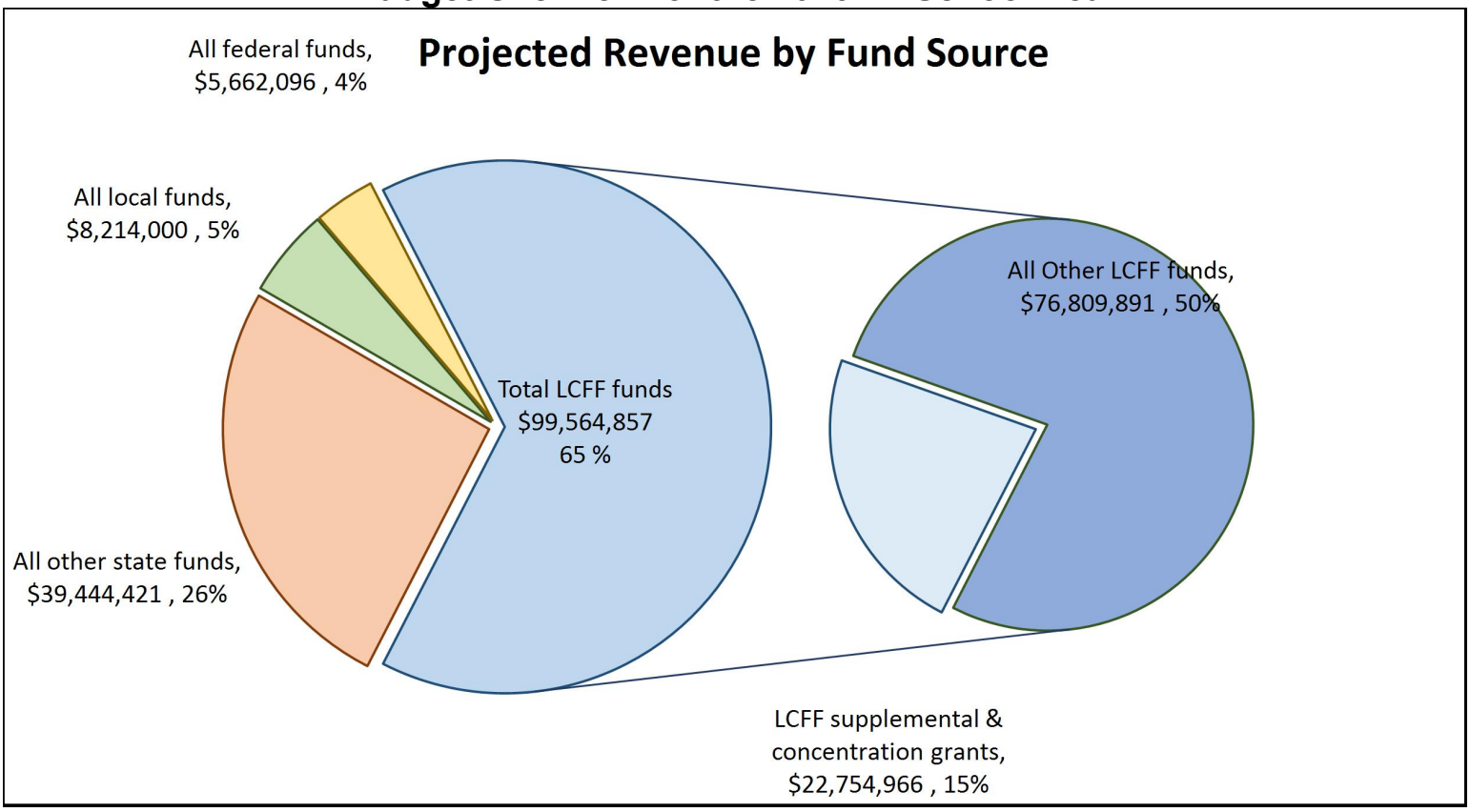
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Adelanto Elementary School District
CDS Code: 36-675870000000
School Year: 2026-27
LEA contact information:
Saida Valdez Ed.D.
Assistant Superintendent of Educational Services
saida_valdez@aesd.net
(760) 246-8691

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

Budget Overview for the 2026-27 School Year

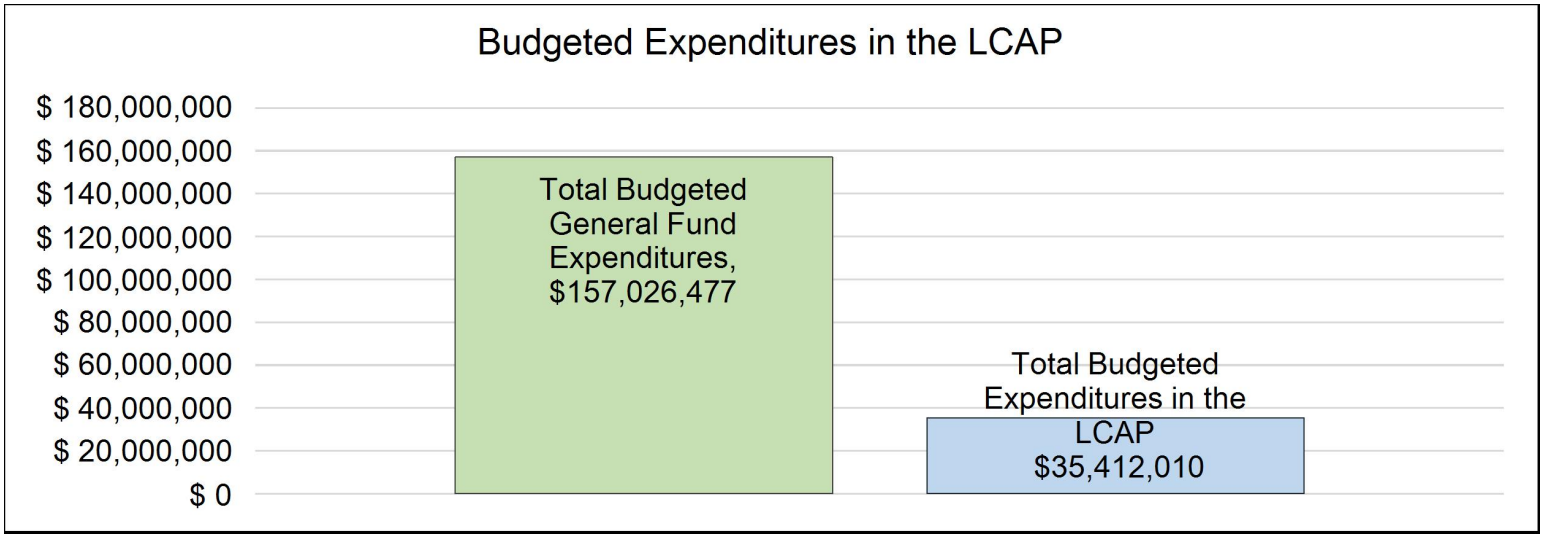


This chart shows the total general purpose revenue Adelanto Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Adelanto Elementary School District is $152,885,374, of which $99,564,857 is Local Control Funding Formula (LCFF), $39,444,421 is other state funds, $8,214,000 is local funds, and $5,662,096 is federal funds. Of the $99,564,857 in LCFF Funds, $22,754,966 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Adelanto Elementary School District plans to spend for 2026-27. 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 $157,026,477 for the 2026-27 school year. Of that amount, $35,412,010 is tied to actions/services in the LCAP and $121,614,467 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

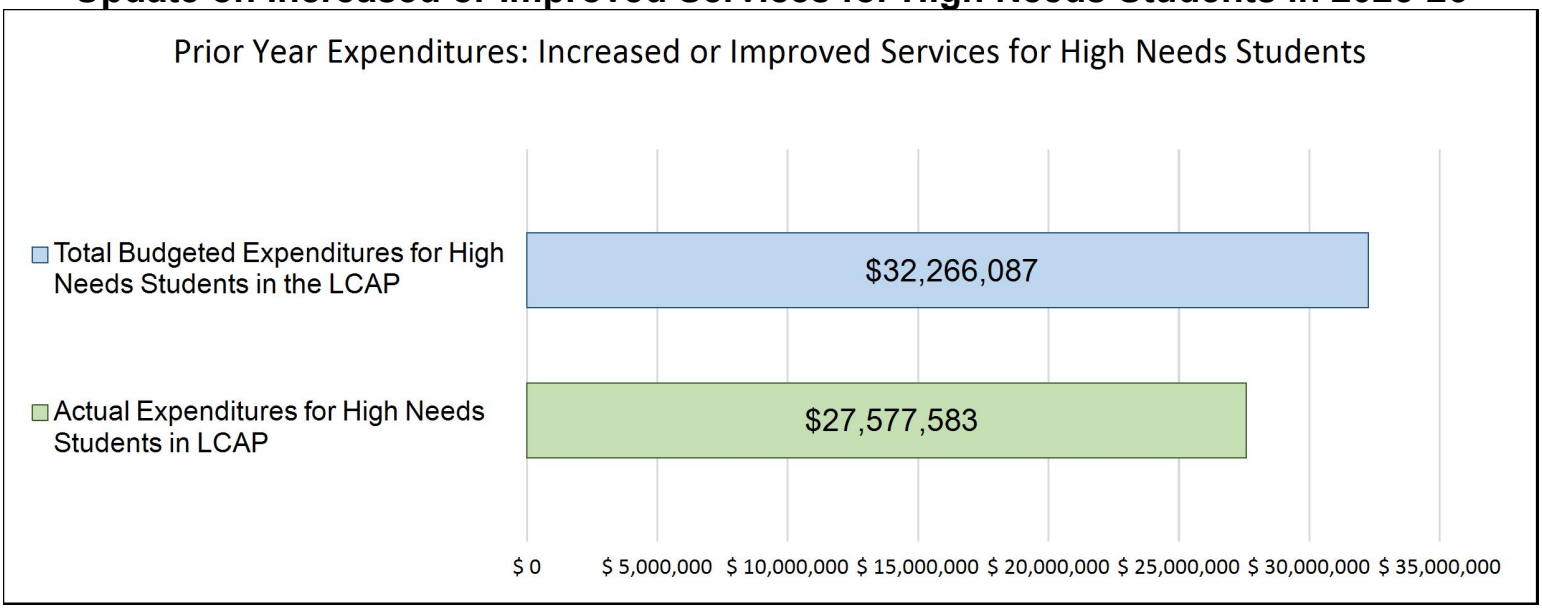
In addition to items covered in the LCAP, the District must fund several essential operational expenses not included in the plan. These include: (1) insurance and utilities, (2) certificated administration salaries, (3) classified management salaries, (4) administrative benefits, (5) building improvements,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

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Adelanto Elementary School District is projecting it will receive $22,754,966 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 $26,743,201 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Adelanto Elementary School District's LCAP budgeted $32,266,087 for planned actions to increase or improve services for high needs students. Adelanto Elementary School District actually spent $27,577,583 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $4,688,504 had the following impact on Adelanto Elementary School District's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Adelanto Elementary School District	Saida Valdez Ed.D. Assistant Superintendent of Educational Services	Saida_Valdez@aesd.net (760) 246-8691

Plan Summary [2026-27]

General Information

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

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

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

Reflecting the vibrant diversity of its community, the district's student demographics from the 2025 CA Dashboard reveal a rich tapestry of cultural and socioeconomic backgrounds. With 17.2% English Learners, 2.9% Foster Youth, 2.1% Homeless, 14.5% students with disabilities, and a significant 73.6% of students being socioeconomically disadvantaged, the district's commitment to inclusive education is

paramount. The student population comprises 3.2% of two or more races, 17.2% African American, 68.9% Hispanic, and a mixture of other ethnicities, creating a dynamic learning environment.

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

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

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

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

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

Equity Multiplier Schools:

Per the description on the California Department of Education’s website, the Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Based on the eligibility criteria, the schools below were identified. Each school engaged their Educational Partners within their school community to develop a plan to address (a) all student groups that have the lowest performance level on one or more state indicators on the Dashboard, and (b) any

underlying issues in credentialing, subject matter preparation, and retention of the school's educators, if applicable. The goals and action plans for the identified school sites can be found in this document in goals 4 through 12.

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

Eligible in the 2026-2027 school year: Columbia Middle (6-8), West Creek Elementary (TK-5), El Mirage School (K-8), Adelanto Virtual Academy (K-8), Adelanto Elementary (TK-5), Westside Park Elementary (TK-5), and Mesa Linda Middle (6-8).
Although Bradach Elementary (TK-5) and Theodore Vick Elementary (TK-5) no longer qualify for additional Equity Multiplier funding, the goals associated with them remain in the LCAP to support the actions related to any carryover funding still available to these sites.

Reflections: Annual Performance

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

Adelanto Elementary School District conducted a comprehensive review of performance data from state and local indicators on the California School Dashboard, local self-assessment measures, and input from educational partners. Based on this analysis the district is demonstrating progress toward improving academic outcomes. The findings below reflect growth and improvements when comparing the most recent data to the baseline 2023 school year.

Differentiated Assistance Status and Trends (2023–2025)
In 2023, Adelanto Elementary School District was identified for Differentiated Assistance (DA) for six student groups—Homeless Youth, African American students, English Learners, Foster Youth, Hispanic students, and Socioeconomically Disadvantaged students—primarily in ELA, Mathematics, and Suspension, with Homeless Youth also identified for Chronic Absenteeism. This reflected widespread academic, behavioral, and engagement needs across multiple student groups. In 2025, the district's Differentiated Assistance identification narrowed to three student groups: Foster Youth, Homeless Youth, and Multiple Races students. All three groups were identified in ELA, Mathematics, and Suspension, while Foster Youth were also identified for Chronic Absenteeism. This reduction in the number of identified student groups suggests progress for several groups previously identified for support; however, the continued identification of Foster Youth, Homeless Youth, and Multiple Races students demonstrates that significant disparities remain. The 2025 identification points to a need for more focused, targeted, and data-driven supports that address academic achievement, school climate, and engagement, with particular attention to Foster Youth, who continue to experience needs across the greatest number of indicators. Continued monitoring of outcomes and refinement of LCAP actions will be critical to reducing disparities and improving outcomes for these student groups.

CAASPP ELA 2023-2025
The district demonstrated overall improvement in ELA performance from 2023 to 2025, with the All student group increasing from -76.5 DFS to -67.6 DFS (+8.9). Most student groups showed gains, including English Learners (+20.0 DFS), Hispanic students (+8.2 DFS), African American students (+13.3 DFS), Homeless youth (+32.9 DFS), Low-Income students (+6.5 DFS), and Foster Youth (+8.6 DFS), indicating positive movement toward grade-level standards. At the school level, both elementary and middle schools showed improvement, with notable

gains at Adelanto Elementary (+34.3 DFS), Westside Park (+32.2 DFS), Adelanto Virtual (+46.6 DFS), and Columbia Middle School (+28.0 DFS). While Mesa Linda Middle School also improved (+8.0 DFS), it continues to perform at lower levels overall. Despite these gains, all student groups remain below standard, and Students with Disabilities remain among the lowest-performing student groups across many sites where data are available. Additionally, Two or More Races declined by -15.3 DFS points, indicating a need for further analysis and targeted support. Overall, the data indicates that actions and services are contributing to improved ELA outcomes; however, continued focus is needed to accelerate progress and address persistent achievement gaps among student groups.

CAASPP Math 2023-2025
The district demonstrated overall improvement in Math performance from 2023 to 2025, with the All student group increasing from -115.3 DFS to -102.3 DFS (+13.0). All major student groups showed gains, including English Learners (+21.2 DFS), African American students (+16.1), Homeless youth (+22.4 DFS), Low-Income students (+11.7), and Foster Youth (+6.3), indicating positive movement toward grade-level standards. Notably, Hispanic students showed a significant increase +12.2 DFS points. At the school level, both elementary and middle schools demonstrated improvement, with notable gains at Ted Vick (+20.6), Westside Park (+26.6), El Mirage (+31.0), Columbia Middle School (+21.5), and Mesa Linda Middle School (+19.5). Despite these gains, middle schools continue to have the lowest performance overall, and Students with Disabilities remain the lowest-performing subgroup across nearly all sites, with significantly large negative DFS values. Overall, the data indicates that district actions are contributing to improved Math outcomes; however, all student groups remain below standard, and continued targeted support is needed to accelerate achievement and address persistent performance gaps.

English Learner Progress 2023 to 2025

At the district level progress increased from 47.2% of students making progress in 2023 to 48.4% in 2025, an increase of 1.2% from baseline, indicating that a greater number of students are advancing in their English proficiency. At the school level, results were generally positive. In 2025, Bradach showed strong growth, increasing by 17.50% to 52.4%; Westside Park improved by 11.20% to 45.6%; George increased by +3 percentage points, reaching 47.4%, and Ted Vick demonstrated growth as well, increasing by 7 percentage points, reaching 45.6%, demonstrating increased rates of student progress.

In summary, the percentage of English Learners making progress is improving slightly over time overall.
At the school level, some schools show stronger growth than others, meaning progress is not uniform across the district. Overall, while some schools made notable gains, the data highlights ongoing areas for improvement, indicating the need for continued targeted strategies to support English learners effectively across all schools.

Suspensions 2023-2025
Suspension data from 2023 to 2025 shows an overall significant improvement in student behavior across the district, with notable reductions in most student groups, although Foster Youth remains an area of concern.
At the district level, suspension rates decreased from 9% in 2023 to 8.6% in 2025 (-0.4). Reductions were seen in several key student groups, including Low-Income (9.3% to 9.0, -0.3 percentage points), English Learners (6.1% to 5.7, -0.4 percentage points), Students with Disabilities (12.4% to 10.8, -1.6 percentage points), Hispanic students (6.4% to 6.0, -0.4 percentage points). White students increased from 8.2% to 9.6% (+1.4 percentage points), indicating a need for additional review. Foster Youth increased from 16.9% to 19.6% (+2.7 percentage points), indicating a growing need for targeted behavioral and social-emotional supports.

At the elementary level, suspension rates declined dramatically across most schools. For example, Adelanto Elementary decreased from 6.2% to 2.3% (-3.9), Eagle Ranch from 3.8% to 1.7% (-2.1), and Westside Park from 3.8% to 0.7% (-3.1). West Creek also improved from 6.2% to 4.0% (-2.2). Subgroups such as Students with Disabilities and Low-Income students showed meaningful reductions across multiple sites, though Foster Youth at Ted Vick remained high (14.9% to 15.0%, slight increase).
At the middle school level, results were more mixed but still show improvement at one site. Columbia Middle reduced suspensions from 22.4% to 16.1 (-6.3) overall, while Mesa Linda improved from 32.9% to 13.2% (-19.7), representing a substantial decline. However, Foster Youth at Mesa Linda remains elevated (43.1% to 30.6%) despite improvement, and AA student suspension rates remain disproportionately high across sites. Overall, the data indicates that districtwide suspension rates have decreased and school climate has improved, particularly at the elementary level and at Mesa Linda Middle School, suggesting that interventions are working. However, Foster Youth and African American students continue to experience disproportionately high suspension rates, signaling a need for more targeted supports and restorative practices for these groups.

Chronic Absenteeism 2023-2025
The district demonstrated significant improvement in chronic absenteeism from 2023 to 2025. At the district level, rates decreased from 45.1% to 33.6% (-11.5%), with reductions across all school spans, including K-5 (-12.8 percentage points), K-8 (-10.6 percentage points), and middle schools (-9.1 percentage points). All major student groups showed improvement, including Low-Income (-10.1 percentage points), English Learners (-12.4 percentage points), Foster youth (-3.5 percentage points), Homeless youth (-11.0 percentage points), Asian (-15.1 percentage points), and Filipino (-17.2 percentage points), indicating stronger student engagement and attendance.
At the school level, elementary and middle schools showed substantial declines, with notable improvements at Adelanto Elementary (-27.4 percentage points), West Creek (-27.4 percentage points), Mesa Linda (-21.6 percentage points), and Columbia (AA subgroup -25.8 percentage points). Subgroups such as Students with Disabilities and African American students also demonstrated meaningful reductions across multiple sites. Despite these gains, chronic absenteeism rates remain elevated, particularly for Homeless Youth, Foster Youth, and Students with Disabilities, indicating a continued need for targeted attendance interventions.
Overall, the data reflects strong progress in reducing chronic absenteeism districtwide, suggesting that attendance initiatives are having a positive impact, while highlighting the need for continued focus on high-need student groups.

The RED 2023 dashboard indicators for a school within the LEA were as follows All students:

ELPI
Donald Bradach Elementary
George Visual and Performing Arts
Magnet
Theodore Vick Elementary
Westside Park Elementary

ELA
Adelanto Elementary
Victoria Magathan Elementary
West Creek Elementary
Westside Park Elementary

Columbia Middle School
Mesa Linda Middle School
Adelanto Virtual Academy

Math
Adelanto Elementary
Donald Bradach Elementary
El Mirage
Theodore Vick Elementary
West Creek Elementary
Westside Park Elementary
Columbia Middle School
Mesa Linda Middle School
Adelanto Virtual Academy

Suspension
Adelanto Elementary
Eagle Ranch Elementary
Columbia Middle School
Mesa Linda Middle School

Chronic Absenteeism
Adelanto Elementary
West Creek Elementary
Westside Park Elementary
Mesa Linda Middle School

RED 2023 dashboard indicators for a student group within the LEA:
All Students
ELA
Math
Suspension

English Learners
ELA
Math
Suspension

Foster Youth
ELA

Math
Suspension

Homeless Youth
ELA
Math
Suspension
Chronic Absenteeism

Socioeconomically Disadvantaged
ELA
Math
Suspension

Students with Disabilities
Suspension

African American
ELA
Math
Suspension

Asian
Chronic Absenteeism

Filipino
Chronic Absenteeism

Hispanic
ELA
Math
Suspension

White
Suspension

Two or More Races
Suspension

RED 2023 dashboard indicators for a student group within any school in the LEA:

Adelanto Elementary
ELA
o Socioeconomically Disadvantaged,
o Hispanic

Math
o Socioeconomically Disadvantaged,
o Hispanic

Suspension
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American,
o Hispanic

Chronic Absenteeism
o English Learners,
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American,
o Hispanic

Donald Bradach Elementary
ELPI – English Learners
ELA - English Learners

Math
o English Learners,
o Socioeconomically Disadvantaged,
o Hispanic

Suspension - Foster Youth

Eagle Ranch Elementary
ELA – English Learners
Math – Students with Disabilities

Suspension –
o Socioeconomically Disadvantaged,

o Students with Disabilities,
o African American,
o White

Chronic Absenteeism – African American

El Mirage
ELA – English Learners
Math –
o English Learners,
o Socioeconomically Disadvantaged

George Visual and Performing Arts
ELPI – English Learners

ELA –
o English Learners,
o Students with Disabilities

Math –
o English Learners,
o African American

Gus Franklin Jr.
ELA – Students with Disabilities

Math – Students with Disabilities

Suspension – African American

Morgan Kincaid Prepatory
ELA –
o English Learners,
o Students with Disabilities,
o African American

Math –
o Students with Disabilities,
o African American

Suspension – Foster Youth
Chronic Absenteeism – Foster Youth

Theodore Vick Elementary
ELPI – English Learners

ELA –
o English Learners,
o African American

Math –
o English Learners,
o Socioeconomically Disadvantaged,
o African American,
o Hispanic

Suspension –
o Foster Youth,
o Students with Disabilities,
o African American,
o Hispanic

Chronic Absenteeism – African American

Victoria Magathan Elementary
ELA –
o English Learners,
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American,
o Hispanic

Math –
o English Learners,
o Students with Disabilities
Suspension – African American

West Creek Elementary
ELA –
o Socioeconomically Disadvantaged,

o Students with Disabilities,
o African American,
o Hispanic

Math –
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American,
o Hispanic

Suspension –
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American

Chronic Absenteeism –
o Socioeconomically Disadvantaged,
o Hispanic,
o White

Westside Park Elementary
ELPI – English Learners

ELA –
o English Learners,
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o Hispanic

Math –
o English Learners,
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American,
o Hispanic

Suspension – African American
Chronic Absenteeism –
o African American,
o White

Adelanto Virtual Academy
ELA –
o Socioeconomically Disadvantaged,
o Hispanic

Math –
o Socioeconomically Disadvantaged,
o Hispanic

Columbia Middle School
ELA –
o English Learners,
o Socioeconomically Disadvantaged,
o African American,
o Hispanic

Math –
o English Learners,
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American,
o Hispanic

Suspension –
o English Learners,
o Foster Youth,
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American,
o Hispanic,
o White,
o Two or More Races

Chronic Absenteeism – African American

Melva Davis Academy of Excellence
Math – African American

Chronic Absenteeism –

o Students with Disabilities,
o Two or More Races

Mesa Linda Middle School
ELA –
o English Learners,
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American,
o Hispanic

Math –
o English Learners,
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o Hispanic

Suspension –
o English Learners,
o Foster Youth,
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American,
o Hispanic,
o White,
o Two or More Races

Chronic Absenteeism –
o English Learners,
o Foster Youth,
o Socioeconomically Disadvantaged,
o Students with Disabilities,
o African American,
o Hispanic,
o Two or More Race

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

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

2.Increased ELPAC Scores: The percentage of English Learners scoring a "4" on the English Language Proficiency Assessment for California (ELPAC) increased from 26.5% in 2023 to 28.44% in 2025, an increase of 1.94 percentage points. This demonstrates a meaningful improvement in language proficiency among ELs.

3. Reclassification Rate: The English Learner (EL) reclassification rate increased from 6.7% in 2023 to 10% in 2025. Reclassification refers to the process by which EL students transition from English Learner status to proficient English proficiency, indicating that more EL students are meeting the criteria for proficiency and integration into mainstream academic programs.

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

Educational Partnerships
AESD continues to be at Full Implementation for the following Local Indicator: the District's progress in building the capacity of and supporting family members to engage effectively in advisory groups and decision-making. AESD will continue to work on increasing the number of approved parent volunteers to 500. AESD increased parent attendance at district parent group meetings by 2%. Educational Partnerships in 2025 increased to 2,529 participants, a substantial increase of +1,877 participants compared to 2023.

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

AESD has $1,562,673.00 in unexpended funds that will be designated to support goals and actions within the LCAP over the remaining year.

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

current lack of sufficient help in the classroom to support social and emotional well-being.

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

Action 2.1 Foster Youth Services. The majority of foster youth counselor costs were covered by the Learning Recovery Emergency Block Grant (LREBG) at $582,947. This action addresses the need to provide targeted support for foster youth through dedicated counselor(s). Rationale: Foster youth often experience trauma, instability, and a lack of consistent adult relationships, which directly impact academic performance and social-emotional development (Zetlin, Weinberg, & Kimm, 2005). Providing on-campus counselors and mentors has been shown to build trust, promote resilience, and improve school engagement (Davis, 2006). By investing in dedicated foster youth services, the district is addressing both the academic and emotional needs of one of its most vulnerable populations, consistent with the requirement to focus on students facing the greatest challenges under (EC §32526(c)(2) as part of integrated pupil and staff support. Research to support this action: https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Multitiered-System-of-Support.

Action 2.3 Mental Health and Social Emotional Counseling. LREBG funds ($715,628 Health Assistants and Counselors at Middle School). This action aligns with the allowable use of LREBG funds to integrate evidence-based pupil supports and services to address barriers to learning such as mental health and social-emotional needs, consistent with EC §32526(c)(2). Therefore, this action addresses the need to provide on-campus counseling support, including counselors at middle schools and health assistants, to meet students' mental health and social-emotional needs. Rationale: The presence of school-based mental health professionals has been shown to significantly reduce symptoms of anxiety, depression, and behavioral issues among students (Reback, 2010). Middle school years are particularly critical for identity formation and emotional regulation, and access to counselors during this period leads to improved academic and emotional outcomes (Lapan, Gysbers, & Sun, 1997). Health assistants also play a vital role in early identification and support for students facing physical and mental health challenges, contributing to better attendance and academic continuity.

Action 2.8 Counseling LREBG funds ($186,096 District Social Workers) This action aligns with the allowable use of LREBG funds to integrate evidence-based pupil supports and services to address barriers to learning such as mental health and social-emotional needs, consistent with EC §32526(c)(2). Therefore, this action addresses the need to provide on-campus counseling support to meet students' mental health and social-emotional needs. Rationale: The presence of school-based mental health professionals has been shown to significantly reduce symptoms of anxiety, depression, and behavioral issues among students (Reback, 2010). Middle school years are particularly critical for identity formation and emotional regulation, and access to counselors during this period leads to improved academic and emotional outcomes (Lapan, Gysbers, & Sun, 1997). Health assistants also play a vital role in early identification and support for students facing physical and mental health challenges, contributing to better attendance and academic continuity.

Reflections: Technical Assistance

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

The Adelanto Elementary School District is eligible for Differentiated Assistance based on the 2024 and 2025 CA school Dashboard in the following areas: Year 1 Foster Youth – ELA/Math, Chronic Absenteeism, and Suspension. Homeless - ELA/Math, Suspension; Year 2, Two or More Races – ELA/Math and Suspension.

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

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

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

Homeless (ELA/Math, Suspensions)
1. Goal 2, Action 1: Foster Youth Counselors will also support Homeless Students by connecting them to physical and mental health services.

2. Goal 1, Action 9: Professional development to support ELA/Math scaffolding direction instruction and research based practices.

Two or More Races (ELA/Math, Suspensions)
1. Goal 2, Action 3: Additional counselors and support services will provide mental health and social-emotional support to reduce suspensions and improve engagement among student group Two or More Races.
2. Goal 1, Action 9: Professional development to support ELA/Math scaffolding direction instruction and research based practices.

Foster Youth (ELA, Math, Suspension, Chronic Absenteeism)
1. Goal 3, Action 1: Opportunities for family engagement, develop specialized training programs for foster youth, including trauma-informed care and educational advocacy, fostering a stable and supportive environment.
2. Goal 2, Action 1: Counselors to provide access to academic services, physical health services and mental health services to Foster Youth students
3. Goal 2, Action 3: Additional counselors and support services will provide mental health and social-emotional support to reduce suspensions and improve engagement among Foster Youth students
4. Goal 2, Action 5: Wellness support to improve physical wellness in students and remove barriers to education, directed toward Foster Youth students.
5. Goal 2, Action 6: Staff will receive training on mental health serves with integrated language support ensuring Foster Youth can communicate their needs effectively to receive culturally responsive care
6. Goal 3, Action 1: Opportunities for family engagement, develop specialized training programs for foster youth, including trauma-informed care and educational advocacy, fostering a stable and supportive environment.
7. Goal 1, Action 9: Professional development to support ELA/Math scaffolding direction instruction and research based practices.

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

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

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.

No schools are identified as Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Local Control Accountability Plan Advisory Council (LCAP) All Educational Partners: *Teachers *Principals *Administrators *Other school personnel *Local bargaining units *Parents *Students (attendance at LCAP and Coalition meetings satisfy the Student Advisory Committee (SAC) requirement *Community Members	The Educational Partner Engagement process in Adelanto Elementary School District is highly inclusive and centered on two primary objectives: (1) informing educational partners of the district's progress toward meeting the three LCAP goals, and (2) identifying any changes or additions needed to effectively meet those goals. Throughout the year, monthly meetings were held to engage educational partners and provide meaningful opportunities for input prior to finalizing the LCAP. The LCAP Advisory Council is composed of principals, teachers, administrators, parents, students, and other school personnel. This year-long process ensured that a broad range of educational partners participated in reviewing the LCAP, providing feedback, and supporting the implementation of actions through meaningful collaboration. Representatives from key educational partner groups, including the LCAP Parent Advisory Committee, contributed input toward the development and ongoing monitoring of the AESD LCAP. Meeting dates and engagement activities included the following: October 6, 2025: A Welcome Back Parent Meeting was held, during which parents provided input and feedback for the school year. November 20, 2025: A collaborative parent committee meeting was conducted with DELAC, DAC, and the African American Parent

Educational Partner(s)	Process for Engagement
	Group. Participants discussed the diverse needs of students and provided input and feedback on district priorities. February 25, 2026: An additional meeting with the African American Parent Group was held to gather further input and feedback regarding the LCAP. In addition, the district hosted two Districtwide LCAP Town Hall meetings during the year: February 12, 2026: Parents and committee members from DELAC, DAC, and the African American Parent Group provided input and presented feedback and comments. March 3, 2026: Classified staff, certificated staff, business partners, community partners, Students and Parents were invited to provide input and feedback on the LCAP. A Districtwide Healthy Kids survey was provided from February 9th through February 13, 2026. It was posted on the website and Principals posted it through ParentSquare. Administrators ensured that staff and students participated in the survey. This information helped to form the draft LCAP. In addition, another districtwide survey was provided by Hanover. The window for this survey which was January 7, 2026 - January 21, 2026. It was also put on ParentSquare. Principals and Vice Principals received the LCAP Local Indicator Survey at a Principal and Assistant Principal meeting.
District Parent 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	The DPAC is made up of with a majority of members who are parents along with 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

Educational Partner(s)	Process for Engagement
	partner groups including our District Advisory Committee (DPAC) have all provided input in the development and monitoring of the AESD LCAP. The meeting dates were as follows: 10/23/2025, 01/15/2026, 03/19/26, 4/16/2026 (included the Parent LCAP Local Indicator survey). Also on 4/16/26 the meeting included an overview on how the committee input and feedback impacted the draft LCAP. An overview of how parent and community feedback from the February 12, 2026 Town Hall meeting impacted the draft LCAP was presented on April 16, 2026. The final LCAP draft was presented on May 14, 2026. Students were in attendance at the May 14, 2026 meeting and this satisfies the Student Advisory Committee (SAC) requirement. The Superintendent provided a written response to comments within 10 days.
District English Learner Advisory Committee (DELAC) Parents representing schools throughout the district. English Learners, Low-Income, Students with Disabilities, Foster Youth, Homeless, Hispanic	The District English Learner Advisory Committee (DELAC) is composed 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 focused on two primary objectives: (1) informing educational partners of the district's progress toward meeting the three LCAP goals, and (2) determining any changes or additions needed to effectively meet those goals. This year-long process provided a broad range of educational partners with meaningful opportunities to participate in reviewing the LCAP process, providing input, and supporting the implementation of actions through ongoing feedback. Representatives from key educational partner groups, including the District English Learner Advisory Committee (DELAC), contributed to the development and monitoring of the AESD LCAP. Monthly meetings were held throughout the year to engage educational partners and gather feedback prior to finalizing the LCAP. Meeting dates and topics included the following:

Educational Partner(s)	Process for Engagement
	September 18, 2025 DELAC meeting proved information on the committee's role in the LCAP development process. October 23, 2025: Included a survey used for the development of draft LCAP process. December 16, 2025: Included the LCAP Parent Local Indicator Survey March 19, 2026: Included a presentation on the purpose of the Equity Multiplier, related funding, and goals within the LCAP. Input and feedback gathered. April 16, 2026: Included an overview of how DELAC input and feedback impacted the draft LCAP. May 14, 2026: The final LCAP draft was presented to the committee. The Superintendent provided a written response to comments within 10 days.
Parent Empowerment Advisory Committee (PEAC) Parents representing schools throughout the district. Students with Disabilities	A monthly meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The PEAC is made up of parents of special education students, principals, teachers, administrators, and other school personnel.The Educational Partner Engagement process in Adelanto Elementary School District is highly inclusive and consists of three main objectives: 1) Inform and engage partners in the educational process for the students and the community; 2) Inform collaborative/educational partners of progress toward meeting the three LCAP goals and, 3) Determine changes or additions needed to meet said goals. The year-long process provided a broad group of collaborative/educational partners with the opportunity to review the LCAP process, provide input, and support the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our Parent Empowerment Advisory Committee (PEAC) have all provided input in the development and monitoring of the AESD LCAP. The meeting dates were as follows: 10/02/2025, 11/06/25, 01/11/26. Parents with Special needs were invited to attend the LCAP Town Hall meetings on February 2, 2026 and March 3, 2026.

