeted communication strategies to inform LI families about available resources and programs that can assist in overcoming economic barriers to education, promoting greater involvement and support.
   ○ **Foster Youth (FY):** Ensure clear and consistent communication with foster families about programs and services tailored to the needs of foster youth, fostering a sense of inclusion and support within the school community.

| | | By implementing these strategies on an LEA-wide basis, the district aims to create a more inclusive and supportive educational environment that addresses the specific needs of ELs, LI students, and FY. These targeted actions are expected to result in improved academic outcomes, reduced suspension rates, and increased attendance rates, thereby promoting the overall success and well-being of all students.

 A major focus will be the increase of parent and family engagement to increase the communication between home and school through parent engagement meetings and increasing the communication to all educational partners. | |

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

| Goal 1 and Action 8 | The following data supports the identified need: ELPI indicates a 47.2% making progress; local reclassification rates for ELs - 6.7% and LTELS 3.8%, ELA CAASPP at EL -104.3 PBS and Math CAASPP at -133.7 PBS.

English Learners testing and reclassification results merit a focus on language development that fosters English Language Development for both EL and Long Term English Learners. Research based intervention programs along with first best ELD instruction will support the foundational skills for language mastery.

Analysis of the data reveals several key areas of need:

● **Progress and Reclassification:** The relatively low percentage of ELs making progress and the reclassification rates for both ELs and LTELs indicate a significant need for enhanced language development programs.
● **Academic Performance:** The performance gaps in ELA and Math CAASPP scores underscore the necessity of focused academic interventions to support ELs in achieving grade-level proficiency. | A districtwide Literacy Plan will encompass equitable services for each level of language development. Personnel will meet with each English Learner to generate a literacy goal for the year and track progress toward reclassification. A monitoring cycle will ensure regular connections with students, parents, and teachers. English Language Development lessons, goal-setting activities, and academic intervention programs will drive the learning and advancement of English Learners.

To address these needs, the district will implement the following strategies based on educational partner feedback:

1. **Enhanced Language Development Programs:**
　○ **First Best ELD Instruction:** Implement research-based instructional practices that prioritize English Language Development (ELD) for both ELs and LTELs. This includes integrating language development into all content areas to ensure comprehensive language acquisition.
　○ **Targeted Intervention Programs:** Utilize evidence-based intervention programs tailored to the specific needs of ELs and LTELs. These programs will focus on foundational language skills, including vocabulary development, reading comprehension, and writing proficiency.
2. **Professional Development for Educators:**
　○ **ELD Instruction Training:** Provide ongoing professional development for teachers on effective ELD instructional strategies. This training will equip educators with the skills and knowledge needed to support language development in their classrooms.
　○ **Cultural Competency:** Offer training on cultural competency to help teachers create inclusive and supportive learning environments that recognize and value the diverse backgrounds of ELs.
3. **Increased Family and Community Engagement:** | This action will be measured by the metrics identified in the action description. |

	○ **Educational Partner Feedback:** Actively seek feedback from families, caretakers, and community members regarding the needs and challenges faced by ELs and LTELs. This feedback will inform the development and implementation of language development programs. ○ **Bilingual Support Services:** Enhance communication and support services for bilingual families to ensure they are fully informed and engaged in their children's education. This includes providing resources and training in multiple languages. These targeted strategies, developed with input from educational partners, are designed to support the identified needs of ELs and LTELs. By focusing on language development, utilizing research-based interventions, and enhancing family engagement, the district aims to improve academic outcomes and close the achievement gaps for these student groups.	

| Goal 2 and Action 1 | The following data supports the identified need: Dataquest- 2022-2023- Unexcused absences; FY 34.4%. Chronic Absenteeism Rate- CA Dashboard- District Level- FY 39.2%. Suspension Rate - CA Dashboard - District Level; All 9%; FY 16.9%. Foster Youth Support Services – There are gaps in the suspension rate between all students and Foster Youth.

The actions above are limited to Foster Youth students surrounding social-emotional learning support and mental health. We are looking forward to fully implementing these actions because they show promising practices for our students. We saw an increase in the amount of referrals, both in district and out of district to meet the mental health needs of the students.