Educational Partner(s)	Process for Engagement
School Site Councils All Educational Partners *Teachers *Principals *Administrators *Other school personnel *Local bargaining units *Parents *Students *Community Members	Within the 2025-2026 school year, there were five meetings scheduled within the months of October 2025 - May 2026 to engage educational partners with aligning the School Plan for Student Achievement (SPSA) with the LCAP. Their feedback and input were considered before finalizing the LCAP. The School Site Councils (SSC) are made up of an administrator, parents, teachers, and other representatives. School Site Councils' engagement process at each school is highly inclusive. It consists of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the three school goals and 2) Determine changes or additions needed to meet them within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups, including our SSC, have all provided input in developing and monitoring the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Columbia, Theodore Vick, West Creek, Adelanto Virtual, Adelanto, Bradach, and Mesa Linda Middle school, which were within the month of September 2025 - May, 2026. Within each SSC meeting, agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented with data and carried out an inquiry cycle of improvement to determine appropriate usage of resources, including Title I and Equity Multiplier resources.
English Learner Advisory Committee Parents representing schools throughout the district. English Learners	In the 2025-2026 school year, a meeting summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP. The English Learner Advisory Committee (ELAC) comprises an administrator, parents of English Learners, teachers, and other representatives. The English Learner Advisory Committee engagement process at each school is highly inclusive. It consists of two main objectives: 1) Inform collaborative/educational partners of progress toward meeting the

Educational Partner(s)	Process for Engagement
	three school goals and 2) Determine changes or additions needed to meet them within their School Plan for Student Achievement and the LCAP. The English Learner Advisory Committee process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions for English Leaners through meaningful feedback. Representations from significant collaborative/educational partner groups, including our ELAC, have all provided input in developing and monitoring the School Plan Student Achievement and District LCAP. The English Learner Advisory Committee meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Columbia, El Mirage, Westside Park, West Creek, Adelanto Virtual, Adelanto, and Mesa Linda Middle school, which were within September 2025 - March, 2026. 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 with data and carried out an inquiry cycle of improvement to determine appropriate usage of resources, include Equity Multiplier resources.
Governing Board	The Mid-year LCAP was presented on February 24, 2026 to the Board of Education. The Public Hearing was on June 9, 2026 and the Board Adoption was on June 23, 2026. Superintendent provided a written response to comments posed within 10 days.
SSC Columbia Middle School All Educational Partners- *Teachers *Principals *Administrators *Other school personnel *Parents *Students	Equity Multiplier Feedback During the 2025–2026 school year, five meetings between August and May documented the process used to engage educational partners and how their input was considered prior to 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

Educational Partner(s)	Process for Engagement
	Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Columbia Middle School within the months of September 2025 - May, 2026. 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	During the 2025–2026 school year, five meeting between August and May documented the process used to engage educational partners and how their input was considered prior to 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.

Educational Partner(s)	Process for Engagement
	The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Theodore Vick within the months of September 2025 - March, 2026. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC West Creek Elementary All Educational Partners- *Teachers *Principals *Administrators *Other school personnel *Parents *Students	During the 2025–2026 school year, five meeting between August and May documented the process used to engage educational partners and how their input was considered prior to 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 September 2025 - March, 2026. 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

Educational Partner(s)	Process for Engagement
	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	During the 2025–2026 school year, five meetings between August and May documented the process used to engage educational partners and how their input was considered prior to 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 September 2025 - May, 2026. 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	During the 2025–2026 school year, five meeting five meetings between August and May documented the process used to engage educational partners and how their input was considered prior to 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:

Educational Partner(s)	Process for Engagement
*Parents *Students	1) Inform collaborative/educational partners of progress toward meeting the three school goals and, 2) Determine changes or additions needed to meet said goals within their School Plan for Student Achievement and the LCAP. The SSC process includes presentations of school data and resource funding, providing input, and supporting the implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our SSC have all provided input in the development and monitoring of the School Plan Student Achievement and District LCAP. The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct 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	During the 2025–2026 school year, five meeting five meetings between August and May documented the process used to engage educational partners and how their input was considered prior to 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.

Educational Partner(s)	Process for Engagement
	The School Site Council meeting dates to collaborate with our educational partners for the recipients of the Equity Multiplier funds include: Bradach within the months of September 2025 - May, 2026. 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	During the 2025–2026 school year, five meeting five meetings between August and May documented the process used to engage educational partners and how their input was considered prior to 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 September 2025 - May, 2026. 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

Educational Partner(s)	Process for Engagement
	appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC El Mirage K-8 All Educational Partners- *Teachers *Principals *Administrators *Other school personnel *Parents *Students	During the 2025–2026 school year, five meeting five meetings between August and May documented the process used to engage educational partners and how their input was considered prior to 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: El Mirage K-8 within the months of September 2025- May, 2026. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SSC Westside Park All Educational Partners- *Teachers *Principals *Administrators *Other school personnel	During the 2025–2026 school year, five meeting five meetings between August and May documented the process used to engage educational partners and how their input was considered prior to 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:

Educational Partner(s)	Process for Engagement
*Parents *Students	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: Westside Park school within the months of September 2025 - May, 2026. Within each SSC meeting agendas reflect the collaboration among schools and the educational partners working to direct resources for increased academic success among the students attending each school. The educational partners were presented data and carried out an inquiry cycle of improvement to determine appropriate usage of resources to include Title I and Equity Multiplier resources.
SELPA ADMINISTRATOR	The SELPA Administrator was presented the LCAP draft and given an opportunity to consult in the development of the plan on May 13, 2026.
Local Bargaining Unions Adelanto Teachers Association ADTA California School Employees Association (CSEA)	Local Bargaining Units were invited to attend the Town Hall LCAP meetings. ADTEA and CSEA members attended the March 3, 2026 meeting. Representatives were provided with information regarding the goals, actions, metrics and expenditures. They were invited to provide recommendations.

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 the LCAP by gathering input from leaders, parents, teachers, students, school and district classified employee groups, and community educational partners. Feedback was collected through surveys, Healthy Kids Survey results, Title I surveys, parent leadership group meetings, DELAC, CAC, DPAC, LCAP Advisory meetings, and Guiding Coalition meetings connected to the district's Framework for the Future. This feedback was reviewed alongside Dashboard data, local assessment data, attendance, suspension, and school climate information to identify common themes and prioritize the actions included in the adopted LCAP. As a result, the plan continues to emphasize academic achievement, literacy development, social-emotional and

mental health supports, family engagement, technology access, enrichment opportunities, and targeted supports for student groups and schools with the greatest needs (Goals 1, 2, and 3; Equity Multiplier Goals 4–12).

Feedback from surveys and parent leadership groups identified the need for (1) Safety, behavior and discipline, (2) Academic Support for students, Professional leaning for teachers and parents in literacy and social-emotional support & Parent and community communication, (3) Student Engagement and Motivation, and (4) Transportation. Additional feedback included increased parent skill-building opportunities, and family engagement courses. In response, the LCAP includes actions focused on early literacy, supplemental instructional materials, academic intervention, tutoring, professional learning, and family engagement supports (Goal 1, Actions 1.3 and 1.8; Goal 3, Action 3.1). Parents also shared a desire for additional opportunities to support student learning at home, especially for English Learner students; therefore, the plan includes continued emphasis on English Learner supports, communication with families, parent learning opportunities, and resources that help families better understand and support academic progress (Goal 1, Actions 1.3 and 1.8; Goal 3, Actions 3.1, 3.2, and 3.3).

During these processes, students, parents, community members, and educational partners served as the catalyst for specific, actionable changes. Stakeholders heavily emphasized the need for dynamic, interactive learning environments driven by innovative technology and diverse electives to maintain student motivation. Teachers and parents paired this desire for engagement with a focus on foundational success, advocating for early literacy support for Transitional Kindergarten (TK) students and targeted professional development for TK–8th grade educators. In direct response to these priorities, the LCAP incorporates funded actions focused on early literacy, supplemental instructional materials, academic intervention, tutoring, and access to extracurricular activities (Goal 1, Actions 1.1, 1.3, and 1.8; Goal 3, Action 3.1).

Concurrently, feedback highlighted an urgent need for educational equity, operational accountability, and holistic student wellness. Counselors, social workers, and community partners advocated for expanded mental health and social-emotional learning programs including mentorship and behavioral interventions specifically tailored to support Homeless Youth, Foster Youth, and African American students. Furthermore, parent leadership groups and school site councils demanded equitable resource distribution and better tools to support learning at home. Consequently, the LCAP solidifies a heavy emphasis on English Learner supports, home-access technology, and robust family engagement courses, and an early literacy for transitional kindergarten focus (Goal 1, Actions 1.2, 1.3, and 1.8; Goal 3, Actions 3.1, 3.2, and 3.3). To ensure these resources are implemented effectively, the plan prioritizes visible, accessible Assistant Administrators to build community partnerships and commits to transparent, data-driven resource allocation.

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

Adelanto Elementary (Goal 4):
Based on the feedback generated from our educational partners the following needs were considered in the development of our goals and will be reflected in the use of our Equity Multiplier funds:
Educational partners such as certificated, classified, and administrators said they need professional development in the area of PBIS and SELPA compliance to foster the needs of all students who need additional support academically as this would reduce suspension rates and generate consistent student attendance. Specifically, personnel to provide release time to support professional development.

Educational partners said students need more support in ELA and Math. They suggested having extra teachers to help with content subjects. Parents requested more tutoring for their children. Personnel were requested to provide release time to support professional learning opportunities, intervention, and to provide teachers with resources and strategies to build interest and motivation in their classroom. Also, tutoring should be provided outside of school hours. Several teachers and administrators said students need more early literacy development focusing on comprehension, vocabulary, fluency, and foundational skills. Contracted personnel to provide professional development to support literacy across the grade levels was encouraged. Educational partners, including parents, teachers, and teacher assistants, stated the need for intervention materials that enhance learning while addressing various learning styles. Teachers stated they were invested in true fidelity of the English Language Development program but would recommend supplemental materials for practice and ongoing use of the English vocabulary in language and math. Intervention materials are needed to provide equitable interventions and support for English learners. Based on the English Learner Facilitators, English Learners would benefit from supplemental materials that will provide opportunities to practice the English Language. Also, teachers stated the need for literacy across all contents to build language literacy, vocabulary and comprehension and the need for professional development that would address that need. Overall, the educational partners identified the following needs to include tutoring outside of school hours (Goal 4, Action 1), supplemental subscriptions (Goal 4, Action 2), professional development, intervention, specialized consultants for ELA and Math (Goal 4, Action 3), additional teachers, (Goal 4, Action 4), and intervention materials (Goal 4, Action 5).

Donald F. Bradach Elementary (Goal 5):
Based on the feedback generated from our educational partners, the following needs to be addressed with Equity Multiplier funds:
To support student, parent, and community well-being, community partners emphasized the need for a centralized campus wellness center (Goal 5, Action 5.1) to house dedicated wellness personnel. For academic and professional growth, teachers and administrators requested funding to attend professional development conferences and workshops (Goal 5, Action 5.3, Action 5.5) focused on learning interventions with clear instructional intentions. To ensure data drives instruction across all grade levels, educators requested personnel to provide release time so teachers can connect data to best practices, engage in professional development, and allow team leaders to receive training on facilitating data discussions (Goal 5, Action 5.4), alongside additional support staff to cover classrooms during these trainings. Furthermore, educational partners requested specialized personnel to provide training on Tier III behavioral interventions (Goal 5, Action 5.2), while English Learner Facilitators requested supplemental materials to offer equitable, tiered interventions for varying levels of language fluency (Goal 5, Action 5.6). Finally, teachers and administrators noted a vital need for support personnel to assist with program compliance, efficacy, and overall implementation.

Theodore Vick Elementary (Goal 6):
Based on the feedback generated from our educational partners, the following needs to be addressed with Equity Multiplier funds:
To accelerate student learning and improve school climate, feedback from teachers, administrators, and parents directly shaped the plan through several targeted academic and behavioral requests. Educators requested funding for professional training and conferences (Goal 6, Action 6.3), along with dedicated release time or compensation to fully engage in Professional Learning Communities (PLCs) to analyze student data and plan ELA and Math instruction (Goal 6, Action 6.2). To address specific learning gaps, educational partners requested additional teaching staff to provide targeted interventions in writing and English Language Development (ELD) to improve English Learners' fluency (Goal 6, Action 6.1), while parents advocated for before- and after-school tutoring in ELA and Math (Goal 6, Action 6.4). Finally, to support student well-being and engagement, educators requested a vetted consultant to provide instructional coaching and specialized training on Tier III behavioral interventions, incorporating restorative practices to address student behavior and combat chronic absenteeism (Goal 6, Action 6.5).

West Creek Elementary (Goal 7):
Based on the feedback generated from our educational partners, the following needs to be addressed with Equity Multiplier funds:
Parents indicated that school should emphasize building a sense of community, enhancing positive behavior, and providing additional support beyond the classroom (Action 7.2). Teachers and staff requested consultants and extra personnel to support the first-best instruction (Action 7.3). A contracted consultant to provide teacher collaboration, model first-best instruction as well as small group instruction, professional development, mentoring, tutoring, and resource support (Action 7.5). In addition, hire personnel to provide literacy across the grade level and content span, emphasizing working with struggling students. Administrators stated the need for literacy coaches to provide ongoing literacy support across the content areas (Action 7.4).

Columbia Middle School (Goal 8):
Based on the feedback generated from our educational partners, the following needs to be addressed with Equity Multiplier funds:
In response to comprehensive input from our educational partners from Columbia Middle School, Goal 8 actions have been systematically redesigned to reflect the direct feedback of our educational partners. Under Action 8.1, feedback from parents, teachers, and classified staff indicated the need for literacy development across all grade levels and content spans focusing heavily on reading and writing strategies while also introducing parent literacy workshops, classroom management support for first-best instruction, and additional instructional assistants to work with students during and beyond the school day. For Action 8.2, collective feedback from administrators, teachers, parents, and support providers established the need for dedicated literacy coaches to embed vital literacy strategies across all core subject areas, including language, mathematics, social studies, and science. In response to partner feedback regarding student behavior and parental transportation barriers, Action 8.3 implements a "push-in" intervention model for Positive Behavior Intervention alongside a strategic home-visit program to strengthen the home-school connection. Under Action 8.4, feedback from students, parents, teachers, and administrators drove the inclusion restorative practices, attendance intervention programs such as the creation of Saturday school, the broadcasting of positive daily attendance campaigns, and the hiring of additional personnel to ensure equitable compliance alongside case managers and increased family engagement. Finally, Action 8.5 directly integrates feedback from teachers and the English Learner Facilitator by securing dedicated supplemental materials to provide equitable interventions and ensure English Learners can practice their language proficiency throughout the school day and additional opportunities for student practice in ELA, Math, and Science.

Mesa Linda Middle School (Goal 9):
Based on the feedback generated from our educational partners the following needs to be addressed with Equity Multiplier funds:
To effectively shape the development of Mesa Linda Middle School’s Equity Multiplier funding, educational partners identified critical needs across six key areas under Goal 9. For Action 9.1, teachers and administrators requested instructional assistants, intervention materials, and dedicated support personnel to provide proactive Tier II and Tier III academic interventions, specifically targeting English Learners to bridge learning gaps and boost attendance and test scores. Under Action 9.2, staff prioritized professional growth by advocating for contracted consultants and literacy coaches to lead collaboration, model first-best instruction, and provide targeted ELA and Math professional development that addresses student fluency and comprehension. To address and enhance student well-being, Action 9.3 highlights parent and counselor requests for expanded social-emotional learning, mental health resources, and counseling services. This ties closely with Action 9.4, where parents and staff emphasized the need for both certificated and classified personnel to strengthen the home-to-school connection, build a robust sense of community, and support students' social-emotional and behavioral choices to reduce suspensions. Addressing higher-tier behavioral needs, Action 9.5 outlines the demand from parents, teachers, and counselors for systems of support which includes specialized personnel to assist with the management of student discipline, generate ongoing data, and implement a Tier III

intervention system designed to improve attendance. Finally, for Action 9.6, teachers emphasized the necessity of establishing formal Professional Learning Communities (PLCs) to facilitate ongoing collaboration and structured monthly data reviews focused on ELA, Math, and suspension metrics.

Adelanto Virtual Academy (Goal 10):
Based on the feedback generated from our educational partners the following needs to be addressed with Equity Multiplier funds:
The overarching Equity Multiplier Goal focuses on providing comprehensive academic interventions, professional learning, and holistic support services to ensure student success. This goal is influenced by educational partner input and is has six targeted Actions:

Driven by requests from teachers, classified staff, administrators, and parents for extended learning, this action implements ongoing professional development focused on cross-content standards and virtual learning strategies. It also provides multi-layered student interventions and continued tutoring opportunities available before, during, and after school (Action 10.1). Next, prompted directly by teacher requests for targeted instructional growth, this action delivers dedicated professional learning opportunities designed to build teacher efficacy specifically within English Language Arts (ELA) and Mathematics (Action 10.2). Responding to a staff-identified need for expanded human resources, this action utilizes additional personnel and contracted services to deliver intensive Tier III interventions, classroom-level support, mentoring, tutoring, resource management, and professional development (Action 10.3). Addressing a joint request from parents for better connectivity and from staff for operational support, this action deploys support personnel to manage timely data entry and analysis (tracking academic, attendance, and wellness metrics). This data directly monitors student progress, while the personnel also offer extra support before and after school (Action 10.4).
In response to teachers identifying gaps in standard tools, this action funds the purchase of supplemental instructional materials to secure equitable services and boost student achievement in ELA and Math (Action 10.5). Prompted by parents seeking deeper connections with school staff but facing limited transportation, this action utilizes contracted services, temporary personnel, and school staff to conduct targeted home visits that bridge communication gaps and deliver essential wellness services (Action 10.6).

Westside Park (Goal 11)
Based on the feedback generated from our educational partners the following needs to be addressed with Equity Multiplier funds:
Teachers and administrators requested additional support to engage teachers with professional learning opportunities when participating in training and conferences, and provide intervention in English Language Arts, specifically in writing, and English Language Development to address the English Learners' language fluency. Personnel to provide training on tier III behavioral interventions that include restorative practices for behavior and chronic absenteeism. Provide a PBIS Tier III support system of intervention to increase attendance.
Teachers and administrators requested a consultant to offer coaching and specific professional development that supports student learning. A consultant will provide training on tier III interventions and supports students need to increase positive academic outcomes. Personnel will provide literacy across the grade levels and content span with an emphasis on literacy strategies within reading and writing across all content. Teachers and administrators requested additional temporary personnel to support students in small group settings and provide small group instruction in English Language Arts and Writing. Parents stated the need to have continued tutoring opportunities: before, during, and afterschool. Certificated and Classified personnel stated the need to address building a strong sense of community while emphasizing student positive support systems that address the social-emotional needs of each student.

El Mirage (Goal 12)

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Adelanto Elementary School District's goal is to ensure learning is relevant, engaging, and responsive to the diverse needs of all students. To achieve this goal, the Adelanto Elementary School District will prioritize integrating real-world applications and student interests into the curriculum, fostering a sense of purpose and connection to the material. Educators will employ a variety of interactive and collaborative teaching methodologies, incorporating student voice and choice to cultivate active participation and a deeper investment in learning. Furthermore, the district is committed to implementing differentiated instruction, providing targeted supports, and leveraging data-driven practices to address the unique learning styles, paces, and needs of all students, ensuring equitable access and opportunities for success. This comprehensive approach will cultivate a learning environment where every student feels seen, valued, and empowered to reach their full potential. Teachers play a key role in organizing time and activities to implement high-quality systems of instruction, curriculum, and assessments. We recognize that effective assessment is crucial for ensuring that educational partners in the school community understand how students benefit from instruction, acceleration, and equitable practices delivered to each student.

Adelanto Elementary School District's goal aligns and embodies the principles of The Portrait of a Learner, an essential component of the district's strategic plan. The district's goal is to ensure learning is relevant, engaging, and responsive to the diverse needs of all students. We envision our students as empowered learners who actively engage in their relevant learning journey by setting goals and making informed choices about their education, taking ownership of their growth. To foster engagement, they will develop into critical thinkers who are able to utilize their skills to collaboratively and independently create solutions for real-world challenges. Special emphasis will be placed on all students, including historically underserved student groups, to prepare future-ready students. Recognizing the diverse needs of our students and preparing them for the future, they will become future-ready individuals who cultivate resilience and emotional intelligence to navigate academic, personal, and professional settings successfully. Furthermore, to ensure responsive learning environments, AESD students will be effective communicators and collaborators, respecting multiple viewpoints as they articulate ideas and work together. Ultimately, fostering relevance beyond the classroom, AESD aims to develop changemakers who exhibit local and global awareness and responsibility, understanding their crucial role in shaping a sustainable and inclusive future.

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

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

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

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

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

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

The 2025 California School Dashboard data shows overall improvement from 2024 in both English Language Arts and Mathematics across the district. In ELA, the district improved from -75 DFS in 2024 to -67.6 DFS in 2025. Subgroup performance in ELA also improved for African American students (-104.5 to -92.8), English Learners (-95.3 to -84.3), Foster Youth (-116.0 to -105.1), and Socioeconomically Disadvantaged students (-79.1 to -73.3), while Homeless students declined slightly from -91.5 to -95.6. In Mathematics, the district improved from -107.7 DFS to -102.3 DFS, with gains for African American students (-140.3 to -129.6), English Learners (-121.6 to -112.5), Foster Youth (-148.7 to -146.1), Socioeconomically Disadvantaged students (-111.7 to -107.1), and Homeless students (-142.2 to -128.3). Despite these gains, all groups remain below standard, with the most significant gaps persisting among Foster Youth, Homeless students, and African American students, particularly in Mathematics.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Science Test (CAST) % of students meeting or exceeding standards CA Dashboard	2023 Dashboard All 11.64% 5th:13.53% 8th: 9.78%	2024 Dashboard All: 12.43% 5th: 14.34% 8th: 10.44%	2025 Dashboard All: 13.88% 5th: 14.90% 8th: 12.79%	All 36.64%. 5th: 27% 8th: 24%	2025 growth from the baseline year All: +2.24% 5th: +.1.37% 8th: +.3.01%
1.2	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All -76.5 DFS LI -79.8 DFS EL -104.3 DFS FY -113.7 DFS HY -128.5 DFS AA -106.1 DFS HI -71.7 DFS Two or More Races -62.1 DFS 2023 Elementary Adelanto Elementary All -140.4 DFS LI -139.2 DFS HI -129 DFS Bradach EL -97 DFS Eagle Ranch EL -82.8 DFS El Mirage EL -157 DFS George Visual	2024 Dashboard All: -75 DFS LI: -79.1 DFS EL: -95.3 DFS FY: -116 DFS HY: -91.5 DFS AA: -104.5 DFS HI: -69.4 DFS Two or More Races -75.6 DFS 2024 Elementary Adelanto Elementary All: -121.8 DFS LI: -127.3 DFS HI: -111.1 DFS Bradach EL: -57.7 DFS Eagle Ranch EL: -78.8 DFS El Mirage EL: -142.6 DFS	2025 Dashboard All: -67.6 DFS LI: -73.3 DFS EL: -84.3 DFS FY: -105.1 DFS HY: -95.6 DFS AA: -92.8 DFS HI: -63.5 DFS Two or More Races: -77.4 DFS 2025 Elementary Adelanto Elementary All: -106.1DFS LI: -105.9 DFS HI: -96.4 DFS Bradach EL: -70.5 DFS Eagle Ranch EL: -81.7 DFS El Mirage EL: -115.0 DFS	All -56.5 DFS LI: -59.8 DFS EL: -59.3 DFS FY: -58.7 DFS HY: -58.5 DFS AA: -56.1 DFS HI: -56.7 DFS Two or More Races: -42.1 DFS Elementary Adelanto Elementary All: -100.4 DFS LI: -99.2 DFS HI: -89 DFS Bradach EL: -57 DFS Eagle Ranch EL: - 42.8 El Mirage EL: - 117 George Visual EL: - 42.3 SWD: –61.3	2025 growth from the baseline year All: +8.9 DFS LI: +6.5 DFS EL: +20 DFS FY: +8.6 DFS HY: +32.9 DFS AA: +13.3 DFS HI: +8.2 DFS Two or More Races: -15.3 DFS Elementary Adelanto Elementary growth from the baseline year All: +34.3 DFS LI: +33.3 DFS HI: +32.6 DFS Bradach growth from the baseline year EL: +26.5 DFS Eagle Ranch growth from the baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	George Visual EL: -67.9 DFS SWD: -122.7 DFS Gus Franklin SWD: -99.9 DFS Morgan Kincaid EL -79.2 DFS SWD -149 DFS AA -109.1 DFS Ted Vick EL -93 DFS AA -105.8 DFS Victoria Magathan All -95.5 DFS EL -113 DFS LI -98 DFS SWD -143.9 DFS AA -91 DFS HI -95.8 DFS West Creek All -91.5 DFS LI -98.2 DFS SWD -182.6 DFS AA -108 DFS HI -89.1 DFS Westside Park All -89.7 DFS EL -79.9 DFS LI -87.5 DFS SWD -125.9 DFS HI -80.6 DFS	George Visual EL: -71.7 DFS SWD: -106.5 DFS Gus Franklin SWD: -92.8 DFS Morgan Kincaid EL: -84.5 DFS SWD: -131.9 DFS AA: -75.5 DFS Ted Vick EL: -83.3 DFS AA: -107.9 DFS Victoria Magathan All: -78.9 DFS EL: -85.1 DFS LI: - 86.0 DFS SWD: -129.8 DFS AA: -79.5 DFS HI: -79.0 DFS West Creek All: -90.3 DFS LI: -93.7 DFS SWD: -156.0 DFS AA: -93.2 DFS HI: -94.5 DFS Westside Park All: -75.1 DFS EL: -91.3 DFS LI: -71.9 DFS SWD: -108.2 DFS HI: -75.1 DFS	Gus Franklin SWD: - 72.2 Morgan Kincaid EL: -30.9 DFS SWD: -90.3 DFS AA: -58.9 DFS Ted Vick EL: -62.5 DFS AA: -68.6 DFS Victoria Magathan All: -40.1 DFS EL: -54.1 DFS LI: -37.2 DFS SWD: -106.9 DFS AA: -68.6 DFS HI: -32.8 DFS West Creek All: -55.1 DFS LI: -62.6 DFS SWD: -101.3 DFS AA: -74.2 DFS HI: -54.9 DFS Westside Park All: -67.3 DFS EL: -72.4 DFS LI: -68.5 DFS SWD: -97.4 DFS HI: -65.2 DFS Adelanto Virtual All: -101.1 DFS LI: -91.3 DFS	EL: +1.1 DFS El Mirage growth from the baseline year EL: +42.0 DFS George Visual difference/growth from the baseline year EL: +10.6 DFS SWD: -5.2 DFS Gus Franklin growth from the baseline year SWD: +19.4 DFS Morgan Kincaid difference from the baseline year EL -13.6 DFS SWD -1.6 DFS AA +23.4 DFS Ted Vick growth from the baseline year EL +19.2 DFS AA +0.7 DFS Victoria Magathan difference/growth from the baseline year All: -1.2 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Adelanto Virtual All -141.1 DFS LI -131.3 DFS HI -150.3 DFS Middle Schools Columbia All -115.1 DFS EL -149.8 DFS LI -117.1 DFS AA -128 DFS HI -115 DFS Mesa Linda All -123.5 DFS EL -144.5 DFS LI -123.8 DFS SWD -180.3 DFS AA -143.8 DFS HI -119.2 DFS	Adelanto Virtual All -91 DFS LI -84.8 DFS HI -N/A Middle Schools Columbia All -106.3 DFS EL -137.7 DFS LI -109.8 DFS AA -119.2 DFS HI -104.7 DFS Mesa Linda All-127 DFS EL -139.1 DFS LI -128.5 DFS SWD -167.4 DFS AA -144.2 DFS HI -118.7 DFS	Adelanto Virtual All: -94.5 DFS LI: -86.3 DFS HI: -101.6 Middle Schools Columbia All: -87.1 DFS EL: -93.4 DFS LI: -94.7 DFS AA: -104.8 DFS HI: -83.5 DFS Mesa Linda All: -115.5 DFS EL: -119.8 DFS LI: -116.2 DFS SWD: -172.4 DFS AA: -133.6 DFS HI: -108.5 DFS	HI: -110.3 DFS Middle Columbia All: -65.1 DFS EL: -109.8 DFS LI: -87.1 DFS AA: -88 DFS HI: -75 DFS Mesa Linda All: -83.5 DFS EL: -104.5 DFS LI: -83.8 DFS SWD: -140.3 DFS AA: -103.8 DFS HI: -79.2 DFS	EL: -9.0 DFS LI: +8.8 DFS SWD: -17.1 DFS AA: -29.1 DFS HI: +6.2 DFS West Creek difference/growth from the baseline year All +4.8 DFS LI: +8.9 DFS SWD: -14.7 DFS AA: +21 DFS HI: +0.4 DFS Westside Park growth from the baseline year All: +32.2 DFS EL: +21.1 DFS LI: +36.6 DFS SWD: +29.2 DFS HI: +30.1 DFS Adelanto Virtual growth from the baseline year All: +46.6 DFS LI: +45.0 DFS HI: +48.7 DFS Middle Schools Columbia growth from the baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All: +28.0 DFS EL: +56.4 DFS LI: +22.4 DFS AA: +23.2 DFS HI: +31.5 DFS Mesa Linda difference/growth from the baseline year All: +8.0 DFS EL: +24.7 DFS LI: +7.6 DFS SWD: +7.9 DFS AA: +10.2 DFS HI: +10.7 DFS
1.3	CAASPP Math Distance from Standard (DFS) CA Dashboard	2023 Dashboard District All -115.3 DFS EL -133.7 DFS FY -152.4 DFS HY -150.7 DFS AA -145.7 DFS HI -110.1 DFS LI -118.8 DFS Two or More Races -108.8 DFS Adelanto Elementary All -135.9 DFS LI -134.7 DFS HI -117.6 DFS Bradach All -107.4 DFS EL -116.2 DFS LI -111.4 DFS	2024 Dashboard District All -107.7 DFS EL -121.6 DFS FY -148.7 DFS HY -142.2 DFS AA -140.3 DFS HI -101.7 DFS LI -111.7 DFS Two or More Races -116.1 DFS Adelanto Elementary All -136.3 DFS LI -138.6 DFS HI -127.7 DFS Bradach All -88.2 DFS EL -83.6 DFS	2025 Dashboard District All: -102.3 DFS EL: -112.5 DFS FY: -146.1 DFS HY: -128.3 DFS AA: -129.6 DFS HI: -97.9 DFS LI: -107.1 DFS Two or More Races: -107.5 DFS Adelanto Elementary All: -116.5 DFS LI: -118.6 DFS HI: -109.6 DFS Bradach All -110.3 DFS EL -101.4 DFS	All: -95.3 DFS EL: -98.7 DFS FY: -97.4 DFS HY: -95.7 DFS AA: -95.7 DFS HI: -95.1 DFS LI: -98.8 DFS Two or More Races: -88.8 DFS Adelanto Elementary All: -95.9 DFS LI: -94.7 DFS HI: -77.6 DFS Bradach All: -67.4 DFS EL: -76.2 DFS LI: -71.4 DFS HI: -62.7	2025 District growth from the baseline year All: +13.0 DFS EL: +21.2 DFS FY: +6.3 DFS HY: +22.4 DFS AA: +16.1 DFS HI: +12.2 DFS LI: +11.7 DFS Two or More Races: +1.3 DFS Adelanto Elementary difference from the baseline year All: +19.4 DFS LI: +16.1 DFS HI: +8.0 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI -102.7 Eagle Ranch SWD -143.8 DFS El Mirage All -155.8 DFS EL -194.1 DFS LI -157.9 DFS George Visual EL -99.3 DFS AA -100.6 DFS Gus Franklin SWD -124 DFS Morgan Kincaid SWD -148.1 DFS AA -23.7 DFS Ted Vick All -102.5 DFS EL -126.2 DFS AA -125.8 DFS LI -104.9 DFS HI -100.5 DFS Victoria Magathan EL -98.8 DFS SWD -158.7 DFS West Creek All -109.1 DFS LI -113.8 DFS SWD -156.5 DFS AA -133 DFS	LI -94.7 DFS HI -86.3 DFS Eagle Ranch SWD -135.6 DFS El Mirage All -126.1 DFS EL -153.4 DFS LI -126.9 DFS George Visual EL -97.7 DFS AA -73.6 DFS Gus Franklin SWD -106.3 DFS Morgan Kincaid SWD -137.9 DFS AA -116.4 DFS Ted Vick All -88.2 DFS EL --81.8 DFS AA -113.1 DFS LI -90.3 DFS HI -81.8 DFS Victoria Magathan EL -107.5 DFS SWD -172.6 DFS West Creek All -108.9 DFS LI -112.9 DFS SWD -195.7 DFS	LI -108.6 DFS HI -107.6 DFS Eagle Ranch SWD: -131.3 DFS El Mirage All: -124.8 DFS EL: -146.7 DFS LI: -127.7 DFS George Visual EL: -95.3 DFS AA: -74.4 DFS Gus Franklin SWD: -116.7 DFS Morgan Kincaid SWD: -145.0 DFS AA -99.8 DFS Ted Vick All: -81.9 DFS EL: -82.5 DFS AA: -107.1 DFS LI: -86.2 DFS HI: -78.1 DFS Victoria Magathan EL: -105.5 DFS SWD: -158.1 DFS West Creek All: -112.6 DFS LI: -116.7 DFS SWD: -164.9 DFS	Eagle Ranch SWD -103.8 DFS El Mirage All: -115.8 DFS EL: -154.1 DFS LI: -117.9 DFS George Visual EL: -59.3 DFS AA: -60.6 DFS Gus Franklin SWD: -84 DFS Morgan Kincaid SWD: -108.1 DFS AA: -0.7 DFS Ted Vick All: -62.5 DFS EL: -86.2 DFS AA: -85.8 DFS LI: -64.9 DFS HI: -60.5 DFS Victoria Magathan EL -58.8 DFS SWD -118.7 DFS West Creek All -69.1 DFS LI -73.8 DFS SWD -116.5 DFS AA -93 DFS HI -61.4 DFS	Bradach growth from the baseline year All: -2.9 DFS EL: +14.8 DFS LI: +2.8 DFS HI: -4.9 DFS Eagle Ranch growth from the baseline year SWD +12.5 DFS El Mirage growth from the baseline year All: +31.0 DFS EL: +47.4 DFS LI: +30.2 DFS George Visual difference/growth from the baseline year EL: +4.0 DFS AA: +26.2 DFS Gus Franklin growth from the baseline year SWD: +7.3 DFS Morgan Kincaid difference/growth from the baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI -101.4 DFS Westside Park All -127.8 DFS EL -129.5 DFS LI: -129 DFS SWD: -157.8 DFS AA -143.8 DFS HI -119.3 DFS Adelanto Virtual All -182.4 DFS LI -173.3 DFS HI -190.9 DFS Middle Columbia All -175.3 DFS EL -192.7 DFS LI -174.9 DFS SWD -210.5 DFS AA -185.7 DFS HI -174.2 DFS Mesa Linda All -177.8 DFS EL -193.1 DFS LI -174.9 DFS SWD -210.5 DFS AA -185.7 DFS HI -174.2 DFS Melva Davis AA -118.4 DFS	AA -117.5 DFS HI -108 DFS Westside Park All -112.4 DFS EL - 111.8 DFS LI -111.7 DFS SWD -122.4 DFS AA -129.5 DFS HI -104.7 DFS Adelanto Virtual All -144.8 DFS LI -150.9 DFS HI -161.3 DFS Middle Columbia All -174 DFS EL -188.5 DFS LI -176.1 DFS SWD -207.4 DFS AA -187.3 DFS HI -170.8 DFS Mesa Linda All -176.5 DFS EL -192.6 DFS LI -178.2 DFS SWD -218.4 DFS AA -189.1 DFS HI -171.8 DFS Melva Davis AA -115.5 DFS	AA: -124.1 DFS HI: -106.2 DFS Westside Park All: -101.2 DFS EL: -99.0 DFS LI: -99.1 DFS SWD: -136.6 DFS AA: -105.7 DFS HI: -95.7 DFS Adelanto Virtual All: -159.2 DFS LI: -157.4 DFS HI: -176.0 DFS Middle Columbia All: -153.8 DFS EL: -151.4 DFS LI: -158.7 DFS SWD: -195.2 DFS AA:-165.8 DFS HI: -151.2 DFS Mesa Linda All: -158.3 DFS EL: -175.1 DFS LI: -161.4 DFS SWD: -220.3 DFS AA: -179.7 DFS HI: -153.7 DFS Melva Davis AA: -78.5 DFS	Westside Park All: -87.8 DFS EL: -89.5 DFS LI: -89 DFS SWD: -117.8 DFS AA: -103.8 DFS HI: -79.3 DFS Adelanto Virtual All: -142.4 DFS LI: -133.3 DFS HI: -150.9 DFS Middle Columbia All: -135.3 DFS EL: -152.7 DFS LI: -134.9 DFS SWD: -170.5 DFS AA: -145.7 DFS HI: -134.2 DFS Mesa Linda All: -137.8 DFS EL: -153.1 DFS LI: -134.9 DFS SWD: -170.5 DFS AA: -145.7 DFS HI: -134.2 DFS Melva Davis AA: -78.4 DFS	SWD: +3.1 DFS AA: -76.1 DFS Ted Vick growth from the baseline year All +20.6 DFS EL +43.7 DFS AA +18.7 DFS LI +18.7 DFS HI +22.4 DFS Victoria Magathan difference from the baseline year EL: -6.7 DFS SWD: -0.6 DFS West Creek difference/growth from the baseline year All: -3.5 DFS LI: -2.9 DFS SWD: -8.4 DFS AA: +8.9 DFS HI: -4.8 DFS Westside Park difference/growth from the baseline year All: +26.6 DFS EL: +30.5 DFS LI: +29.9 DFS SWD: +21.2 DFS AA: +38.1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						HI: +23.6 DFS Adelanto Virtual All: +23.2 DFS LI: +15.9 DFS HI: +14.9 DFS Middle Columbia difference/growth from the baseline year All: +21.5 DFS EL: +41.3 DFS LI: +16.2 DFS SWD: +15.3 DFS AA: +19.9 DFS HI: +23.0 DFS Mesa Linda difference/growth from the baseline year All: +19.5 DFS EL: +18.0 DFS LI: +13.5 DFS SWD: -9.8 DFS AA: +6.0 DFS HI: +20.5 DFS Melva Davisg rowth from the baseline year AA: +39.9 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	ELPI % of EL students making progress towards English language proficiency CA Dashboard	2023 Dashboard EL: 47.2% making progress LTEL: 22.4% Bradach Elementary 34.9% making progress George Elementary 44.4% making progress Ted Vick 38.6% making progress Westside Park 34.4% making progress	2024 Dashboard EL: 44.6% making progress LTEL: 58.4% Bradach Elementary 40% making progress George Elementary 37.5% making progress Ted Vick 38% making progress Westside Park 50.8% making progress	2025 Dashboard EL: 48.4% making progress LTEL: 56.9% Bradach Elementary 52.4% making progress George Elementary 47.4% making progress Ted Vick 45.6% making progress Westside Park 45.6% making progress	EL: 53.2% making progress LTEL: 37.4% Bradach Elementary 44.9% making progress George Elementary 54.4% making progress Ted Vick 48.6% making progress Westside Park 44.4% making progress	2025 growth from the baseline year EL: +1.20 % difference from baseline year LTEL: +34.50% growth from the baseline year Bradach 17.50% growth from the baseline year George EL: +3.0% difference from baseline year Ted Vick EL: +7.0% growth from the baseline year Westside Park +11.20% growth from the baseline year
1.5	Local English Learner Reclassification Rate % of EL and LTEL students reclassifying - Local Assessment	2023 Dashboard ELs: 6.7% Re-designated LTELs: 56% 58 of 103 students	2024 Dashboard EL: 7% Re-designated LTELs: 56% 34 of 60 students	2025 Dashboard EL: 10% Re-designated LTELs: 11% 14 of 119 students.	ELs: 11.7% LTELs: 75%	2025 growth from the baseline year EL: 3.3 % LTELS: -45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 District Spring Assessment All 32% Meeting or Exceeding 30% Nearly Met 38% Not Met EL 17% Meeting or Exceeding 28% Nearly Met 55% Not Met LI 32% Meeting or Exceeding 30% Nearly Met 38% Not Met SWD 2% Meeting or Exceeding 9% Nearly Met 89% Not Met HI 33% Meeting or Exceeding 30% Nearly Met 37% Not Met AA 26% Meeting or Exceeding	2024-2025 District Spring Assessment All 35% Meeting or Exceeding 29% Nearly Met 36% Not Met EL 21% Meeting or Exceeding 30% Nearly Met 49% Not Met LI 35% Meeting or Exceeding 29% Nearly Met 36% Not Met SWD 4% Meeting or Exceeding 9% Nearly Met 87% Not Met HI 36% Meeting or Exceeding 29% Nearly Met 35% Not Met AA	2025-2026 District Spring Assessment All 31%% Meeting or Exceeding 32%% Nearly Met 37%% Not Met EL 16% Meeting or Exceeding 33% Nearly Met 51% Not Met LI 29% Meeting or Exceeding 32% Nearly Met 39% Not Met SWD 11% Meeting or Exceeding 21% Nearly Met 68% Not Met HI 31% Meeting or Exceeding 32% Nearly Met 37% Not Met AA	Spring Assessment District All 45% Meeting or Exceeding 28% Nearly Met 27% Not Met EL 20.4% Meeting or Exceeding 58.4% Nearly Met 38% Not Met LI 45% Meeting or Exceeding 28% Nearly Met 27% Not Met SWD 8% Meeting or Exceeding 12% Nearly Met 80% Not Met HI 46% Meeting or Exceeding 26% Nearly Met 28% Not Met AA 39% Meeting or Exceeding 31% Nearly Met	2025 growth from the baseline year District All -1% Meeting or Exceeding +2% Nearly Met -1% Not Met EL -1% Meeting or Exceeding +5% Nearly Met -4% Not Met LI -3% Meeting or Exceeding +2% Nearly Met +1% Not Met SWD +9% Meeting or Exceeding +12% Nearly Met -21% Not Met HI -2% Meeting or Exceeding +2% Nearly Met 0% Not Met AA +2% Meeting or Exceeding