The actions described above are specifically tailored to support Foster Youth students through social-emotional learning (SEL) and mental health services. Based on analysis of student achievement data, we recognize the critical need for these supports.

Key Findings and Actions:

● **Increased Referrals:** We observed a rise in both in-district and out-of-district referrals to address the mental health needs of Foster Youth. This indicates a growing recognition of the importance of mental health services for this group.
● **Promising Practices:** The implementation of SEL and mental health support practices shows significant promise in improving the well-being and academic outcomes of Foster Youth students.

Educational Partner Feedback:

● **Need for Comprehensive Support:** Feedback from educational partners highlights the necessity of comprehensive mental health and SEL programs tailored to the unique challenges faced by Foster Youth. | The district expects that providing more opportunities for Social Emotional Learning the effects would produce positive outcomes for our struggling students.

AESD will provide additional support for our Foster Youth students to improve the academic outcomes (higher grades, higher performance on the CAASPP in ELA and Math), as well as reduced suspension rates and increased attendance rates, specifically for Foster Youth.

In considering the needs, conditions, and circumstances of our Foster Youth students, the district identified access to curriculum with the addition of two Foster Youth Counselors that will be responsible for providing access to academic services, physical and emotional health, and mental wellness.

In conclusion, Foster Youth Services – Foster Youth Counselors will serve as the district's Foster youth liaisons, and will connect Foster Youth and families to physical and mental health services. These Counselors will conduct progress monitoring, and regular check-ins, and will connect Foster youth to academic support services (tutoring). This action is targeted toward supporting the district's identified need to support Foster Youth academically, socially, emotionally, and mentally. Educational partner feedback indicates that additional support is needed for Foster Youth. | This action will be measured by the metrics identified in the action description. |

- **Collaboration and Input:** Ongoing collaboration with families, caretakers, and community organizations is essential to ensure these programs effectively address the needs of Foster Youth.

Planned Actions:

1. **Enhanced SEL Programs:** Implementing robust SEL programs to help Foster Youth develop emotional resilience, social skills, and coping strategies.
2. **Mental Health Services:** Expanding access to mental health services, including counseling and therapy, to support the psychological well-being of Foster Youth.
3. **Professional Development:** Providing training for educators and staff on trauma-informed practices and the specific needs of Foster Youth.
4. **Family and Community Engagement:** Strengthening partnerships with families and community organizations to ensure a holistic approach to supporting Foster Youth.

We are committed to fully implementing these actions as they have shown promising results in addressing the social-emotional and mental health needs of Foster Youth. By leveraging the insights gained from educational partner feedback and student achievement data, we aim to create a supportive and effective environment that fosters the success and well-being of Foster Youth students.

| Goal 3 and Action 3 | There is a gap between overall student CAASPP performances (76.5 points below standard in ELA, 115.3 points below standard in Math), and performance on the CAASPP for English Learners (104.3 points below standard in ELA and 133.7 points below standard in Math). The English Learner Progress Indicator indicates 47.2% making progress towards English language proficiency with a decline of 2% of 1,114 English Learners districtwide. These data points indicate a need for the district to direct services to English Learners, to support their academic achievement.

The action was developed to meet the unique needs of the district's diverse community. According to the 2023 California Dashboard there was a decline of 2% of students making progress towards English Language proficiency.

Educational Partner Feedback:

Educational partner feedback also supports the implementation of the limited action indicated. The district expects the implementation of this action to lead to gradual increases in academic performance for English Learners. | District Staff will coordinate and increase efforts of communication to support language acquisition and goal attainment for students. This includes frequent and constant communication with parents and family members. Additional support for students include tutoring services and parent/family training and support for students in the areas of standards attainment and homework completion. Additionally, bilingual supports include access and opportunity for training in the areas of mental health services. | This action will be measured by the metrics identified in the action description. |

Insert or delete rows, as necessary.