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		30% Nearly Met 44% Not Met 2 or More Races 36% Meeting or Exceeding 30% Nearly Met 34% Not Met WH 34% Meeting or Exceeding 31% Nearly Met 35% Not Met AS 39% Meeting or Exceeding 29% Nearly Met 32% Not Met	30% Meeting or Exceeding 30% Nearly Met 40% Not Met 2 or More Races 40% Meeting or Exceeding 27% Nearly Met 33% Not Met WH 36% Meeting or Exceeding 30% Nearly Met 35% Not Met AS 41% Meeting or Exceeding 28% Nearly Met 31% Not Met	28% Meeting or Exceeding 31% Nearly Met 41% Not Met 2 or More Races 35% Meeting or Exceeding 30% Nearly Met 35% Not Met WH 31% Meeting or Exceeding 33% Nearly Met 36% Not Met AS 33% Meeting or Exceeding 33% Nearly Met 34% Not Met	30% Not Met 2 or More Races 48% Meeting or Exceeding 31% Nearly Met 21% Not Met WH 47% Meeting or Exceeding 30% Nearly Met 23% Not Met AS 50% Meeting or Exceeding 28% Nearly Met 22% Not Met	+1% Nearly Met -3% Not Met 2 or More Races -1% Meeting or Exceeding 0% Nearly Met +1% Not Met WH -3% Meeting or Exceeding +2% Nearly Met +1% Not Met AS -6% Meeting or Exceeding +4% Nearly Met +2% Not Met
1.7	iReady Mathematics % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 District Spring Assessment All 22% Meeting or Exceeding 40% Nearly Met 39% Not Met LI 22% Meeting or Exceeding 40% Nearly Met 39% Not Met	2024-2025 District Spring Assessment All 25% Meeting or Exceeding 39% Nearly Met 35% Not Met LI 25% Meeting or Exceeding 39% Nearly Met	2025-2026 District Spring Assessment All 21% Meeting or Exceeding 41% Nearly Met 38% Not Met LI 21% Meeting or Exceeding 41% Nearly Met	District All 30% Meeting or Exceeding 43% Nearly Met 27% Not Met LI 30% Meeting or Exceeding 43% Nearly Met 27% Not Met EL	2025 growth from the baseline year District All -1% Meeting or Exceeding +1% Nearly Met -1% Not Met LI -1% Meeting or Exceeding +1% Nearly Met -1% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 12% Meeting or Exceeding 36% Nearly Met 51% Not Met SWD 1% Meeting or Exceeding 9% Nearly Met 90% Not Met HI 23% Meeting or Exceeding 40% Nearly Met 37% Not Met AA 16% Meeting or Exceeding 39% Nearly Met 45% Not Met 2 or More Races 24% Meeting or Exceeding 40% Nearly Met 36% Not Met WH 24% Meeting or Exceeding 42% Nearly Met 35% Not Met	35% Not Met EL 17% Meeting or Exceeding 40% Nearly Met 44% Not Met SWD 2% Meeting or Exceeding 10% Nearly Met 88% Not Met Hi 26% Meeting or Exceeding 40% Nearly Met 34% Not Met AA 19% Meeting or Exceeding 38% Nearly Met 43% Not Met 2 or More Races 29% Meeting or Exceeding 39% Nearly Met 33% Not Met WH 28% Meeting or Exceeding 40% Nearly Met 32% Not Met	38% Not Met EL 10% Meeting or Exceeding 43% Nearly Met 47% Not Met SWD 8% Meeting or Exceeding 25% Nearly Met 68% Not Met HI 21% Meeting or Exceeding 42% Nearly Met 37% Not Met AA 17% Meeting or Exceeding 39% Nearly Met 44% Not Met 2 or More Races (MR) 25% Meeting or Exceeding 39% Nearly Met 37% Not Met WH 23% Meeting or Exceeding 41% Nearly Met	20% Meeting or Exceeding 43% Nearly Met 37% Not Met SWD 4% Meeting or Exceeding 10% Nearly Met 86% Not Met HI 31% Meeting or Exceeding 43% Nearly Met 36% Not Met AA 24% Meeting or Exceeding 34% Nearly Met 40% Not Met 2 or More Races 32% Meeting or Exceeding 44% Nearly Met 34% Not Met WH 36% Meeting or Exceeding 38% Nearly Met 26% Not Met AS 37% Meeting or Exceeding	EL -2% Meeting or Exceeding +7% Nearly Met -4% Not Met SWD +7% Meeting or Exceeding +16% Nearly Met -22% Not Met HI -2% Meeting or Exceeding +2% Nearly Met 0% Not Met AA +1% Meeting or Exceeding 0% Nearly Met -1% Not Met 2 or More Races +1% Meeting or Exceeding -1% Nearly Met +1% Not Met WH -1% Meeting or Exceeding -1% Nearly Met +1% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS 29% Meeting or Exceeding 39% Nearly Met 33% Not Met	AS 31% Meeting or Exceeding 41% Nearly Met 28% Not Met	36% Not Met AS 26% Meeting or Exceeding 42% Nearly Met 32% Not Met	36% Nearly Met 27% Not Met	AS -3% Meeting or Exceeding +3% Nearly Met -1% Not Met
1.8	Teacher Misassignment % of teachers with Clear Credential CA Dashboard	2023 100%	2024 100%	2025 100%	Maintain 100%	2025 Maintained
1.9	Access to Standard Aligned Instructional Material Percentage CA Dashboard	2023 100%	2024 100%	2025 100%	Maintain 100%	2025 Maintained
1.10	Facilities in Good Repair # of Facilities that do not meet “Good Repair” Rating Scale (Good (90-100%), Fair (75-89.9%), Poor 0-74.99%) Fit Inspection Tool (FIT) Report	2023 6-schools received a “Fair” rating and 8-schools received a rating of “Good”.	2024 5-schools received a "Fair" rating 9-schools received a rating of "Good".	2025 2-schools received a "Fair" rating 12-schools received a rating of "Good"	All AESD Schools will receive a rating of “Good”	2025 -4 "Fair" rating difference +4 "Good" rating difference
1.11	Implementation of Academic Standards Reflection Tool Rating Scale (1=Exploration and Research Phase 2=Beginning Development, 3=Initial Implementation, 4= Full Implementation, 5=Full Implementation and Sustainability)	2023 Dashboard Professional Development: 4.6 Instructional Materials: 5 Policy & Program: 4.4 Implementation of Standards: 4	2024 Dashboard Professional Development: 4.8 Instructional Materials: 5 Policy & Program: 4.5 Implementation of Standards: 4.3	2025 Dashboard Professional Development: 4.8 Instructional Materials: 5 Policy & Program: 4.8 Implementation of Standards: 4.2	Maintain or Increase Professional Development 5 Instructional Materials 5 Policy & Program 5 Implementation of Standards 5	2025 Professional Development: +0.2 Instructional Materials: Maintain Policy & Program: +0.4 Implementation of Standards: +0.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard	Engagement of School Leadership: 4.6	Engagement of School Leadership:4.7	Engagement of School Leadership: 5	Engagement of School Leadership 5	Engagement of School Leadership:+0.4
1.12	% of Students offered Broad Course of Study CA Dashboard	2023 100%	2024 100%	2025 100%	Maintain 100%	2025 Maintained
1.13	Desired Reporting Developmental Profile (DRDP) Percentage of students Implementation of Language and Literacy Development Rating Period from Early Infancy to Kindergarten Entry (1=Responding Earlier, 2=Responding Later, 3=Exploring Earlier, 4= Exploring Middle, 5=Exploring Later, 6= Building Earlier, 7=Building Middle, 8=Building Later, 9=Integrating Earlier)	2025-2026 9= Integrating Earlier 30% 8= Building Later 37% 7= Building Middle 22% 6= Building Earlier 8% 1-5= 0%	N/A	2025 9= Integrating Earlier 30% 8= Building Later 37% 7= Building Middle 22% 6= Building Earlier 8% 1-5=0%	All TK 9= Integrating Earlier 40% 8= Building Later 47% 7= Building Middle 12% 6= Building Earlier 1% 1-5 =0%	N/A- new metric

Goal Analysis [2025-26]

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

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

Analysis of Goal Implementation:
In the 2025–2026 school year, the Adelanto Elementary School District made deliberate efforts to implement the goal of ensuring that learning is relevant, engaging, and responsive to the diverse needs of all students. The implementation was rooted in data-informed practices, equity-driven instructional strategies, and expanded access to supports aimed at improving outcomes for historically underserved student groups.

The district demonstrated strong progress in the implementation of Goal 1 during the 2025-2026 school year. Of the nine actions within this goal, five were fully implemented (Actions 1.1,1.2, 1.3, 1.5, 1.6, and 1.9), and four were partially implemented (Actions 1.4, 1.7, and 1.8).

Action 1.1: Class Size Reduction was fully implemented with all certificated positions successfully filled with qualified staff. Student-to-teacher ratios were maintained at 20:1 for TK and 24:1 for grades K-3.

Action 1.2: Supplemental Technology was implemented as planned. Additional technology resources were provided such as IXL, Renaissance and Discovery Education to support online services and personnel continued to be provided to support school sites.

Action 1.3: Instructional Jumpstart was fully implemented with a modification in scope. There was a change in the scope from 11 TK classrooms to 13 classrooms due to increased TK enrollment. Paraprofessionals were hired to support each TK classroom. A key success was the ability to maintain staffing needed to support the additional 2 classrooms.

Action 1.4: English Learner Professional Development was partially implemented. The EL Roadmap 2017 was rolled out to a cohort of teachers at 5 of 14 schools in grades two-six, as well as to all principals, assistant principals, Educational Services Directors, and ELD coordinators. Additional ELD professional development focused on integrated and designated ELD was also provided, and teachers engaged in self-assessments using the ELD Standards. The professional development fostered teacher collaboration and a unified understanding of new EL initiatives, laying a strong foundation for consistent implementation of Integrated ELD across all subject areas. Challenges included the limited availability of substitutes and constraints on the number of trainings that could be offered during the school day. The district plans to continue with either another cohort or provide the training to all remaining teachers at the start of the new school year.

Action 1.5: Instructional Leadership was fully implemented. This action directs Assistant Administrators and Academic Coaches to provide instructional leadership for staff and targeted guidance to help English Learners progress toward proficiency.

Action 1.6: Library and Media Access was fully implemented. A key success was that all libraries had a full-time librarian, which supported and contributed to schoolwide literacy scores.

Action 1.7: Innovation was partially implemented because while supplemental programs, technology integration, and professional development continued throughout the year, implementation consistency varied across schools. Progress was specifically delayed at the middle school level due to two challenges: hiring qualified staff for the new esports class, and taking extra time to develop a curriculum that successfully integrates strategic planning, data analysis, and digital citizenship.

Action 1.8: English Learner Student Achievement was partially implemented. Additional hiring of personnel was delayed due to changes in leadership; however, English Learners were included in Ellevation and incorporated into school site and district-wide data chats. A notable success was the heightened awareness of English Learner needs resulting from the rollout of the EL Roadmap, and the district created a plan to include ELD as a focus area. Challenges included staffing and district leadership changes.

Action 1.9: Professional Learning to Support Grade-Level Standards in English Language Arts and Math was fully implemented. Certificated staff was provided two full days of professional development outside of the student calendar in addition to professional learning sessions

during the school day. Our professional development program delivered comprehensive, evidence-based training designed to elevate instructional practice, ensure compliance, and support the whole child. Educators engaged in rigorous coursework covering data-driven instruction through iReady, multi-disciplinary literacy via the LETRS Science of Reading framework, and specialized training in Desired Results Developmental Profile in Learning Genie, writing, and vocabulary development. To foster inclusive and equitable classrooms, workshops also focused on special education compliance and lesson design, cooperative learning strategies, social-emotional learning (SEL), and proactive behavioral intervention techniques. Challenges included that although the district provided the 2 days as planned, not all teachers participated in the professional development since it was offered outside the student calendar, therefore not all teachers received the training.

Overall, the district made meaningful progress toward Goal 1, with strong successes in class size reduction, instructional leadership, library access, and early learner support. The rollout of the EL Roadmap emerged as a high-leverage initiative with positive impacts across multiple actions. Moving forward, the district is well-positioned to build on these successes by expanding professional learning opportunities, completing the technology plan, and addressing staffing challenges related to leadership transitions.

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

The following actions below had material differences in 2025:

Action 1.5 (Instructional Leadership) had a material difference because it was under-budgeted during budget development and additional funds needed to be added to cover the cost of staff salaries and increased benefits.

Action 1.7 (School Innovation) had a material difference because personnel costs were underspent due to not being able to hire the qualified staff and it remained vacant.

Action 1.9 (Professional Learning to Support Grade-Level Standards in English Language Arts and Math) had a material difference because it was under-budgeted during budget development and additional funds needed to be added to cover the cost of salaries and benefits.

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

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

Ratings were assigned based on an analysis of student outcome data, outcome metrics, and input from educational partners.

Action 1:1 Classroom Reduction and Action 1.2 Supplemental Technology were rated 2: Somewhat Effective as measured by M1.1, M1.2, and M1.3, M1.6, M1.7. In Metric 1.1 (CAST Science), All students improved by +2.24%, with 5th graders gaining +1.37% and 8th graders gaining +3.01%, indicating steady growth in science proficiency. In Metric 1.2 (CAASPP ELA DFS), All students improved by +8.9 DFS, with English Learners showing strong growth at +20.0 DFS, Foster Youth improving by +8.6 DFS, and Low-Income (Socioeconomically

Disadvantaged) students improving by +6.5 DFS. Additional student groups also showed gains, including African American students (+13.3 DFS), Hispanic students (+8.2 DFS), and Homeless Youth (+32.9 DFS); however, Two or More Races declined by -15.3 DFS, indicating an area of concern. In Metric 1.3 (CAASPP Math DFS), All students improved by +13.0 DFS, with English Learners gaining +21.2 DFS, Foster Youth improving by +6.3 DFS, and Low-Income students improving by +11.7 DFS. Hispanic students showed remarkable growth at +12.2.0 DFS, African American students gained +16.1 DFS, and Homeless Youth improved by +22.4 DFS, while Two or More Races showed minimal growth at +1.3 DFS. In Metric 1.6 (iReady Reading), All students showed a -1% change in Meeting or Exceeding standard, English Learners declined by -1% in Meeting or Exceeding but gained +5% in Nearly Met and reduced Not Met by -4%, and Low-Income students declined by -3% in Meeting or Exceeding. Foster Youth data is not disaggregated in this metric. Students with Disabilities showed the strongest gain at +9% Meeting or Exceeding, and African American students improved by +2%, while Hispanic students declined by -2%, White students declined by -3%, and Asian students declined by -6%. In Metric 1.7 (iReady Math), All students showed a -1% change in Meeting or Exceeding standard, English Learners declined by -2% in Meeting or Exceeding but gained +7% in Nearly Met and reduced Not Met by -4%, and Low-Income students declined by -1% in Meeting or Exceeding. Students with Disabilities showed strong growth at +7% Meeting or Exceeding and +16% in Nearly Met, African American students gained +1%, while Hispanic students declined by -2% and Asian students declined by -3%. Overall, this data shows limited effectiveness in moving students to proficiency on iReady assessments. However, there are encouraging signs of movement from "Not Met" to "Nearly Met" categories, particularly for English Learners and Students with Disabilities, suggesting that resources may be helping students approach grade-level standards even if they have not yet reached proficiency. These actions may benefit from more targeted implementation to accelerate growth for Low-Income students and English Learners toward meeting standard. The consistent gains across CAASPP ELA and Math, along with science improvements, suggest that smaller class sizes and technology are supporting improved instructional delivery for unduplicated student groups.

Action 1.3 Instructional Jumpstart the effectiveness can not be rated at this time. Metrics 1.6 and M1.7 do not disaggregate data at the TK level. To determine effectiveness at the end of the 3-year plan the DRDP (M.13) will be used as a more valid measure.

Action1.4 English Learner Professional Development and Action 1.8 English Learner Student Achievement were rated 2: Somewhat Effective as measured by M1.2, M1.3, M1.4, M1.5, M1.6, and M1.7. In Metric 1.4 (ELPI), English Learners making progress increased by +1.2% from baseline (47.2% to 48.4%), and Long-Term English Learners showed remarkable growth of +34.5% (22.4% to 56.9%). Site-level gains further support this progress, including Bradach (+17.5%), Ted Vick (+7.0%), Westside Park (+11.2%), and George (+3.0%). In Metric 1.5 (Reclassification Rate), English Learner reclassification increased by +3.3% from baseline (6.7% to 10%); however, LTEL reclassification declined significantly by -45% (56% to 11%), indicating a challenge in meeting full reclassification criteria for long-term learners. In Metric 1.2 (CAASPP ELA DFS), All students improved by +8.9 DFS, with English Learners gaining +20.0 DFS.. In Metric 1.3 (CAASPP Math DFS), All students improved by +13.0 DFS, with English Learners gaining +21.2 DFS. In Metric 1.6 (iReady Reading), All students showed -1% in Meeting or Exceeding, English Learners declined by -1% in Meeting or Exceeding but gained +5% in Nearly Met, and Low-Income students declined by -3% in Meeting or Exceeding. In Metric 1.7 (iReady Math), All students showed -1% in Meeting or Exceeding, English Learners declined by -2% in Meeting or Exceeding but gained +7% in Nearly Met, and Low-Income students declined by -1%. Metric 1.6 and M1.7, data is not disaggregated for Long-term English Learners. Overall, English Learner Professional Development and supports have been effective, with the strongest evidence of impact seen in ELPI growth for LTELs (+34.5%) and English Learner gains on CAASPP ELA (+20.0 DFS) and Math (+21.2 DFS). The EL Roadmap rollout and targeted ELD professional development appear to be translating into meaningful language development and academic gains on state assessments. However, the significant decline in LTEL reclassification rates (-45%) and flat iReady outcomes suggest that while language proficiency is improving, additional support is needed to help students meet full reclassification criteria and demonstrate consistent growth on local interim assessments.

Action 1.5 Instructional Leadership was rated 2: Somewhat Effective as measured by M1.2, M1.3, M1.6, and M1.7. In Metric 1.2 (CAASPP ELA DFS), All students improved by +8.9 DFS from baseline, with English Learners gaining +20.0 DFS, Foster Youth improving by +8.6 DFS, Low-Income students improving by +6.5 DFS, African American students gaining +13.3 DFS, Hispanic students gaining +8.2 DFS, and Homeless Youth showing significant growth at +32.9 DFS, though Two or More Races declined by -15.3 DFS. In Metric 1.3 (CAASPP Math DFS), All students improved by +13.0 DFS, with English Learners gaining +21.2 DFS, Foster Youth improving by +6.3 DFS, Low-Income students improving by +11.7 DFS, Hispanic students showing exceptional growth at +12.2 DFS, African American students gaining +16.1 DFS, and Homeless Youth gaining +22.4 DFS. However, in Metric 1.6 (iReady Reading), All students showed -1% in Meeting or Exceeding, English Learners declined by -1%, and Low-Income students declined by -3%, while Students with Disabilities improved by +9% and African American students gained +2%. Similarly, in Metric 1.7 (iReady Math), All students showed -1% in Meeting or Exceeding, English Learners declined by -2%, and Low-Income students declined by -1%, while Students with Disabilities improved by +7% and African American students gained +1%. Overall, Instructional Leadership has been effective in driving gains on state assessments, with strong evidence of impact for English Learners, Foster Youth, and Low-Income students in both ELA and Math. The role of Assistant Administrators and Academic Coaches appears to be supporting improved instructional quality that translates to CAASPP growth. However, the flat or declining iReady outcomes suggest that instructional improvements have not yet fully translated into consistent day-to-day academic gains as measured by local interim assessments. Continued focus on aligning coaching support with intervention strategies may strengthen impact across all measures.

Action 1.6 Library and Media Access was rated 2: Somewhat Effective as measured by M1.6. Action 1.6, Library and Media Access, demonstrates limited effectiveness in making progress toward the goal based on the current difference from baseline. In Metric 1.6 (iReady Reading), All students showed a -1% change in Meeting or Exceeding standard, English Learners declined by -1% in Meeting or Exceeding but gained +5% in Nearly Met, and Low-Income students declined by -3% in Meeting or Exceeding, and English Learners increased by 1%. Foster Youth data is not separately disaggregated in this metric. Students with Disabilities showed the strongest gain at +9% Meeting or Exceeding, and African American students improved by +2%, while Hispanic students declined by -2%, White students declined by -3%, and Asian students declined by -6%. Overall, Library and Media Access shows limited effectiveness in improving iReady Reading proficiency for All students, English Learners, and Low-Income students. While the action supports literacy access and engagement, the data does not yet demonstrate measurable gains in reading proficiency for the primary unduplicated student groups. The notable improvement for Students with Disabilities (+9%) and African American students (+2%) suggests some targeted benefit. The movement of English Learners from "Not Met" to "Nearly Met" (+5%) indicates that library access may be supporting foundational literacy development, even if students have not yet reached proficiency. Strengthening the connection between library programming and targeted literacy instruction may enhance this action's impact.

Action 1.7 Innovation was rated 2: Somewhat Effective as measured by M1.6 and M1.7. In Metric 1.6 (iReady Reading), All students showed -1% in Meeting or Exceeding, English Learners declined by -1%, and Low-Income students declined by -3%, while Students with Disabilities improved by +9%, African American students gained +2%, and Hispanic students declined by -2%. Foster Youth data is not separately disaggregated in this metric. In Metric 1.7 (iReady Math), All students showed -1% in Meeting or Exceeding, English Learners declined by -2%, and Low-Income students declined by -1%, while Students with Disabilities improved by +7%, African American students gained +1%, and Hispanic students declined by -2%. Overall, School Innovation shows limited effectiveness in improving iReady outcomes for All students, English Learners, Foster Youth, and Low-Income students. While the action aims to improve instructional programs through supplemental programs, technology, and professional development, the data indicates that these innovations have not yet produced

measurable gains in reading or math proficiency for the primary unduplicated student groups. The gains for Students with Disabilities (Reading +9%, Math +7%) and modest improvements for African American students suggest some targeted benefit. The variation in implementation across school sites, as noted in the goal analysis, may contribute to the inconsistent results. More consistent and focused implementation aligned with specific academic outcomes may strengthen this action's impact.

Action 1.9 Professional Learning to Support Grade-Level Standards in English Language Arts and Math was rated 2: Somewhat Effective as measured by M1.2, M1.3, M1.6, M1.7, and M1.11. In Metric 1.11 (Implementation of Academic Standards), Professional Development increased by +0.2 (to 4.8), Instructional Materials maintained at 5, Policy & Program increased by +0.4 (to 4.8), and Engagement of School Leadership increased by +0.4 (to 5.0); however, Implementation of Standards declined by -0.4 (to 4.2), which represents an area for attention. In Metric 1.2 (CAASPP ELA DFS), All students improved by +8.9 DFS, with English Learners gaining +20.0 DFS, Foster Youth improving by +8.6 DFS, Low-Income students improving by +6.5 DFS, African American students gaining +13.3 DFS, Hispanic students gaining +8.2 DFS, and Homeless Youth gaining +32.9 DFS. In Metric 1.3 (CAASPP Math DFS), All students improved by +13.0 DFS, with English Learners gaining +21.2 DFS, Foster Youth improving by +6.3 DFS, Low-Income students improving by +11.7 DFS, Hispanic students gaining +12.2 DFS, African American students gaining +16.1 DFS, and Homeless Youth gaining +22.4 DFS. In Metric 1.6 (iReady Reading), All students showed -1% in Meeting or Exceeding, English Learners declined by -1%, and Low-Income students declined by -3%, while Students with Disabilities improved by +9% and African American students gained +2%. In Metric 1.7 (iReady Math), All students showed -1% in Meeting or Exceeding, English Learners declined by -2%, and Low-Income students declined by -1%, while Students with Disabilities improved by +7% and African American students gained +1%. Overall, Professional Learning to Support Grade-Level Standards has been effective, with the strongest evidence of impact on state assessments (CAASPP ELA and Math) and in the district's professional development infrastructure (M1.11 rating of 4.8). The gains for English Learners (+20.0 ELA, +21.2 Math), Foster Youth (+8.6 ELA, +6.3 Math), and Low-Income students (+6.5 ELA, +11.7 Math) on CAASPP demonstrate that professional learning is translating into improved instructional quality. The decline in Implementation of Standards (-0.4) on M1.11 warrants attention, as it may indicate that while professional development is strong, the consistent application of standards in daily instruction needs reinforcement. The flat iReady outcomes suggest that the impact of professional learning has not yet fully translated into consistent interim assessment growth, indicating a potential lag between improved instruction and measurable day-to-day student performance.

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

Based on a thorough reflection of implementation outcomes and community partner input during the 2025–2026 school year, Adelanto Elementary School District is making several strategic changes to improve the effectiveness and impact of its LCAP goal. These adjustments are designed to align practices with student needs better, ensure equitable outcomes, and strengthen instructional coherence across all school sites. The following changes were made:

Metric 1.3 Math CAASPP metric was updated to include the source "CA Dashboard"
Metric 1.9 Access to Standard Aligned Instructional Materials metric was updated to include the measurement "percentage"
Metric 1.10 Facilities in Good Repair metric was updated to include the specific measurement "Rating Scale (Good-90-100%, Fair 75-89.99%, Poor 0-74.99%) and the source "Facilities Inspection Tool (FIT) Report"

Metric 1.11 Implementation of Academic Standards metric was updated to include the specific measurement "Reflection Tool Rating Scale (1=Exploration and Research Phase, 2=Beginning Development, 3=Initial Implementation, 4= Full Implementation, 5=Full Implementation and Sustainability)"
Metric 1.13 - New metric to measure TK DRDP language and literacy development.

Actions 1.1, 1.3, 1.5, 1.6, 1.7, 1.9 had significant funding changes to ensure better alignment with costs associated with the actions.
Action 1.1 Class Size Reduction and Retention metric was updated to show M1.6, and M1.7 were removed and only M1.1, M1.2, M1.3 remain.
Action 1.2 To enhance access to online instructional platforms for all students, a new technology plan will includes leasing computers and enhanced the ability to provide supplementary technology and infrastructure across services is in development to further strengthen this action moving forward.
Action 1.3 Instructional Jumpstart. The metric to measure this action was changed from M1.6 and M1.7 to only M1.13 because our transitional kindergarteners do not take the iReady assessment, M1.13 will track their literacy and language development.
Action 1.4 English Learner Professional Development M1.3 was removed as it is not a measure the LEA wants to use to determine English Language Development.
Action 1.8 English Learners - M.1.7 were removed as metrics

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction and Retention	The Human Resources Department will focus on recruiting, hiring, and retaining highly qualified and experienced staff to enhance student achievement in English Language Arts (ELA), Math, and English Language Development (ELD), while also working to reduce the current student-to-teacher ratio. Although all students will benefit from a more experienced teaching staff, this action is specifically designed to support English Learners, Low-Income students, Foster Youth. The effectiveness of this initiative will be measured using metrics M1.1, M1.2, M1.3	$8,259,658.00	Yes
1.2	Supplemental Technology	The district will provide additional technology resources and personnel to enhance access to online instructional platforms for all students, with a particular focus on supporting Low-Income students, Foster Youth, and English Learners. By improving access to these resources, the district aims	$1,926,768.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to boost student academic achievement. The effectiveness of this action will be measured using metrics M1.6 and M1.7.		
1.3	Instructional Jumpstart	The district will provide supplemental instructional materials and educational supplies to support the expansion of Transitional Kindergarten as measured by M1.13. This action is principally directed toward students who are Low-income, English Learner, and Foster Youth students.	$401,528.00	Yes
1.4	English Learner Professional Development	Teacher experts and contractors will increase staff capacity and teacher clarity through ongoing professional learning opportunities, including specific professional development surrounding the language acquisition of English Learners and LTELs training on best practices, mindset, identification and teaching of high-priority standards with standards-aligned materials, and instructional delivery, to improve the focus of academic outcomes of students and other specific needs for Long-term language learners as measured by M 1.2, M 1.6 M 1.7, M 1.4 and M 1.5.	$177,780.00	Yes
1.5	Instructional Leadership	Assistant Administrators of Instructional Improvement and Academic Coaching will provide instructional leadership to teachers and other site staff to improve the instructional program for students and is principally directed toward English Learners, Foster Youth, and Socioeconomically Disadvantaged students to address the achievement gap as measured by M 1.2, M 1.3, M 1.6 and M 1.7.	$2,378,990.00	Yes
1.6	Library and Media Access	The purpose of this action is to increase literacy as the district will provide a robust library at each school to provide students with access to media, additional technology, and opportunities for STEAM exploration with an emphasis on language arts. This is principally directed toward Foster Youth, English Learner, Socioeconomically Disadvantaged students to close the academic achievement gap as measured by M 1.6.	$1,287,626.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	School Innovation	Sites will improve the instructional program for students through the implementation of supplemental programs, technology, and professional development, including guest speakers. This is principally directed toward English Learners, Foster Youth, Low-Income students to close the achievement gap as measured by M 1.6 and M 1.7.	$1,099,751.00	Yes
1.8	English Learner Student Achievement supports	The district will implement supports and evidence-based ELA intervention programs, limited action to English Learners and specific needs for Long Term English Learners to close the ELA achievement gap and increase language acquisition as measured M1.4, M 1.5, M1.6	$115,088.00	Yes
1.9	Professional Learning to Support Grade-Level Standards in English Language Arts and Math	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of academic grade-level State Standards in English Language Arts and mathematics, the frameworks, and research-based practices to target the learner variability of students with a priority on Low-Income, Foster Youth. In elementary and middle schools, research-based practices for student learning encompass strategies like active learning, formative assessment, metacognition, instructional transparency, fostering a sense of belonging, research-based reading practices, direct instruction, scaffolding, cooperative learning, and integrating technology to enhance engagement and academic performance. Measured by M 1.2, M 1.3, M 1.6 M 1.7, M1.11	$373,709.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Adelanto Elementary School District recognizes the imperative importance of addressing the many red priority outcomes in the 2023 California School Dashboards. The areas of red on the 2023 Dashboard focused on within this goal include Suspension Rates and Chronic Absenteeism. 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.