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

Not Applicable

Not applicable Additional Concentration Grant Funding

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

The additional funding will be used to increase and retain qualified staff and support staff from the local area with comparable salaries and benefits. The increase in staff support such as paraprofessionals, aides, and other directly supporting staff will assist in the student's overall achievement data. By connecting and supporting the students' social-emotional development and assisting them with mental health needs.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$76,609,479	$ 27,346,827	35.696%	17.415%	53.111%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 41,024,405	$ 4,402,017	$ -	$ 2,594,308	$ 48,020,730.20	$ 27,983,681	$ 20,037,049

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	Class Size Reduction	Unduplicated	Yes	LEA-Wide	All	All Schools	Ongoing	$ 4,681,413	$ -	$4,681,413	$ -	$ -	$ -	$ 4,681,413	0.000%
1	2	Supplemental Technology	English Learners, Foster Youth & Low-Income	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	Ongoing	$ 1,168,839	$2,872,683	$4,041,522	$ -	$ -	$ -	$ 4,041,522	0.000%
1	3	Instructional Jumpstart	English Learners, Foster Youth & Low-Income	Yes	Schoolwide	English Learners, Foster Youth & Low-Income	All Schools	Ongoing	$ -	$ 715,684	$ 715,684	$ -	$ -	$ -	$ 715,684	0.000%
1	4	Professional Development	English Learners, Foster Youth & Low-Income	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	Ongoing	$ 2,617,740	$1,880,743	$4,227,065	$ -	$ -	$ 271,418	$ 4,498,483	0.000%
1	5	Instructional Leadership	Unduplicated	Yes	LEA-Wide	All	All Schools	Ongoing	$ 2,612,324	$ 100,000	$ 614,343	$ -	$ -	$ 2,097,981	$ 2,712,324	0.000%
1	6	Library and Media Access	English Learners, Foster Youth & Low-Income	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	Ongoing	$ 1,160,958	$ 900,245	$2,061,203	$ -	$ -		$ 2,061,203	0.000%
1	7	School Innovation	English Learners, Foster Youth & Low-Income	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	Ongoing	$ 929,393	$1,220,615	$2,150,008	$ -	$ -		$ 2,150,008	0.000%
1	8	English Learner Student Achievement	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 326,680	$ 315,076	$ 641,756	$ -	$ -		$ 641,756	0.000%
2	1	Foster Youth Services	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$ 429,719	$ 385,340	$ 815,059	$ -	$ -		$ 815,059	0.000%
2	2	Music & Art	English Learners, Foster Youth & Low-Income	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	Ongoing	$ 962,954	$ 531,942	$1,494,896		$ -		$ 1,494,896	0.000%
2	3	Mental Health & Social-Emotional Counseling	Unduplicated	Yes	LEA-Wide	All	All Schools	Ongoing	$ 680,275	$ 600,000	$1,280,275	$ -	$ -		$ 1,280,275	0.000%
2	4	Attendance and Engagement	Unduplicated	No	LEA-Wide	N/A	All Schools	Ongoing	$ 322,510	$ 13,601	$ 336,111	$ -	$ -		$ 336,111	0.000%
2	5	Social Emotional Wellness	English Learners, Foster Youth & Low-Income	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	Ongoing	$ 273,327	$ 500,555	$ 773,882	$ -	$ -		$ 773,882	0.000%
2	6	Social Emotional Learning	Unduplicated	Yes	LEA-Wide	All	All Schools	Ongoing	$ 613,899	$2,751,467	$3,365,366	$ -	$ -		$ 3,365,366	0.000%
2	7	Transportation Services	English Learners, Foster Youth & Low-Income	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	Ongoing	$ 3,782,829	$2,260,505	$6,043,334	$ -	$ -		$ 6,043,334	0.000%
2	8	Counseling	English Learners, Foster Youth & Low-Income	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	Ongoing	$ 200,715	$ 251,411	$ 452,126	$ -	$ -		$ 452,126	0.000%
2	9	Engaging Electives	Low-Income	Yes	LEA-Wide	Low-Income	All Schools	Ongoing	$ 4,026,588	$1,100,000	$5,126,588	$ -	$ -		$ 5,126,588	0.000%

Goal	Action	Title	Student Group	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span								%
3	1	Family Engagement	Unduplicated	Yes	LEA-Wide	All	All Schools	Ongoing	$ 454,329	$1,358,610	$1,588,030	$ -	$ -	$ 224,909	$ 1,812,939	0.000%
3	2	Communication	English Learners, Foster Youth & Low-Income	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	Ongoing	$ -	$ 183,858	$ 183,858	$ -	$ -	$ -	$ 183,858	0.000%
3	3	Bilingual Education	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 292,745	$ 139,140	$ 431,885	$ -	$ -	$ -	$ 431,885	0.000%
4	1	Tiered Support Program- Personnel	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 50,000	$ 10,000	$ -	$ 60,000	$ -	$ -	$ 60,000	0.000%
4	2	Additional Standards-Based Practice- Supplemental Subscriptions	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 65,000	$ -	$ 65,000	$ -	$ -	$ 65,000	0.000%
4	3	ELA/Literacy and Math Professional Development	English Learners	No	Schoolwide	English Learners	All Schools	Ongoing	$ 40,000	$ 35,000	$ -	$ 75,000	$ -	$ -	$ 75,000	0.000%
4	4	Academic Intervention	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 70,000	$ -	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
4	5	Socio-Emotional and Behavior Intervention Support	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 75,897	$ -	$ 75,897	$ -	$ -	$ 75,897	0.000%
4	6	Indirect Costs	N/A	No	Schoolwide	N/A	All Schools	Ongoing	$ -	$ 25,675	$ -	$ 25,675	$ -	$ -	$ 25,675	0.000%
5	1	Wellness Center	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 60,000	$ 165,000	$ -	$ 225,000	$ -	$ -	$ 225,000	0.000%
5	2	Wellness Room Support - Personnel	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 80,000	$ -	$ -	$ 80,000	$ -	$ -	$ 80,000	0.000%
5	3	Professional Development and Intervention- Personnel	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 70,000	$ -	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
5	4	Intervention Materials	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 51,596	$ -	$ 51,596	$ -	$ -	$ 51,596	0.000%
5	5	Professional Development for ELA, Math & Restorative Practices	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 10,000	$ 15,000	$ -	$ 25,000	$ -	$ -	$ 25,000	0.000%
5	6	Professional Development- Consultants for ELA and Math	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 10,000	$ 15,000	$ -	$ 25,000	$ -	$ -	$ 25,000	0.000%
5	7	Intervention- Instructional Assistants	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 30,000	$ -	$ -	$ 30,000	$ -	$ -	$ 30,000	0.000%
5	8	Indirect Costs	N/A	No	Schoolwide	N/A	All Schools	Ongoing	$ -	$ 37,604	$ -	$ 37,604	$ -	$ -	$ 37,604	0.000%
6	1	ELA and Writing Intervention Personnel	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 140,000	$ 140,000	$ -	$ 280,000	$ -	$ -	$ 280,000	0.000%
6	2	Professional Development for Literacy and Writing- Contracted Services/Consultant	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 30,000	$ 50,000	$ -	$ 80,000	$ -	$ -	$ 80,000	0.000%
6	3	ELA and Writing Intervention	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 131,443	$ -	$ -	$ 131,443	$ -	$ -	$ 131,443	0.000%
6	4	Professional Development for ELA and Math	English Learners	No	Schoolwide	English Learners	All Schools	Ongoing	$ 30,000	$ 50,000	$ -	$ 80,000	$ -	$ -	$ 80,000	0.000%
6	5	Indirect Costs	N/A	No	Schoolwide	N/A	All Schools	Ongoing	$ -	$ 45,386	$ -	$ 45,386	$ -	$ -	$ 45,386	0.000%
6	6	Wellness Support - Personnel	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 40,000	$ -	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
7	1	ELA and Math Professional Development- Contracted Services/Consultant	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 10,000	$ 15,000	$ -	$ 25,000	$ -	$ -	$ 25,000	0.000%
7	2	Literacy Coaching	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 280,000	$ -	$ -	$ 280,000	$ -	$ -	$ 280,000	0.000%
7	3	Case Management	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 67,000	$ 3,000	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
7	4	Intervention Small Group Instruction	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 70,000	$ -	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
7	5	Supplemental Materials	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 54,261	$ -	$ 54,261	$ -	$ -	$ 54,261	0.000%
7	6	Home Visits and increased connections with parents/guardians	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 10,000	$ 5,000	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
7	7	Additional Support Personnel for Program Implementation	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 6,000	$ -	$ -	$ 6,000	$ -	$ -	$ 6,000	0.000%
7	8	Mentoring, Tutoring, and Resource Support - Consultant	Unduplicated	No	Schoolwide	All	All Schools	Ongoing		$ 50,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
7	9	Professional Development- Consultants for ELA and Math	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 50,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%