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

The Adelanto Elementary School District also developed this goal in response to persistently high suspension rates, particularly among historically underserved student groups. Although slight progress has been made, with some site-level reductions, the district-wide suspension rate increased from 6.2% in 2023 to 8.3% in 2024, signaling a need for deeper systemic change. Alarmingly high suspension rates remain for African American students—44.4% at Mesa Linda, 40.7% at Columbia Middle, and double-digit rates at multiple elementary

sites—as well as for Students with Disabilities, who reached 25.5% at Columbia and 30.8% at Mesa Linda. While some student groups experienced improvement, such as Foster Youth at Ted Vick (14.9% to 4.4%) and Morgan Kincaid (8.9% to 3.6%), the overall data shows that exclusionary practices continue to affect vulnerable populations disproportionately. These disparities highlight the urgent need for restorative, proactive, and inclusive practices that foster safe and supportive school climates. As a result, this goal was established to reduce suspension rates through culturally responsive behavior support systems, restorative justice practices, and tiered intervention strategies that promote positive relationships, emotional regulation, and equitable discipline responses for all students.

Based on the 2025 feedback from educational partners (parents, teachers, administrators, and community members), enhancing Goal 2 relies heavily on expanding support structures to include early childhood the interventions, dedicated mentorship, and comprehensive training for classified staff. Partners emphasized the urgent need to address early suspensions through specialized training for teachers and paraprofessionals working with students in early grades TK-2 (Action 2.6: Social Emotional Learning) and to support highly mobile Foster Youth through site-based dedicated counselors (Action 2.1: Foster Youth Services). To ensure all students feel safe and welcome, the community recommended establishing centralized resource spaces for counseling and launching an outreach campaign to increase parent and student awareness of the assistance programs led by District personnel. This includes providing direct access to District Social Workers to support students and families with vital resources and agency linkages (Action 2.3: Mental Health & Social Emotional Counseling and Action 2.8: Counseling).

Furthermore, educational partners noted that a positive school climate requires a unified approach to behavior. They strongly advocate for expanding Positive Behavioral Interventions and Supports (PBIS) and supportive communication training to include teacher's aides, paraeducators, and proctors (Action 2.6: Social Emotional Learning). By embedding these partner recommendations into existing frameworks, the district can better leverage its social workers and intervention systems (Action 2.5: Social Emotional Wellness) to reduce disciplinary actions, improve student attendance, and ensure that vulnerable student groups remain fully engaged in core instruction.

Based on parent feedback, the district is prioritizing student engagement, equity, and access in three areas. First, Action 2.2: Music and Art ensures sustained funding for creative programs at all school sites (e.g., visual and performing arts). Second, Action 2.7: Transportation removes barriers to attendance by maintaining crucial transit services (e.g., expanding bus routes to underserved neighborhoods and providing late-buses for after-school activities). Finally, Action 2.9: Engaging Electives focuses on raising student excitement for learning by different course offerings (e.g., Robotics and CADET Core leadership tracks, expanding AVID college-readiness classes, and offering specialized studio arts).

Administrators and teachers have expressed a continued, shared focus on increasing average daily attendance across all grade levels. To support this goal, school leaders and staff will provide increased, targeted outreach to families to help identify and remove systemic barriers to school attendance. This initiative directly aligns with our overarching commitment to fostering a supportive school culture that prioritizes consistent student presence and active participation (Action 2.4: Attendance and Engagement).

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

Goal 2 brings together a coordinated set of actions within a multi-tiered system of support. Foster Youth counselors, school counselors, social workers, attendance staff, health clerks, and trained school personnel will address barriers related to trauma, mental health, physical health, behavior, attendance, and access to services. Arts, music, electives, and other engagement opportunities are intended to strengthen students' connection to school and improve participation. Educational-partner feedback regarding counseling, wellness, attendance, behavioral support, and student engagement reinforced the district's decision to prioritize these services.

Progress will be monitored through Goal 2 metrics related to average daily attendance, chronic absenteeism, suspension, school climate, and student engagement. The district will review outcomes for All Students and for the student groups identified in the goal to determine whether the actions are improving engagement, reducing exclusionary discipline, and narrowing disparities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Average Daily Attendance Rate (ADA) School Attendance Percent Aeries Student Information System (SIS)	2022-2023 Overall: 91.4% K-5 schools: 92.2% K-8 schools: 98.5% Middle Schools: 90.7% Student Groups: All 91.4% EL 89.95% LI 89% FY 91.3%	2023-2024 Overall: 90.65% K-5 schools: 91.44% K-8 schools: 91.38% Middle Schools: 91.26% Student Groups: All 90.65% EL 92.4% LI 90.2% FY 90.9%	2024-2025 Overall: 91.4% K-5 schools: 91.8% K-8 schools: 92.6% Middle Schools: 90.65% Student Groups: All 91.4% EL 93.6% LI 91.6% FY 95.8%	Overall: 96.4% K-5 schools: 97.2% K-8 schools: 100% Middle School: 95.7% Student Groups: All 95% EL 95% LI 95% FY 95%	Overall: Maintained K-5 schools: -0.4% K-8 schools: -5.9% Middle Schools: -0.05% Student Groups: All 0% EL +3.65% LI +2.6% FY +4.5%
2.2	Chronic Absenteeism Rate % of students absent 10% or more CA Dashboard District Level	2023 Dashboard K-5 schools: 46.6% K-8 schools: 40.27% Middle Schools: 48.6% Student Groups: All 45.1% LI 47.1% EL 38.3% FY 39.2%	2024 Dashboard K-5 schools: 37% K-8 schools: 28.13% Middle Schools: 40.47% Student Groups: All 38.5% LI 38%	2025 Dashboard K-5 schools: 33.8% K-8 schools: 29.7% Middle Schools: 39.5% Student Groups: All 33.6%	K-5 schools: 18.5% K-8 schools: 6% Middle Schools: 18.7% Student Groups: All 25.1% LI 27.1% EL 18.3%	K-5 schools: -12.8% K-8 schools: -10.57% Middle Schools: -9.1% Student Groups: All -11.5% LI -10.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY 69.3% Asian 35.7% FI 33.3% Elementary Adelanto Elementary All 61.7% EL 50% LI 62.2% SWD 61.4% AA 72.4% HI 53.8% Eagle Ranch AA 57.5% 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%	EL 29.5% FY 31.8% HY60.4% Asian 16.7% FI 24.2% Elementary Adelanto Elementary All 51.8% EL 29.7% LI 53.4% SWD 55.3% AA 66.1% HI 39.3% Eagle Ranch AA 57.8% Morgan Kincaid FY 19.5% Ted Vick AA 58% West Creek All 40.4% LI 43.2% HI 38.3% WH 37.5% Westside Park All 47.6% AA 54.6% WH 50% Middle	LI 37% EL 25.9% FY 35.7% HY 58.3% Asian 20.6% FI 16.1% Elementary Adelanto Elementary All 34.3% EL 30.2% LI 36.9% SWD 36.2% AA 28.1% HI 35.6% Eagle Ranch AA 39.8% Morgan Kincaid FY 4.8% Ted Vick AA 37.3% West Creek All 24.3% LI 26.5% HI 22.4% WH 26.1% Westside Park All 34.9% AA 40.4% WH 53.3%	FY 23.2% HY 49% FI 23.3% Asian 13.2% FI 11.2% Elementary Adelanto Elementary All 51.7% EL 25% 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	EL -12.4% FY -3.5% HY -11% Asian -15.1% FI -17.2% Elementary Adelanto Elementary All -27.4% EL -19.8% LI -25.3% SWD -25.2% AA -44.3% HI -18.2% Eagle Ranch AA -17.7% Morgan Kincaid FY -35.6% Ted Vick AA -8.7% West Creek All -27.4% LI -28.1% HI -26.9% WH -35.2% Westside Park All -20.3% AA -17.3% WH -6.7% Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Columbia AA 56.9% Melva Davis SWD 29.7% 2 or More 19.1% Mesa Linda All 55.8% EL 48% FY 34% LI 58.4% SWD 56.3% AA 61.4% HI 51.2% 2 or More 59.5%	Middle Columbia AA 37.3% Melva Davis SWD 15.9% 2 or More 21.4% Mesa Linda All 34.9% EL 28.4% FY 23.5% LI 39.8% SWD 38% AA 42.6% HI 33.8% 2 or More 20%	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%	Columbia AA -25.8% Melva Davis SWD -22% 2 or More -15.3% Mesa Linda All -21.6% EL -30.1% FY -27.3% LI -18.5% SWD -22.7% AA -18.6%% HI -21.2% 2 or More -42.3%
2.3	Suspension Rate % of students suspended at least 1 day. CA Dashboard District Level	2023 Dashboard All 9% LI 9.3% EL 6.1% FY 16.9% HY 12.3% SWD 12.4% AA 17.9% HI 6.4% WH 8.2% 2 or More 10.6% 2023 Elementary Adelanto Elementary All 6.2% LI 6.7% SWD 16% AA 8.8% HI 5.4%	2024 Dashboard All 8.3% LI 2.9% EL 5% FY 15.3% HY 9% SWD 11.5% AA 16.9% HI 5.3% WH 7.7% 2 or More 13.9% 2024 Elementary Adelanto Elementary All 6.2% LI 5.9% SWD 17.5% AA 6.7% HI 5.2%	2025 Dashboard All 8.6% LI 9% EL 5.7% FY 19.6% HY 9% SWD 10.8% AA 17.9% HI 6% WH 9.6% 2 or More 9.8% 2025 Elementary Adelanto Elementary All 2.3% LI 2.5% SWD 10.4% AA 2.9% HI 2.5%	All 4% LI 4.3% EL 1.1% FY 4.9% HY 4.3% SWD 4.4% AA 4.9% HI 1.4% WH 3.2% 2 or More 5.6% Elementary Adelanto Elementary All 1.2% LI 1.7% SWD 11% AA 3.8% HI .4%	All -0.4% LI -0.3% EL -0.4% FY +2.7% HY -3.3% SWD -1.6% AA 0% HI -0.4% WH +1.4% 2 or More -0.8% Adelanto Elementary All -3.9% LI -4.2% SWD -5.6% AA -5.9% HI -2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 2023 Middle Columbia All 22.4% EL 14.6%	Bradach FY 7% Eagle Ranch All 5.4% LI 5.2% SWD 9.2% AA 14.4% WH 2.3% Gus Franklin AA 6.3% Morgan Kincaid FY 3.6% Ted Vick FY 4.4% SWD 6.8% AA 5.1% HI 1% Victoria Magathan AA 7.1% West Creek LI 3.3% SWD 6.1% AA 6.1% Westside Park AA 3.4% 2024 Middle Schools Columbia	Bradach FY 2.6% Eagle Ranch All 3.4% LI 4.5% SWD 6.3% AA 10.5% WH 4.7% Gus Franklin AA 8.3% Morgan Kincaid FY 10% Ted Vick FY 3.1% SWD 7.9% AA 9.8% HI 2% Victoria Magathan AA 6.5% West Creek LI 6.4% SWD 8.5% AA 14% Westside Park AA 0.5% 2025 Middle Schools Columbia	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%	Bradach FY -5.1% Eagle Ranch All -0.4% LI +0.1% SWD -0.6% AA -0.5% WH -1.8% Gus Franklin AA +0.5% Morgan Kincaid FY +1.1% Ted Vick FY -11.8% SWD -0.6% AA -3.7% HI -2.3% Victoria Magathan AA +0.3% West Creek LI +0.2% SWD +0.1% AA +0.7% Westside Park AA -3.3% Columbia All +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY 23.7% LI 22.2% SWD 24.4% AA 37.1% HI 16.5% WH 20.5% 2 or More 25.4% Mesa Linda All 32.9% EL 28.4% FY 43.1% LI 33.5% SWD 38.2% AA 49.8% HI 24.7% WH 28.9% 2 or More 43.9%	All 21.3% EL 11.1% FY 27.6% LI 22.2% SWD 25.5% AA 40.7% HI 14.4% WH 20.5% 2 or More 24.3% Mesa Linda All 29.3% EL 21% FY 29.8% LI 30.9% SWD 30.8% AA 44.4% HI 19.3% WH 31.1% 2 or More 42.3%	All 22.6% EL 11.9% FY 33.3% LI 23.9% SWD 24.3% AA 36.6% HI 17.6% WH 20.9% 2 or More 25% Mesa Linda All 34.4% EL 27% FY 55.1% LI 35.3% SWD 38.5% AA 54.3% HI 25.4% WH 39% 2 or More 34.3%	EL 9.6% FY 18.7% LI 17.2% SWD 19.4% AA 32.1% HI 11.5% WH 15.5% 2 or More 20.4% Mesa Linda All 28.9% EL 23.4% FY 38.1% LI 28.5% SWD 33.2% AA 44.8% HI 19.7% WH 23.9% 2 or More 38.9%	EL -2.7% FY -9.6% LI +1.7% SWD -0.1% AA -0.5% HI +1.1% WH +0.4% 2 or More -0.4% Mesa Linda All +1.5% EL -1.4% FY +12% LI +1.8% SWD +0.3% AA +4.5% HI +0.7% WH +10.1% 2 or More -9.6%
2.4	Expulsion Rate % of students expelled from school California Dataquest	2023 All 0% EL 0% LI 0% FY 0%	2024 All 0.06% EL 0% LI 0% FY 0%	2025 All: 0.01% EL 0% LI - 0% FY- 0%	All 0% EL 0% LI 0% FY 0%	All +0.01% EL 0% LI 0% FY 0%
2.5	CALPADS % of MS students who have dropped out. Middle School Dropout Rate	2023 All 0.2% EL 0.03% LI 0.17% FY 0%	2024 All 0.14% EL 0% LI 0.1% FY 0%	2025 All 0.001% EL 0% LI 0.001% FY 0%	All 0% EL 0% LI 0% FY 0%	All - 0.199% EL -0.03% LI -0.1699% FY Maintained
2.6	Healthy Kids Survey % of parents, students, and staff who strongly agreed/agree their student felt safe and % of students who feel connected to their	2023 Students Feel Safe Parents 74% Students 70% Staff 79% Student Connectedness	2024 Students Feel Safe Parents 87% Students 71% Staff 89%	2025-2026 Students Feel Safe Parents 84% Students 69% Staff 92%	Feel Safe Parents 89% Students 85% Staff 94% Student Connectedness	Students Feel Safe Parents +10% Students -1% Staff +13% Student Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	middle/elementary school	Middle 41.8% Elementary 66.8%	Student Connectedness Middle 36% Elementary 62%	Student Connectedness Middle 55.5% Elementary 74%	Middle 56% Elementary 81.8%	Middle +13.7% Elementary +7.2%

Goal Analysis [2025-26]

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

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

Analysis of Goal Implementation:

In the 2025–2026 school year, the Adelanto Elementary School District made deliberate, targeted efforts to implement the goal of providing every student with comprehensive behavioral, social-emotional, and health supports, with a dedicated focus on English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, and other student groups whose outcomes indicated the greatest need. The implementation of these holistic supports was rooted in data-informed practices, equity-driven approaches and strategies, and expanded access to targeted interventions. By intentionally addressing the diverse non-academic barriers faced by these historically underserved populations, the district shifted its focus toward expanding critical resources and targeted wellness supports. This approach fostered a safe, inclusive, and positive school climate, ultimately ensuring that all students felt engaged in school every day.

Action 2.1 Foster Youth Services was implemented as planned. Foster youth counselors made deliberate efforts to implement the goal of ensuring that learning is relevant, engaging, and responsive to the diverse needs of all students. The team analyzed student data, adjusted classroom instruction to better support diverse learners, and provided extra academic and personal resources for historically underserved student groups. A success was that counselors initiated a protocol which involved sitting with students 1:1 to set goals three times a year. And, Foster youth counselors were able to check in with every foster student in the district. They check in bi-weekly, monthly depending on the level of need.
Action 2.2 Music and Art was fully implemented. There are two itinerant art teachers and two music teachers. They rotate through schools. A success was the program expanded, as planned this school year, by successfully introducing choir as a music class.
Action 2.3 Mental Health and Social-Emotional Counseling was not implemented as intended. A challenge continues to be the completion of the job description process, however, other staff provided services. These services included regular check-ins to keep students motivated and on track with their habits, teaching breathing exercises, grounding techniques, and using other mindfulness practices, and helping students manage everyday academic anxiety or social stress.
Action 2.4 Attendance and Engagement, was implemented with modification. The Student Services Director was in place as planned, but the Student Attendance Officer (SAO) retired in the first quarter leaving an unfilled vacancy in that position. This challenge was met by having other existing staff perform the duties of the action, such as making phone calls and meeting with parents.

Action 2.5 Social Emotional Wellness was fully implemented as planned. Health clerks were hired for all schools to provide health related services to students throughout the school day.
Action 2.6 Social Emotional Learning was fully implemented as planned. The District has provided professional development and Counselor training. All teachers were offered a training on Generation Wellness and they were able to immediately implement what they learned.
Action 2.7 Transportation Services was implemented as planned. Routes were expanded to include all students living outside of a mile radius. After school transportation was also expanded to provide transportation for students attending after school or expanded learning opportunities.
Action 2.8 Counseling. This action was partially implemented as planned. Two of the Three planned District Social Workers provided a comprehensive system of support of direct clinical intervention for students with advocacy for families. For students, they delivered evidence-based individual and group counseling focused on social-emotional learning, trauma-informed care, behavior modification, and crisis intervention. They provided intensive case management connecting families to vital community resources. A challenge was not being able to hire the third District Social Worker to help provide additional direct services to students.
Action 2.9 Engaging Electives was fully implemented. The middle schools successfully continued to offer engaging elective options like CADET Core and E-Sports and additional added Digital Media and Robotics and resources to support the elective programs like supplemental curriculum.

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

The following actions below had material differences in 2025:

Action 2.2 – (Music and Art) had a material difference because the cost of the staffing salaries with health and welfare benefits was overestimated during the budget development process.

Action 2.3 (Mental Health and Social-Emotional Counseling) had a material difference due to mid-year vacancies and staffing changes. The projected costs were also overestimated.

Action 2.5 (Social Emotional Wellness) had a material difference due to the cost of health clerks being under-estimated. Actual expenditures exceeded the budgeted amount due to higher personnel costs associated with Health Clerk services, including salary and benefit expenses for fourteen schools. The additional expenditures ensured the continued provision of student health services, health monitoring, medication administration, and support for student wellness needs throughout the school year

Action 2.6 (Social Emotional Learning) had a material difference due to registrations costs related to professional development were greater than originally anticipated.

Action 2.8 (Counseling) had a material difference due to one District Social Worker position not being filled for the entire year, resulting in lower expenditures than originally budgeted.

Action 2.9 (Engaging Electives) had a material difference because during budget planning process, the funds needed to purchase digital media and robotics resources was underestimated. As a result, expenditures exceeded the original budgeted amount.

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

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

Action 2.1 Foster Youth Services was rated 3: Effective as measured by M 2.1 and M 2.2. Action 2.1 demonstrates strong effectiveness for Foster Youth based on the current difference from baseline data across its two aligned metrics. In M 2.1 (Average Daily Attendance), the current difference from baseline shows that Foster Youth ADA improved by +4.5% (from 91.3% to 95.8%), representing the largest attendance gain among all student groups and indicating that the dedicated counselor model of regular check-ins and goal-setting is successfully removing barriers to daily attendance for this population. In M 2.2 (Chronic Absenteeism), the current difference from baseline shows that Foster Youth chronic absenteeism at the district level decreased by -3.5%, with particularly notable site-level improvements including Morgan Kincaid Foster Youth at -35.6% and Mesa Linda Foster Youth at -27.3%, demonstrating that intensive, individualized support from Foster Youth Counselors is producing significant reductions in chronic absenteeism at schools where Foster Youth are most concentrated. Overall, this action has been effective in improving attendance and reducing chronic absenteeism for Foster Youth, confirming that the dedicated counselor model which includes bi-weekly and monthly check-ins based on level of need, individualized goal-setting three times per year, and connection to academic, physical health, and mental health services is producing meaningful and measurable results, and the district will continue to leverage this approach to ensure that Foster Youth remain fully engaged in school and have equitable access to the instruction and supports they need to thrive.

Action 2.2 Music and Art was rated 3: Effective as measured by M2.2. Chronic absenteeism decreased across all targeted student groups, with All Students showing a reduction of -11.5%, English Learners decreasing by -12.4%, Low-Income students decreasing by -10.1%, Foster Youth decreasing by -3.5%, and Homeless Youth decreasing by -11%. At the school level, significant reductions were observed across K-5 schools (-12.8%), K-8 schools (-10.57%), and middle schools (-9.1%). Notable site-level improvements for targeted student groups include Adelanto Elementary EL (-19.8%), West Creek LI (-28.1%), Morgan Kincaid FY (-35.6%), Adelanto Elementary AA (-44.3%), and Mesa Linda EL (-30.1%). These reductions suggest that access to engaging enrichment programs such as music and art likely contributed to improved student engagement and reduced absenteeism, particularly for English Learners, Low-Income students, and Foster Youth. The consistent and meaningful decreases in chronic absenteeism across all school levels and targeted student groups indicate that this action is effective in supporting the district's goal of keeping students connected to school, and the district will continue to leverage music and art programming as a key strategy for fostering creativity, self-expression, and daily attendance among its most underserved student populations.

Action 2.3 Mental Health and Social-Emotional Counseling was rated 2: Somewhat Effective as measured by M2.3, M2.4, M2.5 , and M2.6. In M 2.3 (Suspension Rate), the current difference from baseline shows modest district-level reductions for All Students (-0.4%), English Learners (-0.4%), and Low-Income students (-0.3%), along with improvements for Students with Disabilities (-1.6%) and Two or More Races (-0.8%). However, Foster Youth experienced a concerning increase of +2.7%, African American students showed no change (0%), and White students increased by +1.4%. At the site level, strong improvements were observed at Adelanto Elementary (All: -3.9%, AA: -5.9%, SWD: -5.6%), Ted Vick (FY: -11.8%, AA: -3.7%), Bradach (FY: -5.1%), and Westside Park (AA: -3.3%). Conversely, concerning increases were noted at Mesa Linda (FY: +12%, AA: +4.5%, WH: +10.1%, LI: +1.8%), Columbia (LI: +1.7%, HI: +1.1%), Morgan Kincaid (FY: +1.1%), Gus Franklin (AA: +0.5%), and West Creek (AA: +0.7%, LI: +0.2%). In M 2.4 (Expulsion Rate), the current difference from baseline shows All

Students at +0.01%, while English Learners, Low-Income students, and Foster Youth all remained at 0%, indicating stability with no areas of concern. In M 2.5 (Middle School Dropout Rate), the current difference from baseline shows All Students decreased by 0.2%, English Learners at -0.03% (slight improvement), Low-Income students at +0.17% (slight decrease), and Foster Youth at 0%, demonstrating that dropout rates remain very low across all targeted groups. In M 2.6 (Healthy Kids Survey), the current difference from baseline shows substantial gains in parent perception of safety (+10%) and staff perception of safety (+13%), along with meaningful improvements in student connectedness at both the middle school level (+13.7%) and elementary level (+7.2%). However, student perception of safety declined slightly (-1%), suggesting that while adults perceive improvement, students may not yet feel the full impact of these supports. Overall, this action is somewhat effective suspension rates showed modest improvement for All Students, English Learners, and Low-Income students, expulsion and dropout rates remain stable and low, and school climate data shows strong gains in connectedness and adult perceptions of safety. However, the increase in Foster Youth suspensions (+2.7%) and significant site-level disparities at Mesa Linda across multiple student groups, combined with the slight decline in student perception of safety, indicate that the incomplete implementation (due to job description challenges) likely contributed to uneven results and that continued refinement and more targeted support are needed to ensure consistent impact across all student groups. Moving forward, the district will prioritize completing the hiring process for additional counselors and intensifying site-specific mental health and social-emotional supports particularly at Mesa Linda and for Foster Youth to ensure that all students, including English Learners and Low-Income students, experience the full benefit of this action and feel safe, supported, and connected at school.

Action 2.4 Attendance and Engagement was rated 2: Somewhat Effective as measured by M2.1 and M2.2. Action 2.4 shows moderate effectiveness based on the current difference from baseline across its two aligned metrics. In M 2.1 (Average Daily Attendance), the current difference from baseline shows that overall ADA was maintained (0% change) and middle schools remained essentially flat (-0.05%). English Learners improved by 3.65 percentage points, Low-income by 2.6 points and Foster Youth by 4.5 points. However, K-5 schools experienced a slight decline of -0.8% and K-8 schools experienced a notable decline of -5.9% from baseline, indicating uneven results across school levels. In M 2.2 (Chronic Absenteeism), the current difference from baseline shows meaningful reductions across all school levels, with All Students decreasing by -11.5%, K-5 schools by -12.8%, K-8 schools by -10.57%, and middle schools by -9.1%, also English Learners declined by 12.4 percentage points, Low-income 10.1 point, Foster Youth 3.5 point, and Homeless Youth 11.0 points indicating that attendance monitoring and accountability systems contributed to getting more students below the 10% absence threshold.

Overall, this action demonstrates effectiveness in reducing chronic absenteeism across all school levels, though the decline in ADA at K-8 schools (-5.9%) is a concern that may be related to the School Attendance Officer vacancy that occurred during the year. Despite this staffing challenge, the chronic absenteeism reductions suggest that the systems and structures in place continued to function and produce positive outcomes for all students, and the district will address the staffing gap by replacing the eliminated School Attendance Officer position with two attendance liaisons during Summer 2026 to strengthen site-level accountability and further improve daily attendance rates across all school levels.

Action 2.5 Social Emotional Wellness and Action 2.6 Social Emotional Learning was rated 2: Somewhat Effective as measured by M2.1, M2.2, and M2.3. In M 2.1 (Average Daily Attendance), the current difference from baseline shows that while All Students maintained overall ADA (0%), all three targeted unduplicated student groups showed meaningful gains: English Learners improved by +3.65%, Low-Income students improved by +1.2%, and Foster Youth showed the strongest improvement at +4.5%. In M 2.2 (Chronic Absenteeism), the current difference from baseline shows significant reductions across all targeted groups, with All Students decreasing by -11.5%, English Learners by -12.4%, Low-Income students by -10.1%, and Foster Youth by -3.5%. Site-level data reinforces these positive trends, with particularly

strong results at Adelanto Elementary (EL: -19.8%, AA: -44.3%), West Creek (LI: -28.1%, WH: -35.2%), Morgan Kincaid (FY: -35.6%), and Mesa Linda (EL: -30.1%, FY: -27.3%). In M 2.3 (Suspension Rate), the current difference from baseline shows modest district-level improvement for All Students (-0.4%), English Learners (-0.4%), and Low-Income students (-0.3%). However, Foster Youth experienced a concerning increase of +2.7%. At the site level, strong improvements were observed at Ted Vick (FY: -11.8%), Bradach (FY: -5.1%), and Columbia (FY: -9.6%), while Mesa Linda showed a significant increase for Foster Youth (+12%). Overall, this action is effective for English Learners and Low-Income students across all three metrics, with consistent and meaningful improvements in attendance and chronic absenteeism, and the health clerk staffing at all schools appears to have contributed positively to attendance outcomes. However, the increase in Foster Youth suspension rates (+2.7% district-wide, +12% at Mesa Linda) indicates that while social-emotional wellness supports are successfully improving attendance and reducing absenteeism for this group, additional targeted behavioral interventions are needed to address the disciplinary disparities Foster Youth continue to face at specific sites.

Action 2.7 Transportation Services and Action 2.9 Engaging Electives are rated 3: Effective as measured by M2.1 and M2.2. These actions demonstrate effectiveness based on the current difference from baseline across its two aligned metrics. In M 2.1 (Average Daily Attendance), the current difference from baseline shows that while All Students maintained overall ADA (0%), all targeted unduplicated student groups showed improved attendance: English Learners improved by +3.65%, Low-Income students improved by +2.6%, and Foster Youth demonstrated the strongest gain at +4.5%, which is particularly meaningful given the instability in living situations that Foster Youth often experience. In M 2.2 (Chronic Absenteeism), the current difference from baseline shows significant reductions across all targeted groups, with All Students decreasing by -11.5%, English Learners by -12.4%, Low-Income students by -10.1%, Foster Youth by -3.5%, and Homeless Youth by -11%, with the reduction for Homeless Youth being particularly noteworthy as transportation is often a critical barrier for this population. At the school level, consistent reductions were observed across K-5 schools (-12.8%), K-8 schools (-10.57%), and middle schools (-9.1%), with notable site-level improvements including West Creek LI (-28.1%), Adelanto Elementary LI (-25.3%), and Morgan Kincaid FY (-35.6%). Overall, these action are removing transportation barriers and improving attendance to reduce chronic absenteeism for English Learners, Low-Income students, and Foster Youth. These consistent improvements across all school levels and targeted student groups confirm that reliable transportation and interventions remain a critical component of the district's attendance strategy and will continue to serve as a foundational support for ensuring that all students, particularly those furthest from opportunity, can physically access in-person instruction every day.

Action 2.8 District Social Worker Counseling Support was rated 2: Somewhat Effective as measured by M2.1, M2.2, and M2.3. Action 2.8 demonstrates strong effectiveness across its three aligned metrics. In M 2.1 (Average Daily Attendance), the current difference from baseline shows that while All Students maintained overall ADA (0%), all targeted unduplicated student groups showed improved attendance: English Learners improved by +3.65%, Low-Income students improved by +1.2%, and Foster Youth demonstrated the strongest gain at +4.5%, suggesting that case management and resource linkage provided by social workers effectively addressed barriers to attendance. In M 2.2 (Chronic Absenteeism), the current difference from baseline shows significant reductions across all targeted groups, with All Students decreasing by -11.5%, English Learners by -12.4%, Low-Income students by -10.1%, and Foster Youth by -3.5%. Site-level data further demonstrates the impact of this action, with notable improvements at Adelanto Elementary (All: -27.4%, EL: -19.8%, AA: -44.3%), Morgan Kincaid (FY: -35.6%), Mesa Linda (EL: -30.1%, FY: -27.3%), West Creek (LI: -28.1%), and Melva Davis (SWD: -22%). In M 2.3 (Suspension Rate), the current difference from baseline shows modest district-level improvement for All Students (-0.4%), English Learners (-0.4%), and Low-Income students (-0.3%), along with reductions for Students with Disabilities (-1.6%) and Homeless Youth (-3.3%). Site-level highlights include strong improvements at Adelanto Elementary (All: -3.9%, AA: -5.9%, SWD: -5.6%), Ted Vick (FY: -11.8%, AA: -3.7%), Bradach (FY: -5.1%), and Columbia (EL: -2.7%, FY: -9.6%). However, Foster Youth experienced a concerning district-level increase of +2.7%, and Mesa

Linda showed significant increases across multiple groups (FY: +12%, AA: +4.5%, WH: +10.1%), indicating that social worker supports may need to be more intensively deployed at specific sites. Overall, this action is somewhat effective—the social workers' comprehensive approach combining direct clinical intervention, case management, and family advocacy has contributed to meaningful improvements in attendance and chronic absenteeism for all targeted student groups, and the modest suspension rate improvements for most groups, except Foster Youth suggest that social workers are successfully addressing root causes of disengagement. However, moving forward, the district will focus on strategically increasing social worker presence and targeted intervention at sites with persistent suspension disparities particularly Mesa Linda and for Foster Youth to ensure that the comprehensive support model produces equitable behavioral outcomes across all schools and student populations.

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

Metric 2.1: The data source was changed from Dataquest to the Aeries Student Information System (SIS), as the Local Average Daily Attendance Rate is calculated directly within Aeries and not Dataquest.
Actions 2.1, 2.3, and 2.5 had significant changes in funding allocations to align more appropriately with the supporting services within the action.
Action 2.4 the School Attendance Officer (SAO) was removed from the action description due to the elimination of this position.
Action 2.9 e-Sports was removed from the description because not all schools participate in eSports.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Foster Youth Services	Four district level Foster Youth Counselors will provide access to academic services, physical health services, and mental health services for Foster Youth to improve their overall health, wellness, and access to the curriculum as measured by services provided resulting in increased attendance M 2.1 and M 2.2. Partially LREBG funded $582,947.	$1,016,455.00	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.	$625,134.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. Partially LREBG funded $715,628.	$1,484,585.00	Yes
2.4	Attendance and Engagement	The Student Services Director and Attendance Recovery staff will create learning, accountability, and monitoring systems to address student attendance to reduce the chronic absenteeism rate for district students as measured by M 2.1 and M 2.2.	$279,880.00	No
2.5	Social Emotional Wellness	The district will provide social emotional intervention support to improve students attendance and improve behavior. This is principally directed toward Low-income, English Learners, and Foster Youth students as measured by M 2.1, M 2.2, and M 2.3.	$99,503.00	Yes
2.6	Social Emotional Learning	The district will provide professional development to increase the capacity of staff to understand the social- emotional and behavioral barriers that may result in low attendance and suspension. This is principally directed toward English Learners, Foster Youth, and Low-income students as measured by M 2.1, M 2.2, and M 2.3.	$161,390.00	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.	$6,058,641.00	Yes
2.8	Counseling	Three Social Workers will provide social-emotional prevention, intervention, counseling, agency linkage to resources, and case management with learning spaces in order to improve behavior,	$705,104.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance and chronic absenteeism. This is principally directed toward Foster Youth, English Learner, and Low-income students as measured by M 2.1, M 2.2, and M 2.3. Partially LREBG funded $186,096		
2.9	Engaging Electives	The district will provide access to additional elective courses, including CADET Core, and AVID to improve academic engagement and is principally directed toward Low-income students to close the achievement gap as measured by M 2.1 and M 2.2.	$3,147,269.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

Communicators and Collaborators who respect diverse perspectives
Changemakers who engage civically and value inclusion
Empowered Learners who take ownership of their growth through community-supported environments.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent workshop participation Number Count at All Workshops Number Count at Special Ed. Parent Advisory Mtg. Local tracking form	2024 All workshops 652 participants Special Ed. Parent advisory mtg. 0 participants	2025 All workshops 1705 participants Special Ed. Parent advisory mtg. 43 participants	2025 All Workshops 2,529 participants Special Ed. Parent advisory mtg. 62 participants	All workshops 2,000 participants Special Ed. Parent advisory mtg. 75 participants	All workshops increase +1,877 participants Special Ed. Parent advisory mtg. increased +62
3.2	Local Parent Survey to receive educational feedback Number of parents that provided input on survey - source local LCAP parent survey	2023-2024 143 parents provided input on the LCAP Survey 200 parents provided input on the Healthy Kids Survey	2024-2025 186 parents provided input on the LCAP Survey 72 parents provided input on the Healthy Kids Survey	2025-2026 250 parents provided input on the LCAP Survey 156 Parents provided input on the Healthy Kids Survey	250 Parents provide input on LCAP Surveys 260 Parents provide input on Healthy Kids Survey	Increase +107 parents input for LCAP Survey -44 decrease in parent input on Healthy Kids Survey
3.3	Parent Square Communication Percentage of parents interacting Number of notices and direct messages number of posts provided	2023-2024 28.8% Parents Interacted 342,298 Notices and Direct Messages 6,340 Posts	2024-2025 43.8% Parents Interacted 325,541 Notices and Direct Messages 8,033 Posts	2025-2026 45.5% Parents Interacted 382,982 Notices and Direct Messages 7,317 Posts	60% Parents Interacting 371,000 Auto Notices and Direct Messages 9,000 Posts	+16.7% Parent Interaction +40,684 Notices and Direct Messages +977 Posts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Parent Square					

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, the District successfully implemented the following:

Action 3.1 Family Engagement was implemented with modifications. The original plan for three meetings was modified to two meetings because of leadership instability. Parent meetings and events were scheduled throughout the year. Parents and caregivers were invited to participate in a wide range of meetings, trainings, and events designed to strengthen relationships within the Adelanto Elementary School District community. These opportunities included District English Learner Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), Community Advisory Committee (CAC) meetings, African American parent meetings, Local Control and Accountability Plan (LCAP) Town Hall meetings, and other parent engagement events. A key strength was evident in the consistent participation of families, particularly in DELAC and other advisory committees, demonstrating ongoing engagement and interest in supporting student success. This action is principally directed toward increasing meaningful parent engagement, with the goal of positively impacting the academic success of English Learners, Foster Youth, and Low-income students. The district partnered with a psychologist who has provided Parenting Education Classes twice a week in English and Spanish; and additional Socio-Emotional workshops were provided to the families to support them in fostering student well-being at home. A continuing challenge is increasing overall parent participation, as some families have expressed concerns visibility and safety. Language accessibility is a strategy that continues to be implemented to increase parent engagement.

Action 3.2 Communication was fully implemented as planned. A District LCAP survey was conducted and was made available in both English and Spanish. Additional targeted parent group surveys have been provided such as for DELAC, DPAC, African American parent meetings, and at the LCAP Town Hall meetings. The Health Kids Survey was provided to parents from each school site level and made available in both English and Spanish. A key strength is the increase in amount of parents that completed the LCAP survey from the previous year demonstrating an interest is supporting student success. One challenge is increasing overall parent participation.

Action 3.3 Bilingual Education was partially implemented. The District contracted with an outside agency to provide translation and interpretation services in additional languages; however, the agency was used less than anticipated. The District continues to provide two District translators and translation services were made available for communication through Parent Square, phone calls, flyers, and home-school connection take home information. District translators provided services for IEP meetings, DELAC meetings, and parent conferences, ensuring that families had equitable access to important information and could fully participate in their children's education. A success was that the outside agency remained available to provide language support in all planned languages when needed.

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

The following actions below had material differences in 2025:
Action 3.1 had a material difference because only two of the three planned parent events were held, decreasing the total amount of expenditures.
Action 3.3 had a material difference because we did not fully utilize the contracted service budgeted

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

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

In 2025, three out of three actions were rated Effective.

Action 3.1 Family Engagement, was rated 3: Effective evaluation as measured by M3.1. Participation in family engagement activities increased significantly from 2023 to 2025, with a total workshop attendance rising from 652 participants to 2,529 participants a growth of (+1,877), although the data is not disaggregated to the student group level, the over 200% increase indicates a substantial expansion in outreach and/or increased interest and access for families, which includes English Learners, Foster Youth and Low-income families. Attendance at Special Education Parent Advisory meetings also increased from 0 to 62 participants (+62), demonstrating meaningful progress in engaging families of students with disabilities, a historically underrepresented group in school-based decision-making. This indicates stronger outreach, improved accessibility, and increased family interest in district-provided workshops and supports. Overall, Family Engagement was effective, as shown by the significant increase in overall workshop participation and the emergence of participation in Special Education advisory meetings, indicating improved outreach, access, and family connection to district programs. In summary. the data demonstrates strong growth in family engagement efforts overall, with notable increases in participation. Continued focus on Special Education parent engagement may help further strengthen involvement in that area.

Action 3.2 Communication, was 2: Somewhat Effective. Participation in LCAP survey increased from 2023 to 2026 from 143 to 250 parents (+107), demonstrating a substantial rise in family engagement in district planning processes. However, Healthy Kids Survey participation decreased by -44 parents from baseline, suggesting that communication strategies may not be equally effective across all feedback platforms. As measured by Metric 3.3, ParentSquare data shows positive trends across all three indicators: parent interaction rates increased from 28.8% to 45.5% a growth by +16.7%, notices and direct messages increased by +40,684, and posts increased by +977 from baseline. This data shows that although the district's use of ParentSquare as a communication tool is effectively reaching more families of English Learners, Foster Youth, and Low-Income students, improving two-way communication and home-school connections. Overall, Action 3.2 was somewhat effective in improving communication and family engagement. Parent participation in the LCAP survey increased from 143 responses in 2023 to 250 responses in 2026, an increase of 107 participants (75%), demonstrating greater family involvement in district planning. Additionally, ParentSquare engagement improved across all measured indicators, with parent interaction rates increasing from 28.8% to 45.5% (+16.7 percentage points), notices and direct messages increasing by 40,684, and posts increasing by 977 from baseline. These results indicate that the district has expanded its communication efforts and strengthened connections with families, particularly those of English learners, foster youth, and low-income students. However, participation in the Healthy Kids Survey declined by 44 parents from the

baseline, indicating that current communication strategies have not been equally effective in encouraging participation across all educational partner feedback opportunities. Moving forward, the district will continue to refine its outreach efforts by implementing targeted communication strategies, increasing awareness of survey opportunities, and reducing barriers to participation to achieve broader and more representative family engagement.

Action 3.3 Home Language Access for Family Engagement & Services, was 3: Effective as measured by 3.1, 3.2, and 3.3. Family participation in district workshops increased significantly, and engagement in feedback systems showed improvement overall, though it remained inconsistent across different survey and input opportunities. As measured by Metric 3.1, overall workshop participation increased by +1,877 participants and Special Education Parent Advisory Meeting participation increased by +62 participants from baseline. These gains suggest that bilingual support and interpretation services are contributing to greater access for English Learner families to participate in district workshops and advisory meetings. As measured by Metric 3.2, LCAP Survey participation increased by +107 parents from baseline, indicating that language-accessible survey opportunities are helping more English Learner families provide input. However, Healthy Kids Survey participation decreased by -44 parents, which may suggest that language accessibility for this particular survey instrument needs further attention to ensure English Learner families can fully participate. As measured by Metric 3.3, ParentSquare interaction increased by +16.7%, notices and direct messages increased by +40,684, and posts increased by +977 from baseline. These increases indicate that bilingual communication through ParentSquare is helping to strengthen connections with English Learner families.

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

Actions 3.1 and 3.3: have a significant change in allocated funding to better align with the expenditures expected within the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement	The district will host meetings, trainings, and events to families and caretakers of students to provide opportunities for family engagement in the Adelanto Elementary School District community. This action is principally directed toward increasing parent engagement that will increase the academic success of English Learners, Foster Youth, and Low-income students as measured by M 3.1.	$464,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Communication	The district will provide written and oral communication to inform parents and community on district programs, meetings, and initiatives that benefit students and families, in order to increase parent engagement of our Foster Youth, Low-income, English Learners as measured by M 3.2 and M 3.3.	$169,804.00	Yes
3.3	Home Language Access for Family Engagement & Services	The district will provide supplemental interpretation services and bilingual support to families in their home languages, to increase two-way communication between families of English Learners and the district to increase parent engagement, English Learner connectedness and achievement as measured by M 3.1, M 3.2, and M 3.3.	$281,200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026–27 school year, Adelanto Elementary will improve academic achievement in ELA and Math for All students, including Low-Income, English Learners and Hispanic students, and reduce Chronic Absenteeism for English Learners by strengthening Tier I instruction, differentiation, and attendance/behavior systems, resulting in a 10-point increase in ELA and Math Distance from Standard, and a 10 percentage point reduction in Chronic Absenteeism rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

This goal was developed based on a comprehensive analysis of local and state data, including the California Dashboard, as well as input from educational partners. While recent data indicate some growth in English Language Arts (ELA), Math, English learner progress, Suspension, and Chronic Absenteeism, performance levels for several student groups remain below expectations. In particular, low-income students, Hispanic students, African American students, students identifying as Two or More Races, students with disabilities, and English learners continue to experience disparities in outcomes. Therefore, Adelanto Elementary School established this goal to improve academic achievement and student engagement, reduce disparities among student groups, and ensure all students have access to the supports necessary for long-term success.

Analysis of 2023 to 2025 data shows overall growth in academic performance and some improvement in school climate, while highlighting ongoing disparities among student groups. In English Language Arts (ELA), All Students improved from -140.4 to -106.1 DFS (+34.3). Low-Income students improved from -139.2 to -105.9 DFS (+33.3), and Hispanic students from -129 to -96.4 DFS (+32.6), demonstrating consistent gains across these groups. In mathematics, All Students improved from -135.9 to -116.5 DFS (+19.4). Low-Income students improved from -134.7 to -118.6 DFS (+16.1), and Hispanic students from -117.6 to -109.6 DFS (+8.0), indicating more moderate growth compared to ELA. Suspension rates for All Students remained stable at 6.2%. African American students improved from 8.8% to 6.7% (-2.1),

while Hispanic students slightly improved from 5.4% to 5.2% (-0.2). However, Students with Disabilities increased from 16% to 17.5% (+1.5), and English Learners increased from 1.6% to 3% (+1.4). Chronic absenteeism showed notable improvement for All Students, decreasing from 61.7% to 51.8% (-9.9). English Learners improved significantly from 50% to 29.7% (-20.3), Hispanic students from 53% to 39.3% (-13.7), Students with Disabilities from 61.4% to 55.3% (-6.1), and African American students from 72.4% to 66.1% (-6.3). Low-Income students remained unchanged at 62.2%. The English Learner Progress Indicator (ELPI) increased from 43.3% to 46.2% (+2.9), reflecting modest growth in language acquisition.

Overall, the data demonstrates strong growth in ELA, moderate growth in math, and meaningful reductions in chronic absenteeism, particularly for English Learners and Hispanic students. However, discipline rates for Students with Disabilities and persistent absenteeism among Low-Income students indicate the need for continued targeted interventions. In addition to these critical areas of focus, the site will continue to monitor suspension and ELPI rates in order to ensure continued growth of these past areas of focus

These data points reveal significant academic and attendance 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 English Learners students, highlight the need for strategies to increase student engagement and regular attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CASSPP ELA Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -140.4 DFS LI -139.2 DFS HI -129 DFS	2024 Dashboard All -121.8 DFS LI -127.3 DFS HI -111.1 DFS	2025 Dashboard All -106.1 DFS LI -105.9 DFS HI -96.4 DFS	All -100.4 DFS LI - 99.2 DFS HI -89 DFS	All +34.3 DFS LI +33.3 DFS HI +32.6 DFS
4.2	CASSPP Math Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -135.9 DFS LI -134.7 DFS HI -117.6 DFS	2024 Dashboard All -136.3 DFS LI -138.6 DFS HI -127.7 DFS	2025 Dashboard All -116.5 DFS LI -118.6 DFS HI -109.6 DFS	All -95.9 DFS LI -94.7 DFS HI -77.6 DFS	All +19.4 DFS LI +16.1 DFS HI +8.0 DFS
4.3	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 28% Meets or Exceeds 33% Nearly Met 40% Not Met	2024-2025 Spring Assessment All 32% Meets or Exceeds 34% Nearly Met	2025 - 2026 Spring Assessment All 29% Meets or Exceeds 41% Nearly Met	All 40% Meets or Exceeds 32% Nearly Met 28% Not Met EL	All +1% Meets or Exceeds +8% Nearly Met -10% Not Met EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 19% Meets or Exceeds 31% Nearly Met 50% Not Met LI 28% Meets or Exceeds 33% Nearly Met 40% Not Met HI 28% Meets or Exceeds 33% Nearly Met 39% Not Met	33% Not Met EL 27% Meets or Exceeds 39% Nearly Met 34% Not Met LI 32% Meets or Exceeds 34% Nearly Met 33% Not Met HI 37% Meets or Exceeds 31% Nearly Met 32% Not	30% Not Met EL 21% Meets or Exceeds 51% Nearly Met 28% Not Met LI 30% Meets or Exceeds 43% Nearly Met 27% Not Met HI 32% Meets or Exceeds 41% Nearly Met 27% Not	31% Meets or Exceeds 31% Nearly Met 38% Not Met LI 40% Meets or Exceeds 32% Nearly Met 28% Not Met HI 40% Meets or Exceeds 32% Nearly Met 28% Not Met	+2% Meets or Exceeds +22% Nearly Met -22% Not Met LI +2% Meets or Exceeds +10% Nearly Met -13% Not Met HI +4% Meets or Exceeds +8% Nearly Met -12% Not Met
4.4	iReady Mathematics % meeting or exceeding, nearly met, and not met standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 14% Meets or Exceeds 49% Nearly Met 37% Not Met EL 9% Meets or Exceeds 54% Nearly Met 37% Not Met LI 14% Meets or Exceeds 49% Nearly Met 37% Not Met	2024-2025 Spring Assessment All 19% Meets or Exceeds 45% Nearly Met 36% Not Met EL 17% Meets or Exceeds 44% Nearly Met 39% Not Met LI	2025-2026 SPRING All 14% Meets or Exceeds 46% Nearly Met 39% Not Met EL 16% Meets or Exceeds 41% Nearly Met 43% Not Met LI 16% Meets or Exceeds	All 28% Meets or Exceeds 47% Nearly Met 25% Not Met EL 21% Meets or Exceeds 54% Nearly Met 25% Not Met LI 28% Meets or Exceeds 47% Nearly Met 25% Not Met	All 0% Meets or Exceeds -3% Nearly Met +2% Not Met EL +7% Meets or Exceeds -13% Nearly Met +6% Not Met LI +2% Meets or Exceeds -3% Nearly Met -1% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 14% Meets or Exceeds 51% Nearly Met 35% Not Met	19% Meets or Exceeds 45% Nearly Met 36% Not Met HI 21% Meets or Exceeds 47% Nearly Met 32% Not Met	46% Nearly Met 38% Not Met HI 17% Meets or Exceeds 47% Nearly Met 37% Not Met	HI 26% Meets or Exceeds 51% Nearly Met 23% Not Met	HI +3% Meets or Exceeds -4% Nearly Met +2% Not Met
4.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard All 6.2% LI 6.7%, SWD 16%, AA 8.8% HI 5.4%	2024 Dashboard All 6.2%, LI 5.9%, SWD 17.5%, AA 6.7% HI 5.2%	2025 Dashboard All 2.3% LI 2.5% SWD 10.4% AA 2.9% HI 2.5%	All 4.5% LI 4.5% SWD 13.5% AA 4.5% HI 3.5 %	All -3.9%, LI -4.2%, SWD -5.6% AA -5.9% HI -2.9%
4.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 Dashboard All 61.7%, EL 50%, LI 62.2%, SWD 61.4%, AA 72.4%, HI 53.8%	2024 Dashboard All 51.8%, EL 29.7%, LI 53.4%, SWD 55.3%, AA 66.1%, HI 39.3%	2025 Dashboard All 45.9% EL 29.8% LI 37.9% SWD 34.6% AA 37.1% HI 32.9%	All 32.2%, EL 25%, LI 45%, SWD 35%, AA 45%, HI 25%	All -15.8% EL -20.2% LI -24.3% SWD -26.8% AA -35.3% HI -20.9%
4.7	ELPI % progress towards proficiency CA Dashboard	2023 Dashboard EL 43.3%	2024 Dashboard EL 33.3%	2025 Dashboard EL 46.2%	EL 43.3%	EL +2.9%

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Adelanto Elementary implemented the following Actions:

Action 4.1 Tiered Support Program Personnel was fully implemented with expanded scope. Adelanto Elementary provided supplemental Tier II and Tier III academic intervention support in English Language Arts and mathematics through intervention personnel who delivered

targeted small group instruction. Foundational skills and Math support are provided with small group instruction. A success is that students received consistent RTI instruction. There were more students than initially planned to attend intervention, so additional staffing was hired to provide services to students.

Action 4.2 Additional Standards-Based Practice Supplemental Materials was implemented as planned. Teachers received supplemental research-based materials. Additional materials to support student ELA and Math were purchased with the goal of improving academic achievement.

Action 4.3 ELA/Literacy and Math Professional Development was partially implemented as planned. Teachers, para professionals and administrators attended Professional Development to learn skills and Early Literacy and Math strategies to support students with ELA and math. Teachers also had the opportunity to attend project-based learning Professional Development. A challenge was the implementation of the professional development initiative was paused due to the recent transition in District leadership and this impacted the amount of professional development teachers were able to participate in for the school year.

Action 4.4 Academic Intervention Support was not implemented as planned. The action was modified during implementation. Rather than providing the planned level of collaboration opportunities across all grade levels, selected grade-level teams participated in compensated extended-day PLC meetings. During these sessions, teachers analyzed student achievement data, discussed the needs of targeted student groups, and developed instructional responses. Although the action supported data-driven decision-making, implementation was more limited in scope than originally planned. A challenge was not all teachers participated.

Action 4.5 Socio-Emotional and Behavior Intervention was implemented as planned. There were no challenges. A resident substitute provided release time for teachers for to conduct intervention data analysis, additional targeted planning, therefore, providing students with targeted support; in addition to providing socio-emotional and behavioral interventions.

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

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

The following actions below had material differences in 2025:

Action 4.1: had a material difference because the tiered support was underestimated and required additional staffing. There were more students than anticipated who needed RTI instruction than planned for due to identified area of need on the beginning year assessment.
Action 4.2: had a material difference because supplemental material expenditures were lower than budgeted because fewer supplies and materials were needed than originally anticipated during budget planning.
Action 4.3: had a material difference because expenditures were lower than budgeted due to a pause in the professional development initiative.

Action 4.4: had a material difference because the cost for the teacher release time was overestimated. Expenditures were lower than budgeted due to reduced utilization of teacher release time and substitute coverage during the school year. As a result, not all allocated funds were expended.
Action 4.5: had a material difference because the cost for substitute teachers to provide teacher release time was overestimated.
Action 4.6: had a material difference due to Indirect costs coming in lower then anticipated.

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

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

In 2025, the provided actions were mixed but generally effective based on the data outcomes, demonstrating some improvements across multiple measures.

Action 4.1 Tiered Support Program Personnel was rated 2 Somewhat Effective as measured by 4.3 and 4.4. There were improvements in both i-Ready Reading and Math outcomes from 2023–2024 to 2025–2026, with gains in proficiency and reductions in the “Not Met” category across most student groups. In i-Ready Reading, overall performance improved from 28% to 29% Meets/Exceeds (+1), with a more meaningful shift in students nearing proficiency (33% Nearly Met to 41% +8) and a significant reduction in students not meeting standards (40% to 30%, -10). Gains were also seen across student groups, including English Learners (19% to 21% Meets/Exceeds, +2), Low-Income students (28% to 30%, +2), and Hispanic students (28% to 32%, +4), along with reductions in “Not Met” for all groups. In i-Ready Math, overall Meets/Exceeds remained stable (14% to 14%), but there were positive shifts in proficiency distribution and subgroup performance. English Learners improved from 9% to 16% (+7), Low-Income students from 14% to 16% (+2), and Hispanic students from 14% to 17% (+3). Additionally, some groups showed movement toward proficiency, although “Not Met” increased slightly overall (37% to 39%, +2), indicating uneven growth. In summary, Tiered Support Program Personnel was effective overall, particularly in improving reading outcomes and increasing proficiency for English Learners and other high-need groups. While math growth was more limited and inconsistent, the overall reduction in students not meeting standards—especially in reading—indicates the program contributed positively to student academic support.

Action 4.2 Supplemental Materials was rated 2 Somewhat Effective as measured by M4.1 through M4.4. From 2023–2024 to 2025, the district showed overall improvement in reading performance, particularly in reducing the percentage of students not meeting standards. The percentage of students meeting or exceeding increased slightly from 28% to 29% (+1), while Nearly Met increased from 33% to 41% (+8), and Not Met decreased from 40% to 30% (-10). Student group data reflects similar positive trends. English Learners improved significantly, with Meets/Exceeds increasing from 19% to 21% (+2), Nearly Met from 31% to 51% (+20), and Not Met decreasing from 50% to 28% (-22). Low-Income students increased in Meets/Exceeds from 28% to 30% (+2) and reduced Not Met from 40% to 27% (-13). Hispanic students also improved, with Meets/Exceeds increasing from 28% to 32% (+4) and Not Met decreasing from 39% to 27% (-12). Overall, the data indicates positive movement across all student groups, particularly in shifting students out of the Not Met category; however, continued efforts are needed to increase the percentage of students meeting or exceeding grade-level expectations.

Action 4.3 ELA/Literacy and Math Professional Development was rated 2 Somewhat Effective as measured by M4.1, M4.2, M4.3, M4.4. M4.7. From 2023 to 2025, the site demonstrated overall improvement in ELA and Mathematics on the CAASPP, with continued progress needed to reach grade-level standards. In ELA, the All student group improved from -140.4 DFS to -106.1 DFS (+34.3). Student groups showed similar gains, including Low-Income (-139.2 to -105.9, +33.3) and Hispanic (-129 to -96.4, +32.6), indicating strong progress across key populations. In Mathematics, the All student group improved from -135.9 DFS to -116.5 DFS (+19.4). Subgroup data also reflects improvement, including Low-Income and Hispanic students, though performance remains below standard. Local i-Ready Reading data shows positive growth, with All students increasing in Meets/Exceeds from 28% to 29% (+1) and decreasing in Not Met from 40% to 30% (-10). Student groups demonstrated notable gains: English Learners (19% to 21% Meets/Exceeds; Not Met reduced from 50% to 28%), Low-Income (28% to 30%; Not Met 40% to 27%), and Hispanic (28% to 32%; Not Met 39% to 27%). In i-Ready Math, results were mixed. The All student group remained at 14% Meets/Exceeds, while Not Met increased slightly from 37% to 39%. Some subgroup gains were observed, including English Learners (9% to 16% Meets/Exceeds), Low-Income (14% to 16%), and Hispanic (14% to 17%), though Not Met increased for English Learners (37% to 43%). The English Learner Progress Indicator (ELPI) showed improvement, increasing from 43.3% to 46.2% (+2.9), reflecting gradual growth in English language proficiency. Overall, the data indicates strong gains in ELA and reading, modest improvement in English language development, and mixed results in Math. While progress is evident across student groups, continued targeted support is needed to increase the percentage of students meeting or exceeding standards, particularly in Mathematics.

Action 4.4 Academic Intervention Support was rated 2 Somewhat Effective based on multiple measures, including the CAASPP ELA and Math dashboards and i-Ready Reading and Math data, Academic Intervention Support was generally effective in improving student outcomes, though progress was stronger in ELA than in Math. In CAASPP ELA, the school improved from -140.4 DFS (2023) to -106.1 DFS (2025), showing significant academic growth and narrowing of achievement gaps across student groups. In CAASPP Math, performance also improved from -135.9 DFS (2023) to -116.5 DFS (2025), indicating positive movement, although overall proficiency remains lower than ELA. Local i-Ready Reading data reflects consistent improvement from 2023–2024 to 2024–2025, with increases in students meeting or exceeding standards and a reduction in students not meeting standards across all major student groups (EL, LI, and HI). In i-Ready Math, results were more mixed. While some student groups showed increases in Meets/Exceeds (notably EL, LI, and HI), overall growth was limited, and the percentage of students not meeting standards remained relatively high or increased slightly in some areas. In summary, Academic Intervention Support appears to be effective in strengthening ELA outcomes and producing moderate gains in Math and reading fluency as measured by i-Ready. However, Math performance remains an area of continued need, indicating that interventions may require further refinement or increased intensity to produce stronger and more consistent gains across all student groups.

Action 4.5 Socio-Emotional and Behavior Intervention was rated 3: Effective. Socio-Emotional and Behavior Intervention was effective in improving both suspension rates and chronic absenteeism across the school, with positive trends across all major student groups. In suspension rates, the school decreased from 6.2% (2023) to 2.3% (2025). Student groups also showed reductions, including Low-Income (6.7% to 2.5%), African American (8.8% to 2.9%), Hispanic (5.4% to 2.5%), and Students with Disabilities (16% to 10.4%), though SWD remains the highest subgroup. In chronic absenteeism, the school improved from 61.7% (2023) to 45.9% (2025). All reported student groups showed gains, including English Learners (50% to 29.8%), Low-Income (62.2% to 37.9%), African American (72.4% to 37.1%), Hispanic (53.8% to 32.9%), and Students with Disabilities (61.4% to 34.6%). Overall, the intervention was effective in reducing both suspensions and chronic absenteeism, with strong improvements across all student groups, while continued support is needed for Students with Disabilities due to persistently higher suspension rates.

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

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

The 2025 Dashboard identified identified that English Learners as performing in the "red" for chronic absenteeism. As such, the goal description and why statement have been revised to reflect the new red indicators and student groups identified on the 2025 dashboard, while still including red indicators on the 2024 dashboard to further close the achievement gap for these student groups.

Actions 4.1, 4.2, 4.4: Titles were changed to focus on the supports and services that will occur vs expenditures related to the action.
Actions 4.1, 4.4 descriptions were also reworded for clarity.
Actions 4.1, 4.3, 4.4, 4.5: had a significant funding increase to ensure full funding of the actions supports and services.
Action 4.6 is now Action 4.7 "Indirect Costs" and a new action was added as Action 4.6 that will focus on "Academic Capacity Building" that will be measured by M.4.1 and M 4.2.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Tiered Support	Personnel will provide supplemental Tier II and III support in ELA and Math to improve outcomes for all students, including low-come, English learners, and Hispanic students as measured by M4.3, M4.4, M4.7.	$137,972.00	No
4.2	Supplemental Standards-Based Practice Support	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.	$53,545.00	No

Action #	Title	Description	Total Funds	Contributing
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 includes a focus on English Learners. This action will be measured by M4.1, M4.2, M4.3, M4.4. M4.7	$27,932.00	No
4.4	Teacher Preparation Support	Teachers will be provided additional release time to analyze data and plan for targeted interventions in ELA/Literacy and Mathematics 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.	$30,000.00	No
4.5	Socio-Emotional and Behavior Intervention Support	Teachers will receive additional release time for intervention data analysis, planning, and providing students targeted support for students in socio-emotional and behavioral interventions. This targeted support aims to close student outcome gaps and promote equity in suspension rates and chronic absenteeism. This action will be measured by M4.5 and M4.6.	$36,479.00	No
4.6	Academic Capacity Building	Adelanto will provide coaching, mentoring, professional development in math and literacy core instruction, analyzing data, and supporting math and literacy teachers in the classroom. This action targeted to All students, with a focus on low-income and Hispanic students to address inconsistent core instruction and limited differentiated instruction as measured by M 4.1, M4.2.	$60,000.00	No
4.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$18,534.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Equity Multiplier - Donald F. Bradach Elementary By June 2027, Bradach Elementary will improve English Language Arts and Mathematics performance for All Students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students and reduce Suspension rates for African American students by strengthening consistent Tier I instructional practices, expanding differentiated instruction to support diverse learning needs, and implementing proactive behavior supports, restorative practices, and consistent behavior response protocols, resulting in an 8-point increase in ELA Distance from Standard (DFS), an 11-point increase in Math DFS, and a 10 percentage point reduction in suspension rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Bradach Elementary School is not eligible for Equity Multiplier for the 2026-2027 year because the student non-stability rate is now under 25%. However, the goal will remain in the LCAP to address funding remaining from a previous year allocation.

The analysis of 2024 to 2025 data indicates declines across both Dashboard and local assessment measures, particularly in mathematics and reading performance for English Learners. In English Language Arts (ELA), English Learners declined from -57.7 DFS to -70.5 DFS (-12.8), indicating a loss of progress toward standard.
In mathematics, performance declined across all student groups. All Students decreased from -88.2 to -110.3 DFS (-22.1), English Learners from -83.6 to -101.4 DFS (-17.8), Low-Income students from -94.7 to -108.6 DFS (-13.9), and Hispanic students from -86.3 to -107.6 DFS (-21.3), reflecting a significant drop in math achievement.
Local i-Ready Reading data also shows declines. All Students decreased from 35% to 32% Meets/Exceeds (-3), with Not Met increasing from 26% to 35% (+9). English Learners declined from 24% to 16% Meets/Exceeds (-8), with Not Met increasing from 33% to 40% (+7). Fall data further reflects low performance (All: 13% Meets; EL: 4% Meets), indicating continued challenges in literacy development.
In i-Ready Math, performance declined across all groups. All Students decreased from 20% to 14% Meets/Exceeds (-6), English Learners from 14% to 5% (-9), Low-Income students from 20% to 14% (-6), and Hispanic students from 21% to 15% (-6), indicating a broad decline in math proficiency.

Suspension data shows improvement for some student groups. Foster Youth decreased from 7% to 2.6% (-4.4), and students identifying as Two or More Races decreased from 9.1% to 4.4% (-4.7). However, African American students remain disproportionately impacted, with a suspension rate of 7.2% in 2025.
Overall, the data demonstrates declines in academic performance alongside some improvements in school climate. Continued focus is needed to address learning loss in ELA and math while sustaining and expanding effective strategies that reduce suspension rates for targeted student groups.

These data points reveal significant academic and behavioral challenges that require targeted, comprehensive interventions. In response, Bradach Elementary will implement calming spaces to support student wellness and emotional regulation, providing a safe environment for students to manage stress and practice self-regulation skills. Building on teacher recommendations, the school will offer small group intervention sessions focused on all levels of wellness—social-emotional, behavioral, and academic. To address persistent literacy and math gaps, we will enhance instructional supports for struggling students by: Providing teachers with professional development and release time for focused collaboration; Engaging a specialized consultant to support language and mathematical literacy across content areas; offering supplemental intervention materials aligned to standards to support skill development and practice. In addition, the site will continue to monitor chronic absenteeism and ELPI rates in order to ensure continued growth of these past areas of focus.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA Distance from Standards (DFS) CA School Dashboard	2023 Dashboard EL -97 DFS 2025 All -79.2 DFS LI -80.5 DFS HI -73.3 DFS	2024 Dashboard EL -57.7 DFS All N/A LI N/A HI N/A	2025 Dashboard EL -70.5 DFS All -79.2 DFS LI -80.5 DFS HI -73.3 DFS	EL -57 DFS All -71.2 DFS LI -72.5 DFS HI -65.2 DFS	EL +26.5 DFS All N/A LI N/A HI N/A
5.2	CAASPP Math Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -107.4 DFS EL -116.2 DFS LI -111.4 DFS HI -102.7 DFS	2024 Dashboard All -88.2DFS EL -83.6 DFS LI -94.7 DFS HI -86.3DFS	2025 Dashboard All -110.3DFS EL -101.4 DFS LI -108.6 DFS HI -107.6 DFS	All +67.4 DFS EL +76.2 DFS LI +71.4 DFS HI -62.7 DFS	ALL -2.9 DFS EL +14.8 DFS LI +2.8 DFS HI -4.9 DFS
5.3	ELPI California School Dashboard	2023 Dashboard EL 34.9%	2024 Dashboard EL 40.0%	2025 Dashboard EL 52.4%	EL 50%	EL +17.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students showing language proficiency					
5.4	iReady Reading % meeting or exceeding, nearly met, and not met standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 32% Meets or Exceeds 40% Nearly Met 28% Not Met EL 28% Meets or Exceeds 39% Nearly Met 34% Not Met	2024-2025 Spring Assessment All 35% Meets or Exceeds 39% Nearly Met 26% Not Met EL 24% Meets or Exceeds 43% Nearly Met 33% Not Met	2025-2026 SPRING Assessment All 32% Meets or Exceeds 32% Nearly Met 35% Not Met EL 16% Meets or Exceeds 43% Nearly Met 40% Not Met	All 45% Meets or Exceeds 35% Nearly Met 20% Not Met EL 35% Meets or Exceeds 41% Nearly Met 24% Not Met	All 0% Meets or Exceeds -8% Nearly Met -7% Not Met EL -12% Meets or Exceeds +4% Nearly Met +6% Not Met
5.5	iReady Mathematics % meeting or exceeding, nearly met, or not met standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 22% Meets or Exceeds 48% Nearly Met 30% Not Met EL 19% Meets or Exceeds 46% Nearly Met 35% Not Met LI 22% Meets or Exceeds 48% Nearly Met 30% Not Met HI 22% Meets or Exceeds	2024-2025 Spring Assessment All 20% Meets or Exceeds 48% Nearly Met 32% Not Met EL 14% Meets or Exceeds 49% Nearly Met 37% Not Met LI 20% Meets or Exceeds 48% Nearly Met	2025-2026 Spring Assessment All 14% Meets or Exceeds 49% Nearly Met 36% Not Met EL 5% Meets or Exceeds 55% Nearly Met 40% Not Met LI 14% Meets or Exceeds 52% Nearly Met	All 30% Meets or Exceeds 48% Nearly Met 22% Not Met EL 24% Meets or Exceeds 48% Nearly Met 28% Not Met LI 30% Meets or Exceeds 48% Nearly Met 22% Not Met HI	All -8% Meets or Exceeds 1% Nearly Met +6% Not Met EL -14% Meets or Exceeds +9% Nearly Met +5 Not Met LI -8% Meets or Exceeds +4% Nearly Met +6% Not Met HI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		48% Nearly Met 29% Not Met	32% Not Met HI 21% Meets or Exceeds 48% Nearly Met 31% Not Met	36% Not Met HI 15% Meets or Exceeds 51% Nearly Met 34% Not Met	31% Meets or Exceeds 48% Nearly Met 21% Not Met	-7% Meets or Exceeds +3% Nearly Met +5% Not Met
5.6	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard FY 7.7% Two or More Races 2.7% AA 4.7%	2024 Dashboard FY 7 % Two or More Races 9.1%	2025 Dashboard FY 2.6% Two or More Races 4.4% AA 7.2% (newly added)	FY 3.5% Two or More Races 1.3% AA 3	FY -5.1% Two or More Races +1.7 AA +2.5%
5.7	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 Dashboard EL 40.2% AA 44.4%	2024 Dashboard EL 40.2% AA 46%	2025 Dashboard EL 27.8% AA 40.8%	EL 34.17% AA 37.74%	2023-2024 EL -12.4% AA -3.6%

Goal Analysis [2025-26]

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

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

During the 2025-2026 Bradach implemented seven out of eight actions is as planned; one was partially implemented.

Action 5.1 Wellness Supports was implemented as planned. The school site has identified classroom spaces to provide students with a wellness and calming opportunity. All students, with a focus on ELs, Foster Youth, and Two or More Races had access to participate in wellness calming centers. They are using the space to reset and regulate.

,

Action 5.2 Social Emotional Supports was implemented as planned. A Resident personnel was hired to serve as a behavior interventionist to help avoid suspensions and thus improve chronic absenteeism. She provided behavior intervention during the school day to improve student outcomes. A challenge is that there were a lot more student that needed support than anticipated which made it difficult to serve all students that needed the support.

Action 5.3 Professional Development was partially implemented. Originally teachers planned to attend multiple outside conferences in addition to internal professional development activities, but they did not attend all the conference that were planned. Internal professional development opportunities were brought to the school for ELA. Teachers who attended PBIS and AVID conferences were able to utilize strategies learned to provide support for ELA and Math. A success is that teachers are implementing learning intentions and success criteria which stimulated conversations with students around goal setting.

Action 5.4 Intervention Supports was implemented as planned. The hired consultant provided supplemental instructional materials to provide standard based intervention supports. A success is that all classrooms received materials.

Action 5.5 Professional Development for ELA, Math, and Restorative Practices was implemented as planned. Personnel attended PBIS professional development through CA-ISP through SELPA (cohort of 3 schools in the district participated). Teachers that attended the training received calming tools such as fidgets to facilitate restorative practices as well as dedicated ELA binders to help teachers map out clear success criteria and learning intentions. A vetted consultant provided training to the teachers to conduct data chats and lesson planning on standard-based lessons (Wonders reading program).

Action 5.6 Coaching Supports was implemented as planned. A coach was hired to provide targeted coaching and data analysis support for teachers to improve ELA and math practices. A success is that most teachers consistently posted the learning intentions in the classroom.

Action 5.7 Intervention Services was implemented with modifications. A success was securing dedicated personnel to address critical student learning needs. They provided a full range of services such as targeted small-group support to students throughout the instructional day, the action was modified to eliminate extended year supports. A key success of this action was the timely hiring of staff to deliver intervention support and address student learning needs. In addition, the district partnered with California State University, San Bernardino to assist with recruiting staff.

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

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

The following actions below had material differences in 2025:

Action 5.1: had a material difference because the items needed to set up the wellness calming center space were overestimated during budget development.
Action 5.2: had a material difference because the costs associated with the resident personnel salaries and benefits was overestimated during budget development.
Action 5.3: had a material difference because teachers did not attend an outside conference as planned, leaving costs associated with registration and travel unexpended. Also, the anticipated cost for release time was less than planned during budget development stage.
Action 5.4: had a material difference because the cost for supplemental intervention materials was less than expected.

Action 5.5: had a material difference because the cost of the consultant who provided the professional development came in higher than expected.
Action 5.6: had a material difference because the costs associated with the coach contract came in higher than expected during budget development.
Action 5.7: had a material difference because cost associated with securing external tutors was more than originally anticipated.

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

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

Action 5.1 Wellness Supports, was rated 2: Somewhat Effective as measured by M5.6. The Wellness Center actions were somewhat effective in supporting reductions in suspension rates for certain student groups; however, results varied across populations. Suspension rates for Foster Youth decreased significantly from 7.7% in 2023 to 2.6% in 2025, reflecting improved student behavior, engagement, and access to support services. In contrast, suspension rates increased for students identifying as Two or More Races, from 2.7% to 4.4%, and for African American students, from 4.7% to 7.2%, indicating a decline in outcomes for these groups. Overall, the Wellness Center contributed to positive outcomes for Foster Youth, but the increase in suspension rates among African American students and students identifying as Two or More Races highlights the need for additional targeted interventions and supports to ensure equitable behavioral outcomes across all student groups.