									Amount 1	Amount 2	Amount 3	Total			Total	%
7	10	Indirect Costs	N/A	No	Schoolwide	N/A	All Schools	Ongoing	$ -	$ 46,041	$ -	$ 46,041	$ -	$ -	$ 46,041	0.000%
8	1	ELA and Math Professional Development- Contracted Services/Consultant	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 20,000	$ 46,451	$ -	$ 66,451	$ -	$ -	$ 66,451	0.000%
8	2	Literacy Coaching	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 280,000	$ -	$ -	$ 280,000	$ -	$ -	$ 280,000	0.000%
8	3	Chronic Absenteeism Case Management	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 67,000	$ 3,000	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
8	4	Intervention Small Group Instruction	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 67,000	$ -	$ -	$ 67,000	$ -	$ -	$ 67,000	0.000%
8	5	Supplemental Materials	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 160,000	$ -	$ 160,000	$ -	$ -	$ 160,000	0.000%
8	6	Home Visits and increased connections with parents/guardians	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 10,000	$ 5,000	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
8	7	Additional Support Personnel for Program Implementation	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 6,000	$ -	$ -	$ 6,000	$ -	$ -	$ 6,000	0.000%
8	8	Mentoring, Tutoring, and Resource Support - Consultant	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 15,000	$ 45,000	$ -	$ 60,000	$ -	$ -	$ 60,000	0.000%
8	9	Indirect Costs	N/A	No	Schoolwide	N/A	All Schools	Ongoing	$ -	$ 63,425	$ -	$ 63,425	$ -	$ -	$ 63,425	0.000%
8	10	Professional Development- Consultants for ELA and Math	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 15,000	$ 55,000	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
8	11	Intervention- Instructional Personnel	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 60,000	$ -	$ -	$ 60,000	$ -	$ -	$ 60,000	0.000%
9	1	ELA and Math Professional Development- Contracted Services/Consultant	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 25,000	$ 115,000	$ -	$ 140,000	$ -	$ -	$ 140,000	0.000%
9	2	Literacy Coaching	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 280,000	$ -	$ -	$ 280,000	$ -	$ -	$ 280,000	0.000%
9	3	Chronic Absenteeism Case Management	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 67,000	$ 3,000	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
9	4	Intervention Small Group Instruction	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 67,000	$ -	$ -	$ 67,000	$ -	$ -	$ 67,000	0.000%
9	5	Supplemental Materials	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 293,359	$ -	$ 293,359	$ -	$ -	$ 293,359	0.000%
9	6	Home Visits and increased connections with parents/guardians	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 10,000	$ 5,000	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
9	7	Additional Support Personnel for Program Implementation	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 6,000	$ -	$ -	$ 6,000	$ -	$ -	$ 6,000	0.000%
9	8	Mentoring, Tutoring, and Resource Support - Consultant	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 15,000	$ 45,000	$ -	$ 60,000	$ -	$ -	$ 60,000	0.000%
9	9	Intervention- Instructional Personnel	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 25,000	$ -	$ -	$ 25,000	$ -	$ -	$ 25,000	0.000%
9	10	Indirect Costs	N/A	No	Schoolwide	N/A	All Schools	Ongoing	$ -	$ 70,989	$ -	$ 70,989	$ -	$ -	$ 70,989	0.000%
10	1	Tiered Support Program- Personnel	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 67,000	$ -	$ -	$ 67,000	$ -	$ -	$ 67,000	0.000%
10	2	Professional Development and Intervention Coordination Program Facilitator	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 15,000	$ -	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
10	3	Additional Support Classes	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 67,000	$ -	$ -	$ 67,000	$ -	$ -	$ 67,000	0.000%
10	4	Mentoring, Tutoring, and Resource Support - Consultant	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 5,000	$ 7,000	$ -	$ 12,000	$ -	$ -	$ 12,000	0.000%
10	5	Intervention	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 10,000	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
10	6	Support for parents and students - Community Resource personnel limited term assignment	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 15,000	$ -	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
10	7	Supplemental Materials	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 8,834	$ -	$ 8,834	$ -	$ -	$ 8,834	0.000%
10	8	Home Visits and increased connections with parents/guardians	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 4,000	$ -	$ -	$ 4,000	$ -	$ -	$ 4,000	0.000%
10	9	Additional Support Personnel for Program Implementation	Unduplicated	No	Schoolwide	All	All Schools	Ongoing	$ 4,000	$ -	$ -	$ 4,000	$ -	$ -	$ 4,000	0.000%
10	10	Indirect Costs	N/A	No	Schoolwide	N/A	All Schools	Ongoing	$ -	$ 15,056	$ -	$ 15,056	$ -	$ -	$ 15,056	0.000%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 76,609,479	$ 27,346,827	35.696%	17.415%	53.111%	$ 40,688,294	0.000%	53.111%	Total:	$ 40,688,294
								LEA-wide Total:	$ 38,083,910
								Limited Total:	$ 1,888,700
								Schoolwide Total:	$ 715,684