Action 5.2 Social Emotional Supports was rated 2: Somewhat Effective as measured by M 5.6, M5.7. Foster Youth have shown significant improvement in suspension rates, with a decrease of 5.1 percentage points from baseline (7.7% to 2.6%), indicating that the social-emotional supports and behavior intervention services have positively impacted this student group. However, African American students, who are specifically named in this action as the primary focus, experienced an increase of 2.5 percentage points from baseline (4.7% to 7.2%), indicating that current Tier I and Tier II social-emotional and behavior supports have been ineffective in reducing suspension rates for this group. Similarly, students identifying as Two or More Races experienced an increase of 1.7 percentage points from baseline (2.7% to 4.4%), reflecting a decline in outcomes. As measured by M5.7, chronic absenteeism data shows more positive trends. English Learners demonstrated a significant improvement, with chronic absenteeism decreasing by 12.4 percentage points from baseline (40.2% to 27.8%), suggesting that the social-emotional supports and schoolwide systems have contributed to improved attendance and engagement for this student group. African American students also showed improvement in chronic absenteeism, with a decrease of 3.6 percentage points from baseline (44.4% to 40.8%). While this represents progress, the rate remains high at 40.8%, indicating that additional supports are still needed to meaningfully reduce chronic absenteeism for African American students. Overall, while the social-emotional supports have contributed to meaningful reductions in suspensions for Foster Youth and notable improvements in chronic absenteeism for English Learners, the action has not yet achieved its stated purpose of proactively addressing the suspension needs of African American students. The increases in suspension rates for both African American students and students identifying as Two or More Races, combined with the still-elevated chronic absenteeism rate for African American students, highlight the need for more targeted, culturally responsive interventions, stronger implementation of restorative practices, and additional behavioral and engagement supports specifically designed to serve these student groups equitably.

Action 5.3 Professional Development and Intervention Supports, was rated 2 Somewhat Effective as measured by M5.1, M5.2, M5.6. Professional Development and Intervention Personnel was effective in improving academic outcomes in ELA and producing modest gains in Math and behavior outcomes, though results vary by indicator and student group. In ELA, English Learners improved from -97 DFS (2023) to -70.5 DFS (2025), reflecting strong academic growth and a meaningful reduction in distance from standard. In Math, the All student group showed a slight improvement from -107.4 DFS (2023) to -110.3 DFS (2025), indicating limited overall progress. However, subgroup-level data in 2025 shows relatively consistent performance among English Learners (-101.4 DFS), Low-Income (-108.6 DFS), and Hispanic students (-107.6 DFS), suggesting stabilization but continued need for acceleration in Math achievement. In suspension rates, Foster Youth decreased significantly from 7.7% (2023) to 2.6% (2025), indicating improved behavioral outcomes. However, Two or More Races students increased from 2.7% to 4.4%, and African American students remained at 7.2%, indicating mixed results across groups. Overall, Professional Development and Intervention Personnel demonstrated mixed results in improving ELA outcomes and supporting reductions in suspensions for some student groups, but Math achievement gains were limited and behavioral improvements were uneven across all student groups.

Action 5.4 Intervention Supports was rated 2: Somewhat Effective as measured by M5.3 and M5.5. Intervention Materials were effective in improving English Learner language proficiency outcomes, but showed mixed and inconsistent results in i-Ready Reading performance over time. In the English Language Proficiency Indicator (ELPI), English Learners demonstrated significant growth, increasing from 34.9% (2023) to 52.4% (2025), reflecting strong improvement in English language development and reclassification readiness. In i-Ready Reading, results were mixed. From 2023–2024, English Learners had 28% Meets/Exceeds, 39% Nearly Met, and 34% Not Met. By 2025–2026 Spring, Meets/Exceeds declined to 16%, Nearly Met increased to 43%, and Not Met increased to 40%, indicating a shift toward the middle performance band but a decline in higher proficiency levels. The Fall 2025–2026 data further shows challenges for English Learners, with only 4% Meets/Exceeds and 59% Not Met, suggesting early-year performance gaps that require continued intervention support. Overall, Intervention Materials showed mixed results in strengthening English language proficiency as measured by ELPI growth, but reading achievement outcomes for English Learners in i-Ready indicate inconsistent progress and a continued need for targeted instructional support to improve grade-level reading proficiency.

Action 5.5 Professional Development for ELA, Math, and Restorative Practices was rated 2: Somewhat Effective, as measured by Metrics M5.1, M5.2, M5.3, M5.4, and M5.5. Analysis of California Dashboard and local assessment data indicates that professional development in English Language Arts (ELA), mathematics, and Restorative Practices yielded mixed results. In ELA, outcomes for English Learners (EL) improved significantly on the California Dashboard, from -97 DFS in 2023 to -70.5 DFS in 2025, suggesting that instructional shifts and targeted supports contributed to improved performance. However, local i-Ready reading data does not reflect similar gains. The percentage of EL students meeting or exceeding standards declined from 28% (2023–2024) to 16% (2025–2026), with an increase in students not meeting standards (34% to 40%). All Students remained flat at 32% meeting or exceeding, with an increase in Not Met (28% to 35%), indicating inconsistent impact of ELA professional development on daily instructional outcomes. In mathematics, Dashboard results show limited overall effectiveness. While English Learners improved (-116.2 to -101.4 DFS) and Low-Income students showed slight gains (-111.4 to -108.6 DFS), overall performance for All Students declined (-107.4 to -110.3 DFS), and Hispanic students also declined (-102.7 to -107.6 DFS). Local i-Ready math data further reflects decreases in performance, with All Students dropping from 22% to 14% meeting or exceeding standards. English Learners declined significantly from 19% to 5%, Low-Income students from 22% to 14%, and Hispanic students from 22% to 15%, indicating that math professional development has not yet translated into improved student outcomes. English Learner progress toward proficiency declined substantially, from 52.4% in 2023 to 34.9% in 2025, suggesting that current strategies, including professional development, have not sufficiently accelerated language acquisition. While Restorative Practices professional development is not directly reflected in the academic data provided, the mixed academic outcomes and declines in local assessment performance suggest a need for

continued refinement and alignment of instructional practices. Overall, while there are signs of improvement in select areas, particularly for English Learners in ELA on the Dashboard, the data indicates that professional development has had inconsistent impact across content areas and student groups. Additional focus on implementation fidelity, differentiation for student groups, and alignment between professional development and classroom practice is needed to improve outcomes.

Action 5.6 Coaching Supports was rated 2: Somewhat Effective as measured by M5.1, M5.2. . professional development provided by ELA and Math consultants resulted in mixed effectiveness across content areas and student groups. In English Language Arts (ELA), English Learners demonstrated notable improvement, increasing from -97 DFS in 2023 to -70.5 DFS in 2025, suggesting that targeted instructional support and professional development contributed positively to outcomes for this student group. However, without broader gains across additional student groups, the overall impact appears limited in scope. In mathematics, results were less consistent. While some student groups showed improvement, including English Learners (-116.2 to -101.4 DFS) and Low-Income students (-111.4 to -108.6 DFS), overall performance for All Students declined (-107.4 to -110.3 DFS), and Hispanic students also declined (-102.7 to -107.6 DFS). These trends suggest that the professional development in mathematics has not yet led to consistent, system-wide improvement. Overall, the data indicates that while professional development consultants had a positive impact for specific student groups, particularly English Learners in ELA, the effectiveness was inconsistent across content areas and student groups. Continued refinement of professional development, with a focus on implementation fidelity, differentiation, and alignment to student needs, is necessary to achieve more consistent and sustained improvement.

Action 5.7 Intervention Services for Small Group Academic Support was rated 3- Effective, as measured by M5.3. Providing small group academic support were effective in improving English Learner outcomes in language proficiency. English Learner progress increased from 34.9% in 2023 to 52.4% in 2025, demonstrating significant growth. This improvement suggests that targeted small group support contributed positively to accelerating English language acquisition and overall student progress.

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

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

The following students groups were identified as "Red" per the 2025 CA Dashboard: All Students, English Learners, Hispanic, and Socioeconomically Disadvantaged Students were identified as performing in the "red" indicator for English Language Arts. All Students, English Learners, Hispanic, and Socioeconomically Disadvantaged Students were performing in the "red: indicator for Math.
As such, the goal description and why statement have been revised to reflect the revised list of student identified as red.
Although Donald Bradach Elementary School is not eligible for the 2026-2027 school year, the Equity Multiplier Funds that are being carried over to the 2026-2027 school year will be used to address the needs of the students identified in the 2025 Dashboard.

Title and or Action Description Changes were made to add clarity and demonstrate clear intent of actions:

Action 5.1 Previously titled, "Wellness Supports" was renamed, " Wellness supports and Resources" and the description was updated and revised to include PBIS and restorative practices strategies.
Action 5.2 Social Emotional Supports description was updated to more clearly define the support that will be provided.
Action 5.3 Previously titled, "Professional Development and Intervention Supports" was renamed "Professional Development." The description was also updated to more clearly describe the supports that will be provided. The action will now be measured by M5.1, M5.2, M5.4, M5.5. and M5.6.
Action 5.4 Previously titled, "Intervention supports" was eliminated. Action 5.5 is now "Intervention Supports, Materials, and Resources." The new description was updated to demonstrate clear intent of the action.
The action will now be measured by Metrics 5.1, 5.2, 5.4 and 5.5.
Previous Action 5.5 "Professional Development for ELA, Math & Restorative Practices" was eliminated.
Pervious Action 5.6 is now Action 5.5 "Coaching supports." The description was also updated to more clearly describe supports that will be provided and will be measured by M5.1, M5.2, M5.4, M5.5.
Previous Action 5.7 is now Action 5.6. The title "Intervention Services" was changed to "Targeted Academic Supports." The description for the action was also updated to add clarity and demonstrate clear intent of the action as measured by M5.1, M5.2, M5.4 and M5.5.
Previous Action 5.8 is now Action 5.7 "Indirect Costs"

Metric Changes:
Metric 5.1 additional student groups were added
Metric 5.6 now includes African American students
Metric 5.6 Suspension Rate was added to Action 5.2

The funding for all actions has been revised to reflect the balance in the 2026-27 Equity Multiplier funding apportionment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Wellness supports and Resources	Bradach Elementary will establish and implement structured wellness/calming spaces aligned with schoolwide PBIS and restorative practices. These spaces will include clearly defined student access protocols, staff training on use, and integration with behavior support systems to promote emotional regulation and reduce suspension rates, particularly for African American students as measured by M.5.6	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Social Emotional Supports	Bradach Elementary will implement Tier I and Tier II social-emotional and behavior supports, including restorative practices, behavior intervention, and small- group supports through the use of trained personnel (e.g., counselors, behavior intervention specialists, or support staff). These services will be coordinated within a schoolwide system to proactively address the needs of African American Students and reduce suspension rates, as measured by M.5.6	$80,000.00	No
5.3	Professional Development	Bradach Elementary will provide ongoing professional development focused on evidence-based Tier I instructional strategies in ELA and Mathematics (e.g., explicit instruction, scaffolding for English Learners, and differentiated instruction), as well as integrated social-emotional learning practices. Professional development will include opportunities for modeling, practice, and feedback to ensure effective implementation as measured by M.5.1, M.5.2, M.5.4, M.5.5, M5.6	$30,000.00	No
5.4	Intervention Supports, Materials, and Resources	Bradach Elementary will provide structured collaboration time for teachers to analyze student data, plan differentiated Tier I instruction, and design targeted interventions in ELA and Mathematics. Teachers will be supported with standards-aligned supplemental materials and resources to provide additional practice and access for English Learners, Hispanic Students, and Low-income Students as measured by M.5.1, M.5.2, M.5.4, and M.5.5	$60,000.00	No
5.5	Coaching Supports	Bradach Elementary will provide instructional coaching through vetted consultants to support teachers in analyzing student data, refining Tier I instruction, and implementing evidence-based and differentiated instructional strategies in ELA and Mathematics. Coaching will include modeling, observation, and feedback cycles to strengthen core instruction and improve student outcomes as measured by M5.1, M5.2, M5.4, M5.5.	$60,000.00	No
5.6	Targeted Academic Supports	Bradach Elementary will provide targeted, evidence-based academic support for students, through small-group and/or in-class instruction	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		aligned to core content, including designated and integrated English Language Development (ELD). Additional personnel will support and address identified skill gaps in ELA and Mathematics for English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students as measured by M.5.1, M.5.2, M.5.4, and M.5.5		
5.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier - Theodore Vick Elementary By June 2027, Theodore Vick Elementary will improve ELA proficiency for Socioeconomically Disadvantaged (SED) and African American students, Math proficiency for Students with Disabilities (SWD), reduce Chronic Absenteeism for All students, EL, SED, Hispanic, and Two or More Races (MR) students, and reduce Suspension rates for SWD and African American students by addressing inconsistent implementation of tiered academic supports, limited differentiated instruction for high-need student groups, and inconsistent schoolwide behavior and attendance systems, resulting in measurable increases in CAASPP distance from standards and reductions in Chronic Absenteeism and Suspension rates as reported on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Theodore Vick Elementary School is not eligible for Equity Multiplier for the 2026-2027 year because the student non-stability rate is now under 25%. However, the goal will remain in the LCAP to address funding remaining from a previous year allocation.

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

This goal was developed based on a comprehensive analysis of local and state data, including the California Dashboard, as well as input from educational partners. While recent data indicate some growth in English Language Arts (ELA), Math, English learner progress, Suspension, and Chronic Absenteeism, performance levels for several student groups remain below expectations. In particular, low-income students, Hispanic students, African American students, students identifying as Two or More Races, students with disabilities, and English learners continue to experience disparities in outcomes. Therefore, Theodore Vick Elementary School established this goal to improve academic achievement, student engagement and school climate, reduce disparities among student groups, and ensure all students have access to the supports necessary for long-term success.

The 2025 California Dashboard indicates growth in English Language Arts (ELA), mathematics, English language proficiency, suspension rates, and chronic absenteeism. However, Theodore Vick Elementary will continue to prioritize improvement in these areas. Current data show that several student groups are underperforming in ELA, mathematics, suspension, and chronic absenteeism, particularly among low-income students, Hispanic students, African American students, students identifying as Two or More Races, students with disabilities, and English learners, as identified in the California Dashboard indicators.

Analysis of the 2024 and 2025 California Dashboard and local assessment data indicates mixed progress across academic and school climate indicators. In English Language Arts (ELA), overall performance remained relatively stable for All Students (-82.4 to -81.9 DFS). English Learners improved significantly (-93.0 to -82.5 DFS); however, performance declined or remained low for several student groups, including African American students (-105.8 to -107.1 DFS), Low-Income students (-82.4 to -85.2 DFS), and Students with Disabilities (-151.7 to -170.6 DFS), indicating persistent achievement gaps. In mathematics, Dashboard data showed overall improvement for All Students (-88.2 to -79.1 DFS), with gains for Low-Income (-90.3 to -85.8 DFS), African American (-113.1 to -107.9 DFS), Hispanic (-81.9 to -73.0 DFS), and Students with Disabilities (-170.7 to -143.0 DFS), although Students with Disabilities remain significantly below standard. English Learners showed a slight decline (-81.8 to -83.3 DFS). Local i-Ready data reflects declining performance in both reading and mathematics. In reading, the percentage of All Students meeting or exceeding standards decreased (34% to 32%), with notable declines for English Learners (22% to 18%) and Low-Income students (34% to 29%). Students with Disabilities showed slight improvement (0% to 6% Meets/Exceeds) but 52% remain in the Not Met category. In mathematics, All Students decreased from 28% to 20% Meets/Exceeds, with significant declines for English Learners (25% to 6%) and Low-Income students (28% to 18%). Students with Disabilities improved slightly (0% to 1% Meets/Exceeds), though 59% remain Not Met.

School climate data indicates an increase in suspension rates from 2.5% to 3.3% overall, with disproportionate increases for African American students (5.1% to 9.8%) and Students with Disabilities (6.8% to 7.9%). Chronic absenteeism increased slightly overall (35.6% to 36.9%) and Foster Youth (27.3% to 33.3%); however, improvements were observed among several student groups, including African American students (58% to 39.8%), English Learners (41.1% to 32.8%), Low-income (46.1% to 41.7%), and Students with Disabilities (40.5% to 37.3%). Hispanic and Two or More Races also declined to 36.5% and 42.2% respectively.

Overall, the data demonstrates the need for continued targeted support to address persistent achievement gaps, particularly for Students with Disabilities, African American students, and English Learners, while strengthening academic outcomes, improving attendance, and reducing disproportionality in discipline.

By addressing these identified needs, we aim to enhance the support provided to teachers, administrators, and students, ultimately leading to improved educational outcomes. The proposed actions and implementation plan are designed to ensure that all educational partners receive the necessary resources and training to foster a supportive and effective learning environment.
In closing, based on the feedback from our educational partners (e.g., DELAC, PAC, Parent and teacher surveys), we have developed a comprehensive plan that emphasizes English Language Arts & Math interventions, professional development, and wellness support for students. This plan aims to enhance literacy across the curriculum, support students in crisis, and address chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP Math Distance from Standard (DFS) CA School Dashboard	2023 Dashboard All -102.5 DFS EL -126.2 DFS LI -104.9DFS AA -125.8 DFS HI-100.5 DFS SWD -152.5 DFS	2024 Dashboard All -88.2 DFS EL -81.8 DFS LI -90.3 DFS AA -113.1 DFS HI -81.9 DFS SWD -170.7 DFS	2025 Dashboard All -79.1 DFS EL -83.3 DFS LI -85.8 DFS AA -107.9 DFS HI -73.0 DFS SWD -143.0 DFS	All -68.2 DFS EL -86.2 DFS LI -64.9 DFS AA -85.8 DFS HI -60.5 DFS SWD -112.2 DFS	All +23.4 DFS EL +42.9 DFS LI +19.1 DFS AA +17.9 DFS HI +27.5 DFS SWD +9.5 DFS
6.2	CAASPP ELA Distance from Standard (DFS) CA School Dashboard	2023 Dashboard All -82 DFS EL -102.5 DFS AA -108.6 DFS LI -82.4 DFS HI -77.9 DFS SWD -150.5 DFS	2024 Dashboard All -82.4 DFS EL -93.0 DFS AA -105.8 DFS LI -82.4 DFS HI -78.1 DFS SWD -151.7 DFS	2025 Dashboard All -81.9 DFS EL -82.5 DFS AA -107.1 DFS LI -85.2 DFS HI -78.1 DFS SWD -170.6 DFS	ALL -74 DFS EL -88 DFS AA DFS - 100 DFS LI DFS -78 DFS HI DFS -74 DFS SWD -148 DFS	All +0.1 DFS EL +20 DFS AA +1.5 DFS LI -2.8 DFS HI -0.2% DFS SWD -20.1% DFS
6.3	ELPI Dashboard California School Dashboard % of students showing language proficiency	2023 Dashboard EL 38.6%	2024 Dashboard EL 38%	2025 Dashboard EL 45.6%	EL 48.6%	EL +7%
6.4	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 29% Meets or Exceeds 40% Nearly Met 31% Not Met EL 15% Meets or Exceeds 45% Nearly Met 40% Not Met LI 29% Meets or Exceeds 40% Nearly Met 31% Not Met	2024-2025 Spring Assessment All 34% Meets or Exceeds 40% Nearly Met 26% Not Met EL 22% Meets or Exceeds 48% Nearly Met 30% Not Met LI	2025-2026 Spring Assessment All 32% Meets or Exceeds 40% Nearly Met 29% Not Met EL 18% Meets or Exceeds 39% Nearly Met 43% Not Met LI	All 42%% Meets or Exceeds 37% Nearly Met 21% Not Met EL 30% Meets or Exceeds 41% Nearly Met 29% Not Met LI 42% Meets or Exceeds 37% Nearly Met	All +3% Meets or Exceeds 0% Nearly Met -2% Not Met EL +3% Meets or Exceeds -6% Nearly Met +3% Not Met LI 0% Meets or Exceeds -2% Nearly Met +2% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 0% Meets or Exceeds 19% Nearly Met 81% Not Met AA 24% Meets or Exceeds 43% Nearly Met 33% Not Met HI 28% Meets or Exceeds 40% Nearly Met 32% Not Met	34% Meets or Exceeds 40% Nearly Met 26% Not Met SWD 0% Meets or Exceeds 13% Nearly Met 87% Not Met AA 37% Meets or Exceeds 34% Nearly Met 29% Not Met HI 32% Meets or Exceeds 42% Nearly Met 26% Not Met	29% Meets or Exceeds 38% Nearly Met 33% Not Met SWD 6% Meets or Exceeds 31% Nearly Met 52% Not Met AA 38% Meets or Exceeds 35% Nearly Met 27% Not Met HI 28% Meets or Exceeds 42% Nearly Met 29% Not Met	21% Not Met SWD 10% Meets or Exceeds 30% Nearly Met 60% No Met AA 37% Meets or Exceeds 35% Nearly Met 28% Not Met HI 41% Meets or Exceeds 38% Nearly Met 21% Not Met	SWD +6% Meets or Exceeds +12% Nearly Met -29% Not Met AA +14% Meets or Exceeds -8% Nearly Met -6% Not Met HI 0% Meets or Exceeds +2% Nearly Met -3% Not Met
6.5	iReady Mathematics % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 21% Meets or Exceeds 47% Nearly Met 32% Not Met EL 16% Meets or Exceeds 44% Nearly Met 39% Not Met LI 21% Meets or Exceeds	2024-2025 Spring Assessment All 28% Meets or Exceeds 49% Nearly Met 23% Not Met EL 25% Meets or Exceeds 48% Nearly Met 26% Not Met	2025-2026 Spring Assessment All 20% Meets or Exceeds 55% Nearly Met 25% Not Met EL 6% Meets or Exceeds 61% Nearly Met 32% Not Met	All 36% Meets or Exceeds 46% Nearly Met 18% Not Met EL 31% Meets or Exceeds 45% Nearly Met 24% Not Met LI 36% Meets or Exceeds	All -1% Meets or Exceeds +8% Nearly Met -9% Not Met EL -10% Meets or Exceeds +17% Nearly Met -7% Not Met LI -3% Meets or Exceeds

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		47% Nearly Met 33% Not Met SWD 0% Meets or Exceeds 8% Nearly Met 92% Not Met AA 14% Meets or Exceeds 51% Nearly Met 35% Not Met HI 22% Meets or Exceeds 46% Nearly Met 33% Not Met	LI 28% Meets or Exceeds 49% Nearly Met 23% Not Met SWD 0% Meets or Exceeds 10% Nearly Met 90% Not Met AA 23% Meets or Exceeds 43% Nearly Met 34% Not Met HI 28% Meets or Exceeds 51% Nearly Met 22% Not Met	LI 18% Meets or Exceeds 54% Nearly Met 28% Not Met SWD 1% Meets or Exceeds 39% Nearly Met 59% Not Met AA 23% Meets or Exceeds 49% Nearly Met 37% Not Met HI 19% Meets or Exceeds 55% Nearly Met 26% Not Met	46% Nearly Met 18% Not Met SWD 10% Meets or Exceeds 13% Nearly Met 77% Not Met AA 29% Meets or Exceeds 51% Nearly Met 20% Not Met HI 37% Meets or Exceeds 45% Nearly Met 18% Not Met	+7% Nearly Met -5% Not Met SWD +1% Meets or Exceeds +31% Nearly Met -33% Not Met AA +9% Meets or Exceeds -2% Nearly Met +2% Not Met HI -3% Meets or Exceeds +9% Nearly Met -7% Not Met
6.6	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard ALL 5.9% LI 6% FY 14.9% SWD 8.5% AA 13.5% HI 4.3% Two or More Races 5.3%	2024 Dashboard All 2.5% LI 2.4% FY 4.4% SWD 6.8% AA 5.1% HI 1% Two or More Races 8.9%	2025 Dashboard All 3.3% LI 3.5% FY 3.1% SWD 7.9% AA 9.8% HI 2% Two or More Races 4.2%	All 3% LI 3% FY 8% SWD 3.5% AA 7.5% HI 2% Two or More Races 2.5%	All -2.6% LI -2.5% FY -11.8% SWD -0.6% AA -3.7% HI -2.3% Two or More Races -1.1%
6.7	Chronic Absenteeism Rate	2023 Dashboard All 45% EL 41.1%	2024 Dashboard All 35.6% EL 28.3%	2025 Dashboard All 36.9% EL 32.8%	All 25.6% EL 18.3% LI 20%	All -8.1% EL -8.3% LI -4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard % of students absent 10% or more	LI 46.1% SWD 45.9% AA 46% FY 26.3% 2025 Dashboard HI 31.1% Two or More Races 42.2%	LI 38.8% SWD 40.5 AA 58% FY 27.3%	LI 41.7% SWD 37.3% AA 39.8% FY 33.3% HI 31.1% Two or More Races 42.2%	SWD 30.5% AA 26% FY 12% HI 12% Two or More Races 32.2%	SWD -8.6% AA -6.2% FY -5.1% HI N/A Two or More Races N/A

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Theodore Vick Elementary School implementation was as follows:

Action 6.1 English Language Arts and Writing Intervention Personnel was partially implemented. Teachers were provided release time to provide intervention strategies in English Language Arts to students school wide; to improve student achievement in ELA. The challenge was getting a contracted services to address the writing component, therefore the writing program was not completed. Despite this, teachers did teach the writing process and used textbook adoption writing materials including writing rubrics.

Action 6.2 Professional Development for Literacy and Writing was partially implemented. The original plan was to offer a new writing program in addition to Thinking Maps, AVID WICOR strategy trainings. The writing program was not offered due to delays in developing and approving the contract, making it difficult to provide the planned trainings during the year. However, Thinking maps and writing training was provided, in addition to AVID WICOR strategies, which supports writing.

Action 6.3, ELA and Writing Intervention, was implemented with modifications. The original plan was to provide additional external professional development opportunities beyond the district and site based offerings. It was modified to increase in-house professional development which increased the number of staff that could attend. A challenge was this increased the need for additional substitute coverage. A success with implementation was that we were able to offer all staff the training needed.

Action 6.4 Professional Development for ELA & Math was implemented as planned. Teachers received training on core subject areas and they received training on cognitive language academic development. Teachers were able to attend AVID and Professional Learning Community professional development. Teachers also received training on the standards for Mathematical practices. A success is that Teachers provide standards based lesson plans. Teachers received and used anchor charts.

Action 6.5 Indirect Costs was implemented as planned.

Action 6.6 Wellness Support Space and Personnel was not implemented as planned. The goal was to provide a multifunctional sensory space, however, clear guidelines and protocols for the use of the space were not established, limiting consistent and effective implementation of a centralized wellness location. Instead, classrooms implemented wellness spaces. A success is that sensory and calming corners continued to be created this year and students were able to participate and use fidget tools made available to them.

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

The following actions below had material differences in 2025-2026:

Action 6.2 showed a material difference because the writing program consultant couldn't be hired until after the Request for Proposal (RFP) was completed.

Action 6.3 had a material difference because the staffing salaries came in higher than budgeted, including health and welfare benefits.

Action 6.4 has a material difference because although we planned for all staff to participate we were conservative in budgeting and didn't budget enough to account for the amount that actually did attend.

Action 6.5 had a material difference due to Indirect costs coming in lower than anticipated due to miscalculation of indirect costs associated with total expenditures.

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

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

Metrics used to determine effectiveness for actions 6.1, 6.2, 6.3, and 6.6 are different than what is stated in the action descriptions as they are more relevant to the intended area of focus within each action (ELA actions not Math actions).

Action 6.1 ELA and Writing Intervention Personnel, Action 6.2 Professional Development for Literacy and Writing - Contracted Services, and Action 6.3 ELA and Writing Intervention were rated 2: Somewhat Effective as measured by 6.2 and 6.4. English Language Arts and Writing Intervention had mixed effectiveness across student groups. On the California Dashboard (ELA indicators), overall performance improved from 2023 to 2025, with All Students increasing slightly from -82 DFS to -81.9 DFS. Mixed Improvements were observed for student groups, English Learners (-102.5 to -82.5 DFS), Low-Income students (-82.4 to -85.2 DFS), African American students (-108.6 to -107.1 DFS), Hispanic students (-77.9 to -78.1 DFS), and Students with Disabilities (-150.5 to -170.6 DFS). This data suggests mixed impact in reducing overall academic distance from standard. Local i-Ready reading data also supports limited and uneven progress. While All Students

improved slightly in Meets/Exceeds (29% to 32%), English Learners increased from 15% to 18% Meets/Exceeds and increased in Not Met (40% to 43%). Students with Disabilities improved from 0% to 6% Meets/Exceeds but remain the lowest-performing subgroup with 52% Not Met. Low-Income and Hispanic students showed minimal change, while African American students demonstrated notable improvement in Meets/Exceeds (24% to 38%). Overall, results show inconsistent classroom-level impact across student groups, indicating a need for continued refinement and targeted implementation.

Action 6.4 Professional Development for ELA & Math, was rated 2: Somewhat Effective as measured by M6.1, M6.2, M6.3. There was a stronger impact in mathematics and English language proficiency than in ELA outcomes. In mathematics, all student groups showed significant improvement from 2023 to 2025. Overall performance increased from -102.5 DFS to -79.1 DFS for All Students. Gains were also observed for English Learners (-126.2 to -83.3 DFS), Low-Income students (-104.9 to -85.8 DFS), African American students (-125.8 to -107.9 DFS), Hispanic students (-100.5 to -73.0 DFS), and Students with Disabilities (-152.5 to -143.0 DFS), indicating broad math growth across multiple student groups. In English Language Arts (ELA), results were more mixed. Overall performance remained relatively flat for All Students (-82.0 to -81.9 DFS). English Learners improved (-102.5 to -82.5 DFS), while Low-Income students (-82.4 to -85.2 DFS) and Students with Disabilities (-150.5 to -170.6 DFS) declined. African American and Hispanic student performance remained largely unchanged, indicating limited system-wide improvement in ELA. English language proficiency increased from 38.6% in 2023 to 45.6% in 2025, demonstrating positive growth for English Learners. Overall, the data suggests that Professional Development for ELA and Math was effective in improving mathematics outcomes and English learner proficiency, but had inconsistent and limited impact on ELA achievement across all student groups, indicating a need for continued refinement and alignment of instructional practices. In English language proficiency, English Learners improved from 38.6% in 2023 to 45.6% in 2025, demonstrating progress in language acquisition. Overall, the data suggests that ELA and Writing Intervention had a positive impact on student achievement and English learner progress, particularly in mathematics and language development.

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

Action(6.6) Wellness Support - Wellness was rated 2: Somewhat Effective as measured by M6.6, M6.7. Supplemental personnel supporting students' behavioral and social-emotional needs through structured programs such as the Peaceful Playground Program and the use of a Wellness Resource Room have contributed to measurable reductions in both suspension rates and chronic absenteeism for most student groups since baseline. In Metric 6.6, suspension rates decreased for All Students by -2.6%, Low-Income students by -2.5%, Foster Youth by -11.8%, Students with Disabilities by -0.6%, African American students by -3.7%, Hispanic students by -2.3%, and Two or More Races students by -1.1%. While all groups show improvement from baseline, African American students (9.8%) and Students with Disabilities (7.9%) remain at elevated suspension rates, indicating that more intensive or targeted behavioral and SEL interventions may be needed for these groups. In Metric 6.7, chronic absenteeism decreased for All Students by -8.1%, English Learners by -8.3%, Low-Income students by -4.4%, Students with Disabilities by -8.6%, and African American students by -6.2%. However, Foster Youth experienced an increase of +7%, and Hispanic and Two or More Races student groups do not have baseline comparisons available. Overall, the data suggest that wellness supports have positively impacted school climate and attendance for the majority of student groups, yet persistent challenges remain for African American students and Students with Disabilities in suspensions and for Foster Youth in chronic absenteeism, indicating a need for more targeted and differentiated wellness strategies to ensure equitable outcomes for all students.

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

Although Theodore Vick Elementary is no longer eligible for the 2026-2027 school year, the carryover Equity Multiplier Funds will be used to address the needs of the students identified in the 2025 Dashboard. What is new on the 2025 Dashboard is that the following were identified: Socioeconomically Disadvantaged, African American students were performing in the "red" Dashboard Indicator for ELA; Students with Disabilities were performing in the "red" Dashboard Indicator for for Math; African American, Students with Disabilities were performing in the "red" Dashboard for Suspension. As such, the goal description and why statement have been revised to reflect the new student groups and why statement have been revised to reflect the newly identified student groups and indicators.

Action 6.1 Title and description have been updated to include ELA, Math, and Writing as measured by M6.1 and M6.2.

Previous action 6.2 was eliminated. Previous action 6.4 is now action 6.3. The action title and description was updated to demonstrate full scope and intent of the professional development opportunities, as measured by M6.1 and M6.2.

Current action 6.2 is a new action focused on staff PLC collaboration and data-driven planning.

Current action 6.4 is a new action focused on before and after-school interventions.

Previous action 6.5 is now action 6.7. Current Action 6.5 is a new action focused on providing multi-tiered supports or attendance and school climate.

Action 6.6 Title "Wellness Support Space and Personnel" has been changed to "Wellness Supports" and the description has been updated to clarify the supports and services provided within the action, and will be measured by M.6.6 and M6.7.

Metric 6.7 was changed to include additional student groups.

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

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	Academic Interventions	Intervention teachers will provide targeted instruction to African American and Low-income students in need of additional support to improve achievement in English Language Arts (ELA), Mathematics, and English Language Development (ELD) as measured by M6.1, M6.2.	$180,000.00	No
6.2	Weekly/Biweekly PLC Collaboration and Data-Driven Planning	Teachers will strengthen data-driven instructional practices through regular grade-level and individual data meetings with administrators and PLC Collaboration. Teachers will analyze student performance data, adjust instruction, monitor progress, and share effective strategies to accelerate learning and increase schoolwide proficiency in ELA and mathematics. Teachers will be provided release time and/or compensation for additional hours to fully engage in this work as measured by M6.1, M6.2.	$5,000.00	No
6.3	Professional Development for Academic and Social-Emotional Learning (SEL) Best Practices	Staff will provide additional professional development opportunities beyond district and site-based offerings to strengthen instructional practices in ELA, mathematics, and social-emotional learning (SEL). These opportunities will build staff capacity to implement research-based strategies that support both academic achievement and the holistic development of Low-income, African American, Students with Disabilities, English Learners, Hispanic, and Two or More Races, as measured by M.6.1, M6.2, M6.6, M6.7.	$140,000.00	No
6.4	Before and After-School Academic Interventions	Before and After-school academic tutoring will be provided by staff or vetted contracted services for students performing below grade level in ELA and/or mathematics (e.g., All students, Low-income, and African American students performing two or more years below grade level based on i-Ready or teacher assessments). Tutoring will be conducted in four cycles of six weeks each, meeting three times per week following Beginning-of-Year (BOY) assessments. Teachers will establish SMART goals, administer pre- and post-assessments, and monitor student progress through ongoing data analysis before beginning each new cycle as measured by M6.1, M6.2.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.5	Multi-Tiered Supports for Attendance and School Climate	The school will implement a multi-tiered system of supports, including targeted attendance interventions (monitoring, family outreach, and individualized plans), restorative practices, and tiered behavioral supports to improve attendance and reduce chronic absenteeism and suspension rates while fostering a positive school climate as measured by M6.6, M6.7.	$45,000.00	No
6.6	Wellness Support	Supplemental personnel (e.g., paraeducators and proctors) will support students' behavioral and social-emotional needs through structured programs such as the Peaceful Playground Program and the use of a Wellness Resource Room. These supports aim to create a safe, inclusive environment that promotes both academic success and positive student behavior as measured by M6.6 and M6.7.	$45,000.00	No
6.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$35,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Equity Multiplier - West Creek Elementary By June 2027, West Creek Elementary will improve English language progress for English Learners by 7%, ELA and Math academic achievement by 7 DFS points, attendance by 5%, and suspensions by 3% through strengthened instruction, targeted intervention, English Learner supports, family connection, and tiered attendance and behavior supports. This goal will target all students, with additional supports for English learners, African American, Hispanic, Low income, Foster Youth, Students with disabilities, and Two or more races.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our review of the 2025 California School Dashboard data highlights the importance of our ongoing commitment to supporting English Language Arts (ELA) and mathematics across West Creek Elementary. At West Creek Elementary, our commitment in both ELA and math is to ensure the success of every student. This includes providing needs-based support for all students, socioeconomically disadvantaged students, students with disabilities, African American students, and Hispanic students. Furthermore, we will prioritize English Language Development for our English Learners (ELPI). We are also dedicated to reducing student misbehaviors to lower the suspension rate for all students, offering additional targeted support to Foster Youth, socioeconomically disadvantaged students, students with disabilities, African American students, and students of two or more races. Finally, we will concentrate on decreasing chronic absenteeism for all students, with a specific focus on supporting socioeconomically disadvantaged, African American, Hispanic, and White student groups.

Educational partner (parents, teachers, administrators) feedback identified suggested needs to focus on. 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. 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.

Analysis from 2023 baseline to the 2025 Dashboard.
English Language Arts performance from 2023- to 2025, show that most student groups demonstrated improvement in English Language Arts. All Students improved by 4.8 points (-95.1 to -90.3 DFS), Low Income students improved by 8.9 points (-102.6 to -93.7 DFS), and

African American students made the most significant gains, improving by 21.0 points (-114.2 to -93.2 DFS). Hispanic students showed minimal growth of 0.4 points (-94.9 to -94.5 DFS). However, Students with Disabilities declined by 14.7 points (-141.3 to -156.0 DFS), indicating a continued and growing area of concern for this student group in ELA.

Math performance from the 2023 baseline to the 2025 Dashboard presents a more concerning picture. All Students declined by 3.5 points (-109.1 to -112.6 DFS), Low Income students declined by 2.9 points (-113.8 to -116.7 DFS), Students with Disabilities declined by 8.4 points (-156.5 to -164.9 DFS), and Hispanic students declined by 4.8 points (-101.4 to -106.2 DFS). African American students were the only group to show improvement, gaining 8.9 points (-133.0 to -124.1 DFS). These results indicate that current math strategies have not been sufficient for most student groups and that targeted math interventions require strengthening.

Suspension rates from the 2023 baseline to the 2025 Dashboard increased across all student groups. All Students increased by 0.7 percentage points (6.0% to 6.7%), Low Income students increased by 0.2 percentage points (6.2% to 6.4%), Students with Disabilities increased by 0.1 percentage points (8.4% to 8.5%), and African American students increased by 0.7 percentage points (13.3% to 14.0%). The most alarming increase was among Foster Youth, whose suspension rate rose by 11.5 percentage points (3.7% to 15.2%). While a temporary decrease was observed in the 2024 Dashboard, the 2025 data indicates that gains were not sustained, and suspension rates have returned to or exceeded baseline levels.

Chronic absenteeism from the 2023 baseline to the 2025 Dashboard showed strong and consistent improvement across all measured student groups. All Students decreased by 11.6 percentage points (51.7% to 40.1%), Low Income students decreased by 11.1 percentage points (54.6% to 43.5%), Hispanic students decreased by 14.3 percentage points (49.3% to 35.0%), and White students showed the largest decrease at 16.1 percentage points (61.3% to 45.2%). These results suggest that attendance interventions and family engagement efforts have been effective in reducing chronic absenteeism, though rates remain high and continued focus is needed.

The ELPI from the 2023 baseline to the 2025 Dashboard experienced a significant and concerning decline of 32.2 percentage points (55.4% to 23.2%). This indicates that English Learners at West Creek Elementary are not making adequate progress toward English language proficiency. Current English Language Development instructional practices have not produced the intended outcomes, and this area requires immediate, targeted, and sustained attention moving forward.

The 2025 Dashboard data, when compared to the 2023 baseline, reveals a mixed picture for West Creek Elementary. Chronic absenteeism showed the strongest improvement, with double-digit decreases across all measured groups. ELA performance improved for most groups, with African American students making particularly notable gains, though Students with Disabilities continued to decline. Math performance declined for nearly all groups, indicating a critical need for strengthened math instruction and intervention. Suspension rates increased across all groups after a temporary dip in 2024, with Foster Youth experiencing the most significant rise. The ELPI declined sharply, signaling an urgent need to address English Language Development instructional practices. These findings underscore the importance of sustaining effective attendance strategies while intensifying efforts in math instruction, English Language Development, behavior supports (particularly for Foster Youth), and targeted interventions for Students with Disabilities.

Our analysis of identified needs and proposed actions emphasizes a continued need for a comprehensive approach to education, encompassing robust family engagement, effective instruction, literacy development, and equitable interventions. A crucial piece to this is creating a positive culture and climate to foster improved attendance and lower suspension rates. West Creek Elementary School intends to

leverage Equity Multiplier funds to address these interconnected areas, fostering a more supportive and effective learning environment for teachers, students, and families. This comprehensive strategy will develop a sense of community, enhance instruction, promote literacy growth, establish a positive and inclusive atmosphere, and ensure equitable academic outcomes for all students, reflected in better attendance and fewer suspensions.

Therefore, sustained and strategically targeted support, particularly in English Language Arts, Math, and English Language Development, alongside continued positive behavior management and attendance interventions, remains essential to address identified disparities and build upon the encouraging progress observed in several key areas. These actions were determined after the design of the District-level services/activities for 2026-2027 as well as the development of the 2026-2027 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).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP ELA Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -95.1 DFS LI -102.6 DFS SWD -141.3 DFS AA -114.2 DFS HI -94.9 DFS 2025 Dashboard EL -99.4 DFS FY <11 students Two or More Races <11 students	2024 Dashboard All -91.5 DFS LI -98.2 DFS SWD -182.6 DFS AA -108 DFS HI -89.1 DFS	2025 Dashboard All -90.3 DFS LI -93.7 DFS SWD -156.0 DFS AA -93.2 DFS HI -94.5 DFS EL -99.4 DFS FY <11 students Two or More Races <11 students	All -55.1 DFS LI -62.6 DFS SWD -101.3 DFS AA -74.2 DFS HI -54.2 DFS EL -96.4 DFS FY N/A Two or More Races N/A	2025 Dashboard All +4.8 DFS LI +8.9 DFS SWD -14.7 DFS AA +21.0 DFS HI +0.4 DFS EL N/A FY N/A Two or More Races N/A
7.2	CAASPP Math Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -109.1 DFS LI -113.8 DFS SWD- 156.5 DFS AA- 133 DFS HI -101.4 DFS 2025 Dashboard EL -99.8 DFS FY <11 students	2024 Dashboard All -108.9 LI -112.9 SWD -195.7 AA -117.5 HI -108	2025 Dashboard All -112.6 DFS LI -116.7 DFS SWD -164.9 DFS AA -124.1 DFS HI -106.2 DFS EL -99.8 DFS FY <11 students Two or More	All -69.1 DFS SED -73.8 DFS SWD- 116.5 DFS AA- 93 DFS HI -61.4 DFS EL 96.4 DFS FY N/A Two or More Races N/A	2025 Dashboard All -3.5 DFS LI -2.9 DFS SWD -8.4 DFS AA +8.9 DFS HI +4.8DFS EL FY Two or More Races

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races <11 students		Races <11 students		
7.3	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 33% Meets or Exceeds 32% Nearly Met 35% Not Met LI 33% Meets or Exceeds 32% Nearly Met 35% Not Met SWD 2% Meets or Exceeds 22% Nearly Met 76% Not Met AA 28% Meets or Exceeds 33% Nearly Met 39% Not Met HI 34% Meets or Exceeds 31% Nearly Met 35% Not Met	2024-2025 Spring Assessment All 32% Meets or Exceeds 35% Nearly Met 33% Not Met LI 32% Meets or Exceeds 34% Nearly Met 33% Not Met SWD 0% Meets or Exceeds 3% Nearly Met 97% Not Met AA 27% Meets or Exceeds 41% Nearly Met 32% Not Met HI 36% Meets or Exceeds 32% Nearly Met 33% Not Met	2025-2026 Spring Assessment All 24% Meets or Exceeds 42% Nearly Met 34% Not Met LI 27% Meets or Exceeds 42% Nearly Met 31% Not Met SWD 16% Meets or Exceeds 24% Nearly Met 59% Not Met AA 13% Meets or Exceeds 45% Nearly Met 42% Not Met HI 27% Meets or Exceeds 42% Nearly Met 31% Not Met	All 43% Meets or Exceeds 32% Nearly Met 25% Not Met LI 43% Meets or Exceeds 32% Nearly Met 25% Not Met SWD 10% Meets or Exceeds 25% Nearly Met 65% Not Met AA 43% Meets or Exceeds 32% Nearly Met 25% Not Met HI 43% Meets or Exceeds 32% Nearly Met 25% Not Met	2025 Spring Assessment All -9% Meets or Exceeds +10% Nearly Met -1% Not Met LI -6% Meets or Exceeds +10% Nearly Met -4% Not Met SWD +14% Meets or Exceeds +2% Nearly Met -17% Not Met AA -15% Meets or Exceeds +12% Nearly Met +3 Not Met HI -7% Meets or Exceeds +11% Nearly Met -4% Not Met
7.4	iReady Mathematics	2023-2024	2024-2025	2025-2026	All	All

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% meeting or exceeding standard Diagnostic Results Local Assessment	Spring Assessment All 17% Meets or Exceeds 49% Nearly Met 34% Not Met LI 17% Meets or Exceeds 49% Nearly Met 33% Not Met SWD 2% Meets or Exceeds 17% Nearly Met 81% Not Met AA 12% Meets or Exceeds 49% Nearly Met 39% Not Met HI 17% Meets or Exceeds 53% Nearly Met 30% Not Met	Spring Assessment All 20% Meets or Exceeds 50% Nearly Met 30% Not Met LI 20% Meets or Exceeds 50% Nearly Met 30% Not Met SWD 0% Meets or Exceeds 3% Nearly Met 97% Not Met AA 18% Meets or Exceeds 50% Nearly Met 32% Not Met HI 22% Meets or Exceeds 49% Nearly Met 29% Not Met	Spring Assessment All 14% Meets or Exceeds 51% Nearly Met 36% Not Met LI 14% Meets or Exceeds 50% Nearly Met 35% Not Met SWD 12% Meets or Exceeds 35% Nearly Met 53% Not Met AA 10% Meets or Exceeds 45% Nearly Met 45% Not Met HI 16% Meets or Exceeds 54% Nearly Met 31% Not Met	25% Meets or Exceeds 49% Nearly Met 26% Not Met LI 25% Meets or Exceeds 49% Nearly Met 26% Not Met SWD 10% Meets or Exceeds 20% Nearly Met 70% Not Met AA 24% Meets or Exceeds 49% Not Met 27% Not Met HI 25% Meets or Exceeds 49% Nearly Met 26% Not Met	-3% Meets or Exceeds +2% Nearly Met +2% Not Met LI -3% Meets or Exceeds +1% Nearly Met +2% Not Met SWD +10% Meets or Exceeds +18% Nearly Met -28% Not Met AA -2% Meets or Exceeds -4% Nearly Met +5% Not Met HI -1% Meets or Exceeds +1% Nearly Met +1% Not Met
7.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard All 6% FY 3.7% LI 6.2% SWD 8.4%	2024 Dashboard All 3.4% FY 7.9% LI 3.3% SWD 6.1%	2025 Dashboard All 6.7% FY 15.2% LI 6.4% SWD 8.5%	All 3% FY 0.7% LI 1.2% SWD 3.4% AA 8.3%	All +0.7% FY +11.5% LI +0.2% SWD +0.1% AA +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA 13.3% 2025 Dashboard EL 2.4% HI 4.1% Two or More Races 6.1%	AA 6.1%	AA 14% EL 2.4% HI 4.1% Two or More Races 6.1%	EL 1.4% HI 3.1% Two or More Races 4.1%	EL N/A HI N/A Two or More Races N/A
7.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 Dashboard All 51.7% LI 54.6% HI 49.3% WH 61.3% 2025 Dashboard EL 27.2% FY 46.3% SWD 37.9% AA 53.4% Two of More Races 36.6%	2024 Dashboard All 40.4% LI 43.2% HI 38.3% WH 37.5%	2025 Dashboard All 40.1% LI 43.5% HI 35% WH 45.2% AA 53.4% EL 27.2% FY 46.3% SWD 37.9% AA 53.4% Two of More Races 36.6%	All 46.7%, LI 49.6%, HI 44.3%, WH 44% AA 43% EL 25.2% FY 43.3% SWD 35.9% AA 51.4% Two of More Races 33.6%	All -11.6% LI -11.1% HI -14.3% WH -16.1% AA N/A EL N/A FY N/A SWD N/A AA N/A Two of More Races N/A
7.7	English Learner Performance Indicator (ELPI) California School Dashboard % of students making progress	2023. Dashboard 55.4%	2024 Dashboard EL 30.9%	2025 Dashboard EL 23.2%	EL 62.4%	EL -32.2%

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, West Creek Elementary School implementation was as follows:

Action 7.1, English Language Arts and Math Professional Development, was implemented with modifications to offer more opportunities than originally planned. A success was that substitutes provided release time for teachers to participate in Lesson Design professional

development, additional i-Ready training, in-person Thinking Maps training focused on comprehension, and Spalding professional learning focused on phonemic awareness. These professional learning opportunities supported teachers in using student progress data, strengthening instructional planning, and implementing strategies to better support student needs in English Language Arts and mathematics.

Action 7.2 Literacy Coaching was not implemented as planned. While the original intent was to hire a dedicated coach, administration provided the coaching to teachers instead because they were not able to secure a vetted consultant to provide the coaching, which was an implementation challenge.

Action 7.3 Case Management was implemented with modification, it started later in the school year due to the challenge of securing staff. Supplemental personnel was hired to provide Tier II and III behavioral supports to students. Students were taught social emotional regulation in order to address the disruptive behaviors. They received tools necessary to overcome behaviors that hinder academic success. Students were given tools such as coping strategies to overcome situations that would otherwise hinder their success.

Action 7.4 Intervention Small Group Instruction for ELA and Math was implemented as planned. Supplemental staff were hired during school hours to improve student achievement in ELA and math. Two Intervention staff members provided targeted small-group instruction in ELA and math.

Action 7.5 Supplemental Materials was implemented as planned. The school was able to purchase additional Heggerty digital materials, ELA and math intervention materials, AVID supplies for students, and standard-based instructional materials. A key success was that these resources were aligned to identified student needs and supported teachers in providing targeted instruction and intervention to help close achievement gaps.

Action 7.6, Home Visits, was partially implemented. While broader staff participation in home visits was limited, the site administrator conducted home visits to support family connection and address student needs. This allowed the school to maintain outreach to families and strengthen communication between home and school. A challenge was limited staff availability and comfort with conducting home visits, which reduced the school's ability to implement the action as broadly as planned. Broader staff participation remains an area for continued development.

Action 7.7 Additional Support Personnel for Program Implementation was implemented as planned. Staff made phone calls and updated parents on ELA, ELD and Math progress.
.
Action 7.8, Mentoring, Tutoring, and Resource Support Consultant, was partially implemented. Teachers were hired to provide after-school tutoring in ELA and mathematics, which supported students with additional academic intervention. The district also contracted with a provider to offer structured STEAM activities designed to support ELA, mathematics, collaboration, and conflict-resolution skills. However, this portion of the action was discontinued after a short implementation period due to contractor staffing and service-delivery challenges. The site explored alternative providers, but the available options exceeded the approved budget. As a result, tutoring was implemented, while the contracted STEAM enrichment component was not sustained as originally planned.

Action 7.9 Indirect Costs, ensures the accurate accounting administrative overhead associated with this goal. Indirect costs were implemented appropriately for West Creek based on the California Department of Education approved LEA rate. A success was addressing the needs of struggling learners, including Students with Disabilities, African American, and Low-income Students.

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

The following actions below had material differences in 2025:
Action 7.1: had a material difference because of unanticipated needs for additional professional development in the areas of small group lessons in ELA and math, AVID, and phonemic awareness.
Action 7.2: had a material difference because the plan to hire a literacy coach did not go as planned and substitute staffing costs came in lower than anticipated.
Action 7.3: had a material difference because additional supplemental personnel that were hired did not start until midyear.
Action 7.5: had a material difference because the cost for supplemental materials came in lower than anticipated. The need to purchase new materials for ELA and math intervention was lower due to using iReady teacher toolbox lessons to provide targeted small group lessons. iReady resources are digital already within our District assessment platform and does not require purchasing of additional student materials.
Action 7.6 had a material difference because the planned additional-hour staffing for home visits was not utilized. As a result, the site administrator conducted the home visits within existing duties, which reduced the estimated actual expenditures for this action while still allowing family outreach to occur.
Action 7.7: had a material difference because additional hours were required to provide after-school telephone support.
Action 7.8: had a material difference because the need for additional resources came in at a higher cost than anticipated. This was due to increased demand for after-school ELA and math tutoring, alongside higher-than-expected costs from the contracted STEAM activity vendor despite decrease time of services.

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

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

Action 7.1 English Language Arts and Math Professional Development, and Action 7.2 Literacy Coaching, Action 7.4 Intervention Small Group Instruction, Action 7.5 Supplemental Materials for English Language Arts and Math, Action 7.6 Home Visits, and Action 7.7 Additional Support Personnel for Program Implementation were rated 2-Somewhat Effective as measured by M7.1, M7.2, M7.3, M7.4, M7.7. These actions intended to improve achievement in ELA, Math, and English Language Development for All Students, including English Learners, Low-Income, Hispanic, African American, Low-income, Foster Youth, and Students with Disabilities. The data demonstrates mixed effectiveness based on the current difference from baseline across all aligned metrics. On the CAASPP ELA (M 7.1), encouraging gains are observed for All Students (+4.8 DFS), Low-Income students (+8.9 DFS), and especially African American students (+21.0 DFS), while Students with Disabilities declined (-14.7 DFS) and Hispanic students showed only minimal growth (+0.4 DFS). In CAASPP Math (M 7.2), African American students (+8.9 DFS) and Hispanic students (+4.8 DFS) improved, but All Students (-3.5 DFS), Low-Income students (-2.9

DFS), and Students with Disabilities (-8.4 DFS) declined. On iReady Reading (M 7.3), Students with Disabilities showed notable growth (+14% Meets or Exceeds), but All Students (-9%), African American students (-15%), Low-Income students (-6%), and Hispanic students (-7%) declined in the percentage meeting or exceeding standard. iReady Math (M 7.4) shows Students with Disabilities improving (+10% Meets or Exceeds), while All Students (-3%), Low-Income students (-3%), African American students (-2%), and Hispanic students (-1%) show slight declines. Most concerning is the ELPI (M 7.7), where English Learners declined by -32.2%, indicating that professional development efforts have not yet translated into meaningful progress for English Learners toward language proficiency. While this action has supported growth for some student groups in ELA on the California School Dashboard and for Students with Disabilities on local assessments, significant challenges remain for Students with Disabilities in ELA on state assessments, most student groups in Math, declining iReady Reading performance across nearly all groups, and especially English Learners, suggesting that continued refinement of professional development content and coaching strategies is needed to ensure equitable progress toward the goal for all identified student groups.

Action 7.3 Case Management was rated 2-Somewhat Effective as measured by M7.5 and M7.6. Regarding chronic absenteeism (M7.6), the data reflects meaningful and consistent improvement across all measured student groups, with All Students decreasing by 11.6 percentage points, Low-Income students decreasing by 11.1 percentage points, Hispanic students decreasing by 14.3 percentage points, and White students showing the largest decrease at 16.1 percentage points. These results suggest that the case management and tiered supports have contributed positively to reducing chronic absenteeism. However, regarding suspension rates (M7.5), the data indicates that this action has not yet been effective in reducing suspensions. All student groups experienced increases, with Foster Youth showing the most alarming rise of 11.5 percentage points, African American students increasing by 0.7 percentage points, All Students increasing by 0.7 percentage points, Low-Income students increasing by 0.2 percentage points, and Students with Disabilities increasing by 0.1 percentage points. The significant increase for Foster Youth is particularly concerning and suggests that current Tier II and III behavior supports have not adequately addressed the needs of this student group. In summary, while this action has been effective in supporting attendance improvement, it has been ineffective in reducing suspension rates, particularly for Foster Youth and African American students, indicating a need for strengthened and more targeted behavioral intervention strategies for these student groups.

Action 7.8 Mentoring, Tutoring, and Resource Support/Consultant was rated 2-Somewhat Effective as measured by M7.1, M7.2, M7.3, and M7.4. Action 7.8 provides contracted services for mentoring, tutoring, and resource support in ELA and Math schoolwide for All Students, English Learners, Low-Income, Hispanic, African American, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities, and demonstrates somewhat effective results based on the current difference from baseline across its aligned metrics. On the CAASPP ELA (M 7.1), encouraging gains are observed for All Students (+4.8 DFS), Low-Income students (+8.9 DFS), and especially African American students (+21.0 DFS), while Students with Disabilities declined (-14.7 DFS) and Hispanic students showed only minimal growth (+0.4 DFS). In CAASPP Math (M 7.2), African American students (+8.9 DFS) and Hispanic students (+4.8 DFS) improved, but All Students (-3.5 DFS), Low-Income students (-2.9 DFS), and Students with Disabilities (-8.4 DFS) declined, indicating that mentoring and tutoring supports have not yet produced consistent mathematics gains across all targeted student groups. On iReady Reading (M 7.3), Students with Disabilities showed notable growth (+14% Meets or Exceeds), but All Students (-9%), African American students (-15%), Low-Income students (-6%), and Hispanic students (-7%) declined in the percentage meeting or exceeding standard, suggesting that the tutoring and resource support has not yet translated into broad-based reading achievement gains on local assessments. iReady Math (M 7.4) shows Students with Disabilities improving (+10% Meets or Exceeds), while All Students (-3%), Low-Income students (-3%), African American students (-2%), and Hispanic students (-1%) show slight declines. It is important to note that implementation challenges were documented during the prior year, including the principal's extended absence which prevented full implementation and subsequent vendor partnership difficulties that limited the

duration and consistency of services, which likely contributed to the uneven results observed across metrics and student groups. In conclusion, Action 7.8 is rated as somewhat effective because while the data reflects meaningful growth for African American and Low-Income students on state ELA assessments and for Students with Disabilities on local assessments in both reading and math, the overall pattern of declining iReady Reading performance—particularly for African American students (-15%)—along with Math declines for most groups and the significant impact of inconsistent implementation, indicates that securing a reliable vendor partnership early in the school year and ensuring sustained, consistent delivery of mentoring and tutoring services with intentional alignment to identified student needs will be critical to strengthening the effectiveness of this action and ensuring equitable academic progress toward the goal for all identified student groups.

Action 7.9 Indirect costs were implemented as planned. Although this action is not rated for effectiveness, this action ensures that accurate accounting of administrative overhead associated with this goal. Indirect costs were implemented appropriately for each school site based on the California Department of Education approved LEA rate.

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

What is new on the 2025 Dashboard is the following: All Students and Hispanic Students were performing in the red in the indicator for English Language Arts. All Students, Low-income, African American, and Hispanic Students were performing in the red in the indicator for Math;
English Learners were performing in the red in the ELPI indicator; All Students, Foster Youth, Low-income, Students with Disabilities, African American, and Two or More Races were performing in the red in the indicator for Suspensions; and All Students, Low-income, and African American Students were performing in the red in the indicator of Chronic Absenteeism.

The goal description was updated to reflect 2025 dashboard identified student groups and indicators, while maintaining prior year student groups also.

Updated titles and or descriptions for school year 2026-2027
Action 7.1 Title and Description were revised to add clarity and align with intent.

Action 7.2 was eliminated.

Previous action 7.3 is now action 7.2. The description and title were revised to add clarity toward the intent of the action.

Previous action 7.5 is now action 7.3. The title and description were revised to ensure clarity and intent.

Action 7.4 Title and description was revised to ensure clarity and intent.

Previous Action 7.6 was deleted.

Previous Action 7.7 was eliminated.

Previous action 7.8 is now action 7.5.

Previous action 7.9 is now action 7.6.

Metrics 7.1, 7.2, 7.5, 7.6 were also updated to reflect all related student groups within the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Professional Development and Coaching	West Creek will provide professional development to address English Language Development, ELA, and Math instructional practices, coaching, and data analysis support (beyond District-level and School Plan for Student Achievement planned Professional Development) to teachers to improve academic instruction, as measured by metrics M7.1, M7.2, M7.3, M7.4, and M7.7.	$359,615.00	No
7.2	MTSS Site Support	Supplemental personnel will provide Tier II and Tier III instructional, social-emotional, and behavior supports to meet specific student needs for All, low-income, SWD, AA, and Hispanic students to reduce Suspension Rates and increase attendance as measured by M7.5 and M7.6.	$20,000.00	No
7.3	Supplemental ELA and Math Supports	Site personnel will provide supplemental support and intervention materials to improve ELA and math achievement for English Learners, Hispanic, Socioeconomically Disadvantaged, and African-American students. Progress will be measured by metrics M7.1, M7.2, and M7.7.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.4	Academic Intervention	Supplemental personnel will provide ELA and Math tiered intervention, small group support, and case management during the day and afterschool hours to offer mentoring, tutoring, and resource support in ELA, Math, and ELD to improve student achievement for All students, including English Learners, Low-Income, SWD, African American and Hispanic students as measured by M7.1, M7.2, M7.3, M7.4, and M7.7.	$74,635.00	No
7.5	Mentoring, Tutoring, and Resource Support	Contracted consultants will provide mentoring, tutoring, and resource support in ELA and Math to improve academic achievement as measured by M7.1, M7.2, M7.3 and M7.4.	$60,000.00	No
7.6	Indirect Cost	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$33,250.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Equity Multiplier - Columbia Middle School By June 2027, Columbia Middle School will improve ELA achievement for Students with Disabilities, Math achievement for English Learners, Students with Disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and Long-Term English Learner students, and Attendance and suspensions for All students, English Learners, Long-Term English Learners, Foster Youth, Socioeconomically Disadvantaged students, Students with Disabilities, African American, Hispanic, White, and Two or More Races students by addressing consistent implementation of Tier I instruction, limited differentiation for high-need student groups, and consistent schoolwide systems for attendance and behavior, resulting in a 15-point increase in ELA Distance from Standard for Students with Disabilities, a 10-point increase in Math Distance from Standard for identified student groups, and a 7 percentage point reduction in Chronic Absenteeism and Suspension rates across student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on a comprehensive analysis of local and state data, including the California Dashboard, as well as input from educational partners. While recent data indicate some growth in English Language Arts (ELA), Math, Suspension, and Chronic Absenteeism, performance levels for several student groups remain below expectations. In particular, all students, low-income students, English Learners (EL), African American, Hispanic, and Students with Disabilities (SWD) in ELA continue to experience disparities in outcomes. In math, all students, English Learners (EL), Long-Term English Learners (LTEL), Low-income, Students with Disabilities, African American, and Hispanic students continue to experience disparities. Therefore, Columbia Middle School established this goal to improve academic achievement and student engagement, reduce disparities among student groups, and ensure all students have access to the supports necessary for long-term success.

What is new this 2025 school year is that the Dashboard identified that All, foster Youth, Low-income, Hispanic, White, and Two or More Races were performing in the "red" in the indicator for Suspension;
All students, African American, English Learners, Foster Youth, Hispanic, Long-Term English Learners, Two or More Races, Low-income, Students with Disabilities, and White were also newly identified as "red" on the chronic absenteeism indicator.

Student with Disabilities were performing "red" in the ELA indicator; All, foster Youth, Low-income, Hispanic, White, and Two or More Races were "red" under the Suspension indicator;
No newly "red" identified students were identified under the Math Indicator. As student groups continue to experience disparities in outcomes, the 2025 key data analysis indicates the importance of continued support in the area of math therefore the school community agreed to continue to include Students with Disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and Long-Term English Learner student groups within the Math Dashboard indicator.

Analysis of the 2024 and 2025 California Dashboard, the English Language Arts data (M8.1) showed significant improvement in Distance from Standard (DFS) across all student groups. The overall student population reduced its deficit from -106.3 to -87.1 DFS, while English Learners and Low Income students made notable gains, moving from -137.7 to -93.4 DFS and -109.8 to -94.7 DFS, respectively. Additionally, African American students improved from -119.2 to -104.8 DFS, and Hispanic students saw a substantial increase from -104.7 to -83.5 DFS, reflecting a broad upward trend in English Language Arts achievement. The Math data (M8.2) demonstrated consistent progress across all identified student groups between 2024 and 2025. The overall student body improved from -174.0 to -153.8 DFS, while English Learners and Long Term English Learners saw substantial gains, moving from -188.5 to -151.4 DFS and -196.7 to -166.7 DFS, respectively. Notable improvements were also achieved by Low Income students (-176.1 to -158.7 DFS), Students with Disabilities (-207.4 to -195.2 DFS), African American students (-187.3 to -165.8 DFS), and Hispanic students (-170.8 to -151.2 DFS), signaling a comprehensive narrowing of the math achievement gap.

The local data indicates that iReady Reading (M8.3) proficiency between the 2024 and 2025 reflects a period of shifting literacy outcomes. While the performance of the overall student population remained stable at 17% meeting or exceeding the standard, English Learners showed a significant surge in proficiency, rising from 6% to 21%. Conversely, other student groups experienced declines in performance: Low Income students dropped from 17% to 12%, African American students decreased from 17% to 14%, and Hispanic students saw a reduction from 17% to 11%.

For iReady Mathematics (M8.4), proficiency from the 2024 to 2025 spring assessment, reveals a general decline in meeting or exceeding standards across most groups. The overall student population saw a decrease from 17% to 10%, with similar downward trends observed among English Learners (6% to 5%), Low Income students (17% to 8%), and Hispanic students (16% to 12%). For Students with Disabilities, following a 16% proficiency rate in 2024-25, the 2025-2026 data indicates a high "Not Met" rate of 76%. In contrast to these trends, the African American student group showed slight progress, with proficiency improving from 2% to 4% during this period.

School climate 2024 to 2025 data indicates data for Suspension (M8.5) reveals mixed results in suspension rates between the 2024 and 2025 Dashboards. Several groups experienced increases in suspensions, including the overall student population (21.3% to 22.6%), English Learners (11.1% to 11.9%), and Low Income students (22.2% to 23.9%), with the most significant increase occurring among Foster Youth, which rose from 27.6% to 33.3%, and Hispanic students, moving from 14.4% to 17.6%. Conversely, positive trends were observed for Students with Disabilities, whose rates improved from 25.5% to 24.3%, and African American students, who saw a notable reduction in suspensions from 40.7% to 36.6%. For Chronic Absenteeism (M8.6), the data highlights a significant challenge, particularly for the African American student group, which saw rates increase from 56.9% in 2024 to 67.9% in 2025. The 2025 Dashboard further contextualizes this issue across the campus, reporting a 55.8% absenteeism rate for the overall student population and 47.3% for English Learners. In contrast, Metric 8.7 provides a more positive outlook regarding the English Learner Progress Indicator (ELPI), which showed substantial growth. The

ELPI score improved significantly from 50.8% in the 2024 Dashboard to 66.4% in the 2025 Dashboard, indicating a strong upward trend in language proficiency progress for English Learners.

Based on the comparative analysis for the English Learner Progress Indicator (M8.7), there was a significant upward trend in language proficiency progress between 2024 and 2025. The ELPI score improved from 50.8% in the 2024 Dashboard to 66.4% in the 2025 Dashboard. This represents a substantial growth of 15.6 percentage points within a single year, indicating that a much higher proportion of English Learners are successfully making progress toward English proficiency.