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	Class Size Reduction	Yes	LEA-Wide	All	All Schools	$ 4,681,413	0.000%
1	2	Supplemental Technology	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	$ 4,041,522	0.000%
1	3	Instructional Jumpstart	Yes	Schoolwide	English Learners, Foster Youth & Low-Income	All Schools	$ 715,684	0.000%
1	4	Professional Development	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	$ 4,227,065	0.000%
1	5	Instructional Leadership	Yes	LEA-Wide	All	All Schools	$ 614,343	0.000%
1	6	Library and Media Access	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	$ 2,061,203	0.000%
1	7	School Innovation	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	$ 2,150,008	0.000%
1	8	English Learner Student Achievement	Yes	Limited	English Learners	All Schools	$ 641,756	0.000%
2	1	Foster Youth Services	Yes	Limited	Foster Youth	All Schools	$ 815,059	0.000%
2	2	Music & Art	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	$ 1,494,896	0.000%
2	3	Mental Health & Social-Emotional Counse	Yes	LEA-Wide	All	All Schools	$ 1,280,275	0.000%
2	5	Social Emotional Wellness	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	$ 773,882	0.000%
2	6	Social Emotional Learning	Yes	LEA-Wide	All	All Schools	$ 3,365,366	0.000%
2	7	Transportation Services	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	$ 6,043,334	0.000%
2	8	Counseling	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	$ 452,126	0.000%
2	9	Engaging Electives	Yes	LEA-Wide	Low-Income	All Schools	$ 5,126,588	0.000%
3	1	Family Engagement	Yes	LEA-Wide	All	All Schools	$ 1,588,030	0.000%
3	2	Communication	Yes	LEA-Wide	English Learners, Foster Youth & Low-Income	All Schools	$ 183,858	0.000%
3	3	Bilingual Education	Yes	Limited	English Learners	All Schools	$ 431,885	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 39,070,832.00	$ 24,147,534.73