Educational partner feedback directly informed Actions 8.1-8.5, including instructional supports, staffing/capacity, MTSS/PBIS/data systems, attendance/behavior/family engagement and supplemental materials. By addressing these identified needs with Equity Multiplier funds, we aim to create a more supportive and effective learning environment. The proposed actions and implementation plan focus on enhancing student engagement, improving communication, providing comprehensive literacy support, and ensuring equitable interventions for each identified student group. This comprehensive approach will help improve educational outcomes for all students and strengthen the connection between school, home, and the broader community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	CAASPP ELA Distance from Standards (DFS) CA School Dashboard	2023 Dashboard All -115.1 DFS EL -149.8 DFS LI -117.1 DFS AA -128 DFS HI -115 DFS SWD -135 DFS	2024 Dashboard All -106.3 DFS EL -137.7 DFS LI -109.8 DFS AA -119.2 DFS HI -104.7 DFS SWD -145.5 DFS	2025 Dashboard All -87.1 DFS EL -93.4 DFS LI -94.7 DFS AA -104.8 DFS HI -83.5 DFS SWD -129.1 DFS	All -65.1 DFS EL -109.8 DFS LI -87.1 DFS AA -88 DFS HI -75 DFS SWD -120 DFS	All +28.0 DFS EL +56.4 DFS LI +22.4 DFS AA +23.2 DFS HI +31.5 DFS SWD +5.9
8.2	CAASPP Math Distance Standards (DSF) CA School Dashboard	2023 Dashboard All -175.3 DFS EL -192.7 DFS LI -174.9 DFS SWD -210.5 DFS AA -185.7 DFS HI -174.2 DFS LTEL -196.7 DFS	2024 Dashboard All -174.0 DFS EL -188.5 DFS LI -176.1 DFS SWD -207.4 DFS AA -187.3 DFS HI -170.8 DFS LTEL -196.7 DFS	2025 Dashboard All -153.8 DFS EL -151.4 DFS LI -158.7 DFS SWD -195.2 DFS AA -165.8 DFS HI -151.2 DFS LTEL -166.7 DFS	All -135.3 DFS EL -152.7 DFS LI -134.9 DFS SWD -170.5 DFS AA -145.7 DFS HI -134.2 DFS LTEL -151.4 DFS	All +21.5 DFS EL +41.3 DFS LI +16.2 DFS SWD +15.3 DFS AA +19.9 DFS HI +23.0 DFS LTEL +30 DFS
8.3	iReady Reading % meeting or exceeding standard Diagnostic Results	2023-2024 Spring Assessment All	2024-2025 Spring Assessment	2025-2026 Spring Assessment	All 25% Meets or Exceeds 23% Nearly Met	All +6% Meets or Exceeds +6% Nearly Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Assessment	11% Meets or Exceeds 10% Nearly Met 79% Not Met EL 2% Meets or Exceeds 0% Nearly Met 98% Not Met LI 11% Meets or Exceeds 10% Nearly Met 79% Not Met AA 11% Meets or Exceeds 10% Nearly Met 79% Not Met HI 11% Meets or Exceeds 11% Nearly Met 78% Not Met	All 17% Meets or Exceeds 17% Nearly Met 66% Not Met EL 6% Meets or Exceeds 9% Nearly Met 85% Not Met LI 17% Meets or Exceeds 17% Nearly Met 66% Not Met AA 16% Meets or Exceeds 18% Nearly Met 66% Not Met HI 17% Meets or Exceeds 18% Nearly Met 64% Not Met	Fall Assessment All 17% Meets or Exceeds 16% Nearly Met 66% Not Met EL 5% Meets or Exceeds 9% Nearly Met 85% Not Met LI 12% Meets or Exceeds 16% Nearly Met 72% Not Met AA 14% Meets or Exceeds 19% Nearly Met 66% Not Met HI 11% Meets or Exceeds 17% Nearly Met 72% Not Met	52% Not Met EL 21% Meets or Exceeds 20% Nearly Met 59% Not Met LI 25% Meets or Exceeds 23% Nearly Met 52% Not Met AA 25% Meets or Exceeds 23% Nearly Met 52% Not Met HI 25% Meets or Exceeds 23% Nearly Met 52% Not Met	-13% Not Met EL +3% Meets or Exceeds +9% Nearly Met -13% Not Met LI +1% Meets or Exceeds +6% Nearly Met -7% Not Met AA +3% Meets or Exceeds +9% Nearly Met -13% Not Met HI 0% Meets or Exceeds +6% Nearly Met -6% Not Met
8.4	iReady Mathematics % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 5% Meets or Exceeds	2024-2025 Spring Assessment All	2025-2026 Spring Assessment All	All 24% Meets or Exceeds 16% Nearly Met 60% Not Met	All +5% Meets or Exceeds +1% Nearly Met -5% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16% Nearly Met 79% Not Met EL 1% Meets or Exceeds 5% Nearly Met 94% Not Met LI 5% Meets or Exceeds 16% Nearly Met 79% Not Met SWD 0% Meets or Exceeds 0% Nearly Met 100% Not Met AA 5% Meets or Exceeds 14% Nearly Met 81% Not Met HI 6% Meets or Exceeds 15% Nearly Met 79% Not Met	17% Meets or Exceeds 17% Nearly Met 66% Not Met EL 6% Meets or Exceeds 9% Nearly Met 85% Not Met LI 17% Meets or Exceeds 17% Nearly Met 66% Not Met SWD 2% Meets or Exceeds 2% Nearly Met 96% Not Met AA 16% Meets or Exceeds 17% Nearly Met 67% Not Met HI 17% Meets or Exceeds 18% Nearly Met 65% Not Met	10% Meets or Exceeds 17% Nearly Met 74% Not Met EL 5% Meets or Exceeds 11% Nearly Met 74% Not Met LI 8% Meets or Exceeds 16% Nearly Met 76% Not Met SWD 4% Meets or Exceeds 9% Nearly Met 87% Not Met AA 12% Meets or Exceeds 15% Nearly Met 73% Not Met HI 8% Meets or Exceeds 18% Nearly Met 73% Not Met	EL 21% Meets or Exceeds 5% Nearly Met 74% Not Met LI 24% Meets or Exceeds 16% Nearly Met 60% Not Met SWD 8% Meets or Exceeds 7% Nearly Met 85% Not Met AA 24% Meets or Exceeds 16% Nearly Met 60% Not Met HI 24% Meets or Exceeds 16% Nearly Met 60% Not Met	EL +4% Meets or Exceeds +6% Nearly Met -20% Not Met LI +3% Meets or Exceeds 0% Nearly Met -3% Not Met SWD +4% Meets or Exceeds +9% Nearly Met -13% Not Met AA +7% Meets or Exceeds +1% Nearly Met -8% Not Met HI +2% Meets or Exceeds +3% Nearly Met -6% Not Met
8.5	Suspension Rates	2023 Dashboard All 22.4%	2024 Dashboard All 21.3%	2025 Dashboard All 22.6%	All 18.4% EL 9.6%	All +0.2% EL -2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard % of students suspended at least 1 day	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%	EL 11.1% FY 27.6% LI 22.2% SWD 25.5% AA 40.7% HI 14.4% WH 20.5% 2 or More 24.2%	EL 11.9% FY 33.3% LI 23.9% SWD 24.3% AA 36.6% HI 17.6% WH 20.9% 2 or More 25%	FY 18.7% LI 17.2% SWD 19.4% AA 32.1% HI 11.5% WH 15.5% 2 or More 20.4%	FY +9.6% LI +1.7% SWD -0.1% AA -0.5% HI +1.1% WH +0.4% 2 or More -0.4%
8.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 All 59.8% EL 52.8% FY 39.7% Li 60.8% HI 58.6% WH 63.2% SWD 59.3% LTEL 42.3% (2024) 2 or More 46.3% AA 63.1%	2024 Dashboard All 48.3% EL 41.7% FY 33.3% LI 49.6% HI 45.9% WH 44.2% SWD 50% LTEL 42.3% 2 or More 40.7% AA 56.9%	2025 Dashboard All 55.8% EL 47.3% FY 50% LI 58.2% HI 52.6% WH 51.4% SWD 57.7% LTEL 46.6% 2 or More 41.2% AA 67.9%	All 45% EL 37% FY 40% LI 48.2% HI 42.6% WH 41.4% SWD 47.7% LTEL 36.6% 2 or More 36.2% AA 58.1%	All -4% EL -5.5% FY +10.3% LI -2.6% HI -6% WH -11.8% SWD -1.6 LTEL +4.3% 2 or More -5.1% AA +4.8%
8.7	ELPI % progress towards proficiency CA Dashboard	2023 Dashboard 53.1%	2024 Dashboard 50.8%	2025 Dashboard 66.4%	ELPI 58%	+13.3%

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Columbia Middle School implementation was as follows:

Actions 8.1 ELA and Math Professional Development Contracted Services/ Consultant and 8.10 Professional Development Consultants for English Language Arts and Math were partially implemented. Columbia Middle School provided academic support through literacy-focused professional learning, instructional planning, and targeted strategies to support student achievement in English Language Arts and Mathematics. The school also planned to use contracted services and supplemental personnel to provide mentoring, tutoring, resource

support, and targeted intervention for students. A success of implementation was that the school identified student needs and developed supports to address academic, attendance, and engagement concerns. Some planned services began later than originally anticipated due to the timing of the Board agenda approval process. As a result, the actions were implemented for a shorter portion of the school year, which limited the full implementation of all planned services during 2025–26.

Action 8.2 Literacy Coaching was not implemented as planned. Although a Literacy coach was not provided, students received foundational reading skill development through their peer leadership class. This is a homeroom time and intervention is provided during this time. Reading intervention was provided using -i-Ready lessons to address targeted student groups. There was also additional push-in tutoring support. A challenge was obtaining a literacy coach during a time the district was going through leadership changes.

Action 8.3 Chronic Absenteeism Case Management was implemented with modifications. The original plan was to hire a Dean of students, however there was a challenge as the position was placed on hold due to leadership changes which impacted the full implementation of support. As a result, a clerk collaborated closely with the assistant principal to better manage and monitor interventions for chronically absent students. The school was able to track attendance concerns and implement appropriate interventions. Support included probation home visits, phone calls, letters sent home, and assistance with properly documenting and dropping students who were no longer attending due to moving or other circumstances.

Action 8.4 Intervention Small Group Instruction was implemented with modifications. The original plan was to hire a full time coach to provide ELA and Math tiered intervention support and case management, however there was a challenge as the position was placed on hold due to leadership changes. To provide support, resident substitutes were brought in to provide small group instruction. A challenge was related to student grouping structures, as ELA and Math class sizes were not small enough to support targeted small group instruction given the high number of students in need. This lead to a need to hire additional resident substitutes.

Action 8.5 Supplemental Materials was implemented as planned. Teachers received a variety of supplemental materials to support student learning, and additional student materials, such as binders aligned with AVID strategies, were purchased. In addition, MobyMax was acquired to provide targeted support for students with special needs.

Action 8.6 Home Visits was not implemented as planned. Originally teachers planned to go to the homes. However, due to safety concerns and lack of staff available teachers did not do the visits. Instead Administrators and probation staff conducted the visits. A key success in implementation was the identification of students in need of additional support, which led to the deployment of study teams and behavior support teams. Additionally, for families facing transportation barriers, arrangements were made to provide Uber transportation to and from the school so parents could meet with staff to discuss student needs and supports.

Action 8.7 Additional Support Personnel for Program was partially Implementation, with modification. The original plan included the whole staff participating and instead only a third of staff participated. Additional clerical staff were also hired to contact parents regarding student progress in ELA, Math, and attendance. Families were also informed about available school and community resources to support student success.

Action 8.8 Mentoring, Tutoring, and Resource Support Consultant was partially implemented. AGRC mentoring services provided on-site support during the unstructured lunch block, offering mentoring opportunities for students. The program focused on building relationships,

strengthening rapport, and fostering a sense of belonging, while also supporting character development and promoting good sportsmanship. A challenge with implementation was the need to further review the use of contracted staff to ensure alignment with applicable Education Code requirements and local bargaining considerations. This review impacted the implementation timeline and limited the extent to which the planned services were provided during the 2025–26 school year.

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

Action 8.11 Intervention-Instructional Personnel was not implemented as planned. The original plan was to hire a full time teacher to provide intervention during the day and during extended hours, but that did not occur because of leadership changes. Instead, resident substitutes were hired to support small group instruction; however, implementation was inconsistent due to competing staffing demands that required them to provide general coverage. A key success was the development of a structured process for working with targeted student groups, including the establishment of an ongoing system to identify and support student 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.

The following actions below had a material difference in 2025:

Action 8.2 had an under material difference because the Literacy Coach was not hired and reading intervention substitutes cost less.

Action 8.3 had an over material difference because the cost of a fully funded additional clerk, with additional hours, was more than the projected salary and benefits cost of a partially funded Dean of Students that was originally budgeted.

Action 8.4 had an over material difference because there was additional staff that were hired which was not anticipated during budget development.

Action 8.5: had a material difference because actual expenditures were lower than budgeted because the cost and quantity of necessary supplemental materials were overestimated during the planning process. Existing inventory and previously purchased resources met a portion of the identified need, reducing the amount of new materials that needed to be purchased. In addition, digital resources eliminated the need for some of the materials. As a result, fewer funds were needed to purchase the materials required to support implementation of the action.

Action 8.7 had an under material difference because the original intent of this action was to have all staff make phone calls to increase parent communication. However, only one-third of the staff actually participated in this action.

Action 8.9 had a material difference due to Indirect costs coming in lower than anticipated.

Action 8.10 had a material difference because consultants were hired for only part of the school year rather than for the full year as initially planned, resulting in expenditures that were below the projected budget.

Action 8.11 had a material difference due to a change in the type of staffing that was hired to provide intervention. Originally, a FTE teacher was going to be hired. However, Resident Substitute Teachers were hired instead. Resident Substitutes are significantly less in cost because they do not have the attached costs of full salaries and health benefits.

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

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

Action 8.1 ELA and Math Professional Development Contracted Services; Action 8.10 Professional Development Consultants for English Language Arts and Math and Action 8.11 Intervention-Instructional Personnel were each rated 2: Somewhat Effective as measured by M 8.1, M 8.2 and 8.7. Academic outcomes in ELA and English language proficiency were improved, with mixed and less consistent results in mathematics.
In English Language Arts (ELA), All Students improved from -115.1 to -87.1 DFS (+28.0). Significant gains were also observed for English Learners (-149.8 DFS in 2023 to -93.4 DFS in 2025, +56.4), Low-Income students (-117.1 DFS to -94.7 DFS, +22.4), African American students (-128 DFS to -104.8 DFS, +23.2), and Hispanic students (-115 DFS to -83.5 DFS, +31.5), indicating broad-based improvement across student groups.
In mathematics, results were more mixed. Baseline performance in 2023 was significantly below standard across all groups, including All Students (-175.3 DFS), English Learners (-192.7 DFS), Low-Income students (-174.9 DFS), African American students (-185.7 DFS), Hispanic students (-174.2 DFS), Students with Disabilities (-210.5 DFS), and LTEL students (-196.7 DFS). By 2025, performance showed some improvement for select groups such as English Learners (-151.4 DFS), Low-Income students (-158.7 DFS), African American students (-165.8 DFS), and Hispanic students (-151.2 DFS), but All Students remained low at -153.8 DFS, indicating uneven progress.
In English Language Proficiency, performance improved from 53.1% in 2023 to 66.4% in 2025, reflecting significant growth in English Learner progress toward language proficiency standards.
Overall, the data indicates that ELA and Math Professional Development Contracted Services were somewhat effective in producing strong gains in ELA and English language proficiency, while mathematics outcomes showed partial and inconsistent improvement across student groups, suggesting a need for continued refinement in math instructional practices and targeted subgroup support.

Action 8.2 Literacy Coaching was rated 2: Somewhat Effective as measured by metric M8.3 and M8.4. Literacy Coaching had a limited and inconsistent impact on student achievement, with slight gains in reading but overall weak proficiency levels across both subjects. In i-Ready Reading, All Students improved from 11% to 17% Meets/Exceeds (+6) and decreased in Not Met from 79% to 66% (-13), indicating overall progress. African American students showed improvement (14% to 17% Meets/Exceeds, +3), and Low-Income students also improved (11% to 12% Meets/Exceeds, +1). However, English Learners remained significantly below standard (2% Meets/Exceeds, 85% Not Met), indicating limited impact for this group.
In i-Ready Math, overall improvement was minimal. All Students increased from 5% to 10% Meets/Exceeds (+5), and Not Met decreased slightly from 79% to 74% (-5). Gains were modest across subgroups, including English Learners (1% to 5% Meets/Exceeds), Low-Income students (5% to 8%), African American students (5% to 12%), and Hispanic students (6% to 8%). However, Students with Disabilities

remained significantly below standard, with 87% Not Met. Overall, the data suggests that Literacy Coaching produced modest improvements in reading and limited gains in math, but overall proficiency levels remain low across all student groups. Showing a need to strengthen supports in reading and math, and continued need for targeted support—especially for English Learners and Students with Disabilities.

Action 8.3 Chronic Absenteeism Case Management was rated 1: Not Effective as measured by metric 8.6. The chronic absenteeism rate increased from 63.1% in 2023 to 67.9% for African American students in 2025, indicating that attendance challenges persisted for this student group. In addition, new student groups declined, suggesting that current attendance interventions were not effective for students and that additional targeted strategies and supports are needed to improve attendance outcomes.

Action 8.4 Intervention Small Group Instruction was rated 2: Somewhat Effective as measured by M8.1 and M8.2. Intervention Small Group Instruction was moderately effective in improving English Language Arts outcomes, with mixed and uneven results in mathematics across student groups. In English Language Arts (ELA), All Students improved from -115.1 to -87.1 DFS (+28.0). English Learners also showed improvement from -149.8 to -93.4 DFS (+56.4), indicating strong gains for this group. Additional progress was observed for Low-Income students (-117.1 DFS to -94.7 DFS, +22.4), African American students (-128 DFS to -104.8 DFS, +23.2), and Hispanic students (-115 DFS to -83.5 DFS, +31.5), demonstrating broad improvement across multiple student groups.
In mathematics, 2023 baseline performance was significantly below standard for all groups, including All Students (-175.3 DFS), English Learners (-192.7 DFS), Low-Income students (-174.9 DFS), African American students (-185.7 DFS), Hispanic students (-174.2 DFS), Students with Disabilities (-210.5 DFS), and LTEL students (-196.7 DFS). By 2025, results show mixed progress. Improvements were seen for All Students (-153.8 DFS), English Learners (-151.4 DFS), Low-Income students (-158.7 DFS), African American students (-165.8 DFS), Hispanic students (-151.2 DFS), and LTEL students (-166.7 DFS). However, Students with Disabilities remained significantly below standard (-195.2 DFS), indicating persistent gaps.
Overall, the data suggests that Intervention Small Group Instruction was effective in improving ELA outcomes across most student groups and produced moderate gains in math, particularly for English Learners and Hispanic students. However, continued challenges for Students with Disabilities and overall low performance levels in math indicate a need for more intensive and differentiated small group supports.

Action 8.5 Supplemental Materials, Action 8.6 Home visits, and Action 8.7 Support Personnel for Program Implementation were each rated 2: Somewhat Effective as measured by M8.3 and M8.4. Supplemental Materials were moderately effective in improving student outcomes in reading, with smaller and less consistent gains in mathematics across student groups. In i-Ready Reading, All Students improved from 11% to 17% Meets/Exceeds (+6), with a corresponding decrease in Not Met from 79% to 66% (-13), indicating overall improvement in reading proficiency. Gains were also observed for Low-Income students (11% to 12% Meets/Exceeds), African American students (11% to 14%), and Hispanic students (11% to 11% stable but improved Nearly Met to 17%). However, English Learners remained significantly below standard, increasing from 2% to 5% Meets/Exceeds, with 85% Not Met, indicating limited impact for this subgroup.
In i-Ready Math, overall improvement was modest. All Students increased from 5% to 10% Meets/Exceeds (+5), and Not Met decreased from 79% to 74% (-5). Gains were also observed for English Learners (1% to 5% Meets/Exceeds), Low-Income students (5% to 8%), African American students (5% to 12%), and Hispanic students (6% to 8%). However, Students with Disabilities remained significantly below standard, with 87% Not Met in 2025–2026. Overall, the data suggests that Supplemental Materials were somewhat effective in supporting reading growth across most student groups and produced limited gains in math achievement. However, persistent low proficiency levels—particularly for English Learners and Students with Disabilities—indicate the need for more targeted and intensive instructional support.

Action 8.8 Mentoring, Tutoring, and Resource Support Consultant was rated 2: Somewhat Effective as measured by M8.1, M8.2, M8.3, M8.4, and M8.5. Academic outcomes in ELA and Math produced modest gains, though results varied across student groups. In English Language Arts (ELA), All Students improved from -115.1 to -87.1 DFS (+28.0). English Learners showed strong gains from -149.8 to -93.4 DFS (+56.4). Additional improvements were observed for Low-Income students (-117.1 to -94.7 DFS, +22.4), African American students (-128 to -104.8 DFS, +23.2), and Hispanic students (-115 to -83.5 DFS, +31.5), indicating broad-based growth across multiple student groups. In mathematics (Dashboard), All Students improved from -175.3 to -153.8 DFS (+21.5). Gains were also seen for English Learners (-192.7 to -151.4 DFS, +41.3), Low-Income students (-174.9 to -158.7 DFS, +16.2), African American students (-185.7 to -165.8 DFS, +19.9), Hispanic students (-174.2 to -151.2 DFS, +23.0), and Long-Term English Learners (-196.7 to -166.7 DFS, +30.0). Students with Disabilities remained significantly below standard (-210.5 to -195.2 DFS), indicating persistent gaps.

In i-Ready Reading, All Students improved from 11% to 17% Meets/Exceeds (+6), with Not Met decreasing from 79% to 66% (-13). Gains were also observed for Low-Income students (11% to 12% Meets/Exceeds) and African American students (11% to 14% Meets/Exceeds). English Learners improved slightly from 2% to 5% Meets/Exceeds, though they remain significantly below standard with 85% Not Met. In i-Ready Math, All Students improved from 5% to 10% Meets/Exceeds (+5), with Not Met decreasing from 79% to 74% (-5). English Learners improved from 1% to 5% Meets/Exceeds, Low-Income students from 5% to 8%, African American students from 5% to 12%, and Hispanic students from 6% to 8%. However, Students with Disabilities remained the lowest-performing subgroup, with 87% Not Met in 2025–2026, despite some improvement from prior levels. The Suspension data (M8.5) reveals mixed results across student groups when comparing current performance to baseline. English Learners showed a favorable decrease of -2.7%, and African American students (-0.5%), Students with Disabilities (-0.1%), and Two or More Races (-0.4%) also demonstrated slight favorable decreases from baseline. However, Foster Youth experienced a significant unfavorable increase of +9.6%, while Low Income students (+1.7%), Hispanic students (+1.1%), White students (+0.4%), and All Students (+0.2%) also showed unfavorable increases in suspension rates from baseline. Restorative practices and behavioral supports appear to have contributed to favorable decreases for English Learners, African American students, Students with Disabilities, and Two or More Races students. However, the substantial increase for Foster Youth and the unfavorable trends for Low Income, Hispanic, White, and All Students indicate that current behavioral and engagement strategies require strengthening and more targeted approaches to effectively reduce suspension rates for these specific student groups. Overall, the data indicated that Mentoring, Tutoring, and Resource Support Consultant was somewhat effective in making progress toward the goal, as it contributed to broad-based academic growth in ELA and moderate improvement in Math across most student groups, while demonstrating limited impact on reducing suspension rates and insufficient progress in closing persistent achievement gaps for Students with Disabilities and in addressing behavioral outcomes for Foster Youth, indicating a continued need for more intensive, differentiated, and targeted intervention supports.

Action 8.9 Indirect Costs had a material difference because funding allocated was not fully utilized

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

What is new this year is that (Students with Disabilities) were identified as "red" in the 2025 Dashboard indicator for ELA; (All students, Foster Youth , Low-income, Hispanic, White and Two or More Races) were found "red" in the 2025 Dashboard indicator for Suspension; (All, African American, English Learners, Foster Youth, Hispanic, LTEL, Two or More Race, Low-income, Students with disabilities, and White students in 2025 Dashboard indicator for Chronic Absenteeism.

The goal description was changed to address 2025 Dashboard indicators and student groups that are performing in the red performance area.

Actions 8.1- 8.11 were refined through renaming and consolidation to enhance coherence, improve clarity, and better target supports aligned to identified needs. Instead of 11 actions there are only six actions.

Action 8.1 previously titled "ELA and Math Professional Development," has been renamed "Instruction & Academic Supports." In addition, the description was updated to enhance coherence, and improve clarity and better align targeted supports aligned to identified needs.
Action 8.2 previously titled "Literacy Coaching," has been remained "Staffing & Capacity Building" and the description was updated to enhance coherence, and improve clarity and better align targeted supports aligned to identified needs.
Action 8.3 previously titled "Personnel for Chronic Absenteeism Case Management," has been renamed "MTSS, PBIS & Data Systems" and the description was updated to enhance coherence, and improve clarity and better align targeted supports aligned to identified needs.
Action 8.4 previously titled "Intervention Small Group Instruction" has been renamed "Attendance Behavior & Family Engagement Supports" and the description was updated to enhance coherence, and improve clarity and better align targeted supports aligned to identified needs.
Action 8.5 previously titled Supplemental Materials was updated to include M 8.1, M 8.2 in order to better align the action with the measures used to monitor its implementation and effectiveness.

Action 8.6 previously titled Home Visits and increased connections with parents/guardians was eliminated.
Action 8.7 previously titled Additional Support Personnel for Program Implementation was eliminated.
Action 8.8 previously titled Mentoring, Tutoring, and Resource Support Consultant was eliminated.
Action 8.9 previously titled Indirect Costs, has been moved and is now Action 8.6
Action 8.10 previously titled Professional Development Consultants for English Language Arts and Math, was eliminated.
Action 8.11 previously titled Intervention-Instructional Personnel was eliminated.

Metric 8.6 Chronic Absenteeism 2025 dashboard identified student groups were added. The target rate for AA was also updated to 58.1% to ensure continuous improvement over the 3-year LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Instruction & Academic Supports	Columbia Middle School will implement consistent Tier I instructional practices, including Universal Design for Learning (UDL), integrated ELD, Thinking Classroom strategies, and targeted small-group intervention in ELA and Math for Students with Disabilities, English Learners, Long-Term	$257,142.00	No

Action #	Title	Description	Total Funds	Contributing
		English Learners, African American, Hispanic, and Socioeconomically Disadvantaged student groups to address inconsistent core instruction and limited differentiation, as measured by M8.1, M8.2, M8.7		
8.2	Staffing & Capacity Building	Columbia Middle School will recruit, hire, and retain staff to provide targeted academic, behavior, and social-emotional supports for Students with Disabilities, English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged student groups to address limited intervention capacity and inconsistent implementation of MTSS, as measured by M8.1, M8.2, M8.5, M8,6, M8.7	$170,000.00	No
8.3	MTSS, PBIS & Data Systems	Columbia Middle School leadership and staff will implement a coordinated MTSS and PBIS framework, including quarterly data cycles, progress monitoring systems, and structured collaboration time, for All students and identified student groups to address inconsistent use of data and fragmented academic, attendance, and behavior systems, as measured by M8.5 and M8.6.	$175,000.00	No
8.4	Attendance, Behavior & Family Engagement Supports	Columbia Middle School will implement restorative practices, attendance intervention programs, family engagement strategies (including home visits), and social-emotional learning supports for All students, English Learners, Long-Term English Learners, Foster Youth, Socioeconomically Disadvantaged students, Students with Disabilities, African American, Hispanic, White, and Two or More Races student groups to address chronic absenteeism, behavioral challenges, and disengagement, as measured by M8.5 and M8.6.	$221,952.00	No
8.5	Supplemental Materials for ELA and Math	Columbia will provide supplemental intervention materials to ensure additional standards based practices schoolwide to improve student achievement in ELA, Math, Science, and English Language Development for Students with Disabilities, Foster Youth, Socioeconomically Disadvantaged, Hispanic, White, and 2 or more races, measured by M8.1, M8.2.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
8.6	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$48,286.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Equity Multiplier - Mesa Linda Middle School By June 2027, Mesa Linda Middle School will improve ELA achievement for Students with Disabilities, Math achievement for Students with Disabilities and Long-Term English Learners, and Suspension rates for All students, English Learners, Foster Youth, Hispanic, Homeless, Long-Term English Learners, Low-income, Students with Disabilities, and White students by addressing consistent implementation of Tier I instruction, limited differentiation for high-need student groups, and consistent schoolwide systems for behavior, resulting in a 15-point increase in ELA Distance from Standard, a 10-point increase in Math Distance from Standard and a 7 percentage point reduction in Suspension rates across student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on a comprehensive analysis of local and state data, including the California Dashboard, as well as input from educational partners. While recent data indicate some growth in English Language Arts (ELA), Math, English learner progress, Suspension, and Chronic Absenteeism, performance levels for several student groups remain below expectations. In particular, all students, English Learners, Long-term English Learners, Low-income, Students with Disabilities, African American, and Hispanic students in ELA continue to experience disparities in outcomes. In math, all students, English Learners, Long-term English Learners, Low-income, Students with Disabilities, African American and Hispanic students continue to experience disparities in outcomes. In Suspension, all students remain in "red" with an 8.6% of students suspended at least once a day. Although Chronic Absenteeism rate moved from "red" in 2023 to the "orange" group in 2025 on the Dashboard, it remains at a 33.6% rate, indicating a need to continue to monitor this indicator. Therefore, Mesa Linda Middle School established this goal to improve academic achievement and school climate, reducing disparities among student groups, and ensure all students have access to the supports necessary for long-term success.

The 2025 Dashboard identified that Students with Disabilities were newly identified as performing in the red for the ELA indicator. Students with Disabilities and Long-term English Learners were identified as performing in red for Math. All students, English Learners, Long-term English Learners, Foster Youth, Homeless, Low-income, Students with Disabilities, African American, Hispanic, and White were identified in the red indicator for Suspension rates. Therefore, the 2025 key data analysis indicates the importance of continued support in these areas.

Analysis of the 2024 and 2025 California Dashboard and local assessment data indicates mixed progress across academic and school climate indicators.
Between 2024 and 2025, overall ELA (M9.1)performance for all students improved from -127 DFS to -115.5 DFS, showing a gain of 11.5 points. English Learners (EL) showed notable improvement from -139.1 DFS in 2024 to -119.8 DFS in 2025. However, some groups like Students with Disabilities (SWD) saw a decline in this period, moving from -167.4 DFS in 2024 to -172.4 DFS in 2025. Other groups like African American students improved from -144.2 DFS to -133.6 DFS. While there was progress for several groups, most student groups remained significantly below standard, indicating a persistent achievement gap. In Mathematics (M9.2), there were stronger overall gains compared to ELA. Performance for all students improved from -176.5 DFS in 2024 to -158.3 DFS in 2025. Hispanic students improved from -171.8 DFS to -153.7 DFS during this timeframe. Long-Term English Learners (LTEL) also showed significant improvement, moving from -202.5 DFS in 2024 to -137.5 DFS in 2025. Despite these gains, math performance overall remains very low, and the African American student group continued to be at a low proficiency level of -169.7 DFS in 2025.

Local i-Ready Reading (M9.3) data reflects the percentage of all students "Meeting or Exceeding" standard remained relatively stagnant, moving from 12% in 2024-2025 to 14% in 2025-2026. English Learners showed an improvement from 3% to 10% meeting standards. A key success was observed for Students with Disabilities, who improved from 0% meeting standards in 2024-2025 to 6% in 2025-2026. Despite these small gains, a large majority of students (71% overall) remained in the "Not Met" category by 2025-2026. The i-Ready Math (M9.4)results showed a mixed performance trend between the 2024-2025 and 2025-2026 spring assessments. For all students, the "Meeting or Exceeding" standard rate slightly decreased from 14% to 12%. Low-income students saw a decrease from 14% to 11% meeting standards. Conversely, Hispanic students showed growth, with those "Meeting or Exceeding" standard rising from 4% to 10%. Similar to reading, the vast majority of students across all subgroups did not meet the math standards, with 74% of all students categorized as "Not Met" in 2025-2026.

School climate data indicates overall Suspension rates showed a slight increase between 2024 and 2025, moving from 32.9% to 34.3% as seen in (M9.5). Some student groups saw significant reductions, such as Foster Youth, whose rate increased from baseline 43.1% to Year 2 55.1% (12.1% increase). Students with Disabilities also saw a increase from 38.2% to 38.5%. However, other groups experienced increases; for instance, African American students' suspension rates rose from 44.4% in 2024 to 54.3% in 2025, highlighting a need for more targeted behavioral supports.

Chronic absenteeism, as seen in (M9.6) showed a notable overall improvement between 2024 and 2025, decreasing from 55.8% to 47.2% for all students. Significant reductions were achieved for English Learners, whose rate fell from 48% to 40.3%. Foster Youth rates also improved dramatically from 34% to 31% (down from a 2023 baseline of 50.8%). While most groups showed progress, the white student group saw an increase in chronic absenteeism, rising from 44.7% in 2023 to 46.2% in 2025. Progress in Chronic absenteeism will continue to be monitored through the metrics.

This goal was developed based on input from educational partners that wanted the school to continue to focus on targeted academic intervention, professional development, SEL/restorative practices, suspension monitoring, PBIS, data-driven decision-making, and indirect costs. 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
9.1	CAASPP ELA Distance from Standards (DSF) CA School Dashboard	2023 Dashboard All -123.5 DFS EL -144.5 DFS LI -123.8 DFS SWD -180.3 DFS AA -143.8 DFS HI -119.2 DFS LTEL-153.8 DFS	2024 Dashboard All -127 DFS EL -139.1 DFS LI-128.5 DFS SWD -167.4 DFS AA -144.2 DFS HI -118.7 DFS LTEL-153.8 DFS	2025 Dashboard All -115.5 DFS EL -119.8 DFS LI -116.2 DFS SWD -172.4 DFS AA -133.6 DFS HI -108.5 DFS LTEL -137.5 DFS	All -83.5 DFS EL -104.5 DFS LI -83.8 DFS SWD -140.3 DFS AA -103.8 DFS HI -79.2 DFS LTEL-107 DFS	All +8 DFS EL +24.7DF LI +7.6 DFS SWD +7.9 DFS AA +10.2 DFS HI +10.7 DFS LTEL +16.3 DFS
9.2	CAASPP Math Distance from Standards (DSF) CA School Dashboard	2023 Dashboard All -177.8 DFS EL -193.1 DFS LI -174.9 DFS SWD -210.5 DFS HI -174.2 DFS AA -190.5 DFS LTEL -202.5 DFS	2024 Dashboard All -176.5 DFS EL -192.6 DFS LI -178.2 DFS SWD -218.4 DFS HI -171.8 DFS AA-189.2 DFS LTEL -202.5 DFS	2025 Dashboard All -158.3 DFS EL -175.1 DFS LI -161.4 DFS SWD -220.3 DFS HI -153.7 DFS AA -169.7 DFS LTEL -203.4 DFS	All -137.8 DFS EL -153.1 DFS LI -134.9 DFS SWD -170.5 DFS HI -134.2 DFS AA -146.6 DFS LTEL-162 DFS	All +19.5 DFS EL +18 DFS LI +13.5 DFS SWD -9.8 DFS HI +20.5 DFS AA +20.8 DFS LTEL -0.9 DFS
9.3	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 11% Meets or Exceeds 14% Nearly Met 75% Not Met EL 6% Meets or Exceeds 6% Nearly Met 88% Not Met LI 11% Meets or Exceeds 14% Nearly Met	2024-2025 Spring Assessment All 12% Meets or Exceeds 12% Nearly Met 76% Not Met EL 3% Meets or Exceeds 7% Nearly Met 90% Not Met	2025-2026 Spring Assessment All 14% Meets or Exceeds 15% Nearly Met 71% Not Met EL 10% Meets or Exceeds 5% Nearly Met 85% Not Met	All 25% Meets or Exceeds 25% Nearly Met 50% Not Met EL 20% Meets or Exceeds 20% Nearly Met 60% Not Met LI 25% Meets or Exceeds 25% Nearly Met	All +3% Meets or Exceeds +1% Nearly Met -4% Not Met EL +4% Meets or Exceeds -1% Nearly Met -3% Not Met LI +2% Meets or Exceeds -1% Nearly Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		75% Not Met SWD 0% Meets or Exceeds 2% Nearly Met 98% Not Met HI 11% Meets or Exceeds 18% Nearly Met 71% Not Met AA 11% Meets or Exceeds 8% Nearly Met 81% Not Met	LI 12% Meets or Exceeds 12% Nearly Met 76% Not Met SWD 0% Meets or Exceeds 0% Nearly Met 100% Not Met HI 12% Meets or Exceeds 13% Nearly Met 75% Not Met AA 10% Meets or Exceeds 9% Nearly Met 81% Not Met	LI 13% Meets or Exceeds 13% Nearly Met 75% Not Met SWD 6% Meets or Exceeds 3% Nearly Met 92% Not Met HI 13% Meets or Exceeds 15% Nearly Met 73% Not Met AA 12% Meets or Exceeds 15% Nearly Met 74% Not Met	50% Not Met SWD 10% Meets or Exceeds 10% Nearly Met 80% Not Met HI 25% Meets or Exceeds 25% Nearly Met 50% Not Met AA 25% Meets or Exceeds 25% Nearly Met 50% Not Met	0% Not Met SWD +6% Meets or Exceeds +1% Nearly Met -6% Not Met HI +2% Meets or Exceeds -3% Nearly Met +2% Not Met AA +1% Meets or Exceeds +7% Nearly Met -7% Not Met
9.4	iReady Mathematics % meeting or exceeding standard Diagnostic Results Local Assessment	2023-2024 Spring Assessment All 7% Meets or Exceeds 15% Nearly Met 78% Not Met EL 5% Meets or Exceeds 6% Nearly Met 89% Not Met	2024-2025 Spring Assessment All 14% Meets or Exceeds 15% Nearly Met 71% Not Met EL 12% Meets or Exceeds	2025-2026 Spring Assessment All 12% Meets or Exceeds 15% Nearly Met 74% Not Met EL 9% Meets or Exceeds	All 21% Meets or Exceeds 15% Nearly Met 64% Not Met EL 19% Meets or Exceeds 6% Nearly Met 75% Not Met LI	All +5% Meets or Exceeds 0% Nearly Met -4% Not Met EL +4% Meets or Exceeds +5% Nearly Met -9% Not Met LI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI 7% Meets or Exceeds 15% Nearly Met 79% Not Met SWD 0% Meets or Exceeds 0% Nearly Met 100% Not Met HI 4% Meets or Exceeds 18% Nearly Met 78% Not Met AA 9% Meets or Exceeds 8% Nearly Met 83% Not Met	15% Nearly Met 73% Not Met LI 14% Meets or Exceeds 15% Nearly Met 71% Not Met SWD 0% Meets or Exceeds 0% Nearly Met 100% Not Met HI 14% Meets or Exceeds 19% Nearly Met 67% Not Met AA 9% Meets or Exceeds 9% Nearly Met 82% Not Met	11% Nearly Met 80% Not Met LI 11% Meets or Exceeds 14% Nearly Met 76% Not Met SWD 6% Meets or Exceeds 2% Nearly Met 93% Not Met HI 10% Meets or Exceeds 16% Nearly Met 73% Not Met AA 11% Meets or Exceeds 10% Nearly Met 79% Not Met	21% Meets or Exceeds 15% Nearly Met 64% Not Met SWD 8% Meets or Exceeds 4% Nearly Met 88% Not Met HI 21% Meets or Exceeds 15% Nearly Met 64% Not Met AA 24% Meets or Exceeds 15% Nearly Met 61% Not Met	+4% Meets or Exceeds -1% Nearly Met -3% Not Met SWD +6% Meets or Exceeds +2% Nearly Met -7% Not Met HI +6% Meets or Exceeds -2% Nearly Met -5% Not Met AA +2% Meets or Exceeds +2% Nearly Met -4% Not Met
9.5	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard All 32.9% EL 28.4% FY 43.1% LI 33.5% SWD 38.2% AA 49.8% HI 24.7% WH 28.9% 2 or More 43.9%	2024 Dashboard All 29.3% EL 21% FY 29.8% LI 30.9% SWD 30.8% AA 44.4% HI 19.3% WH 31.1% 2 or More 42.3%	2025 Dashboard All 34.4% EL 27% FY 55.1% LI 35.3% SWD 38.5% AA 54.3% HI 25.4% WH 39% 2 or More 34.3%	2027 All 26% EL 22% FY 30% LI 26% SWD 30% AA 35% HI 19% WH 23% 2 or More 35%	All +1.5% EL