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	Class Size Reduction	Yes	$ 4,238,231	$ 4,360,954
1	2	Supplemental Technology	Yes	$ 3,000,000	$ 1,532,470
1	3	Engaging Electives	Yes	$ 3,446,215	$ 3,065,303
1	4	Professional Development	Yes	$ 2,952,002	$ 714,639
1	5	Assistant Administrators	Yes	$ 2,319,542	$ 1,799,922
1	6	Library and Media Access	Yes	$ 1,250,000	$ 1,261,564
1	7	School Innovation/Site Focus	Yes	$ 2,500,008	$ 2,294,388
1	8	English Learner Student Achievement	Yes	$ 250,000	$ 110,491
1	9	Early Childhood	Yes	$ 567,527	$ 23,990
2	1	Foster Youth Services	Yes	$ 268,961	$ 515,059
2	2	Music & Art	Yes	$ 1,000,000	$ 614,586
2	3	Counselors	Yes	$ 1,066,971	$ 811,627
2	4	Attendance and Engagement	No	$ 300,000	$ 323,184
2	5	Physical Wellness	Yes	$ 1,000,000	$ 659,169
2	6	Social Emotional Learning	Yes	$ 7,165,458	$ 2,612
2	7	Transportation Services	Yes	$ 4,698,933	$ 5,226,428
2	8	Social Workers	Yes	$ 500,000	$ 161,832
3	1	Family Engagement	Yes	$ 2,071,984	$ 419,048
3	2	Communication	No	$ 175,000	$ 66,091
3	3	Bilingual Education	Yes	$ 300,000	$ 184,178

2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 26,210,375	$ 35,874,098	$ 22,872,550	$ 13,001,548	0.000%	0.000%	0.000% - 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 Fund)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Class Size Reduction	Yes	$ 4,238,231	$ 4,360,954.00	0.000%	0.000%
1	2	Supplemental Technology	Yes	$ 3,000,000	$ 1,532,470.00	0.000%	0.000%
1	3	Engaging Electives	Yes	$ 3,446,215	$ 3,065,303.00	0.000%	0.000%
1	4	Professional Development	Yes	$ 2,686,723	$ 714,639.00	0.000%	0.000%
1	5	Assistant Administrators	Yes	$ 347,931	$ 269,811.00	0.000%	0.000%
1	6	Library and Media Access	Yes	$ 1,250,000	$ 1,261,564.00	0.000%	0.000%
1	7	School Innovation/Site Focus	Yes	$ 2,500,008	$ 2,294,388.00	0.000%	0.000%
1	8	English Learner Student Achievement	Yes	$ 250,000	$ 110,491.00	0.000%	0.000%
1	9	Early Childhood	Yes	$ 567,527	$ 23,990.00	0.000%	0.000%
2	1	Foster Youth Services	Yes	$ 268,961	$ 515,059.00	0.000%	0.000%
2	2	Music & Art	Yes	$ 1,000,000	$ 624,144.00	0.000%	0.000%
2	3	Counselors	Yes	$ 654,111	$ 811,627.00	0.000%	0.000%
2	5	Physical Wellness	Yes	$ 1,000,000	$ 673,882.00	0.000%	0.000%
2	6	Social Emotional Learning	Yes	$ 7,165,458	$ 13,899.00	0.000%	0.000%
2	7	Transportation Services	Yes	$ 4,698,933	$ 5,226,428.00	0.000%	0.000%
2	8	Social Workers	Yes	$ 500,000	$ 192,995.00	0.000%	0.000%
3	1	Family Engagement	Yes	$ 2,000,000	$ 607,453.00	0.000%	0.000%
3	3	Bilingual Education	Yes	$ 300,000	$ 184,178.00	0.000%	0.000%

2023-2024 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 78,450,339	$ 26,210,375	13.160%	46.570%	$ 22,872,550	0.000%	29.155%	$ 13,661,889.61	17.415%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

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- 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.

  o 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.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

o   The baseline data must remain unchanged throughout the three-year LCAP.

▪   This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

▪   If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

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

Year 2 Outcome

● When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

o   Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

● When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o   This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

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

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

Required Actions

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

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

  o Professional development for teachers.

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

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

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

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be

increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

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.

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

o   The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

● Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

o   The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

● Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

● Table 2: Contributing Actions Table (for the coming LCAP Year)

● Table 3: Annual Update Table (for the current LCAP Year)

● Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

● Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

  o **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.

  o **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.

  o **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).

  o **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.

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

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

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

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

    o   This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

    o   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)**

    o   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**

    o   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)**

  o 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 (%)**

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

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

  o 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)**

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

LCFF Carryover Table

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

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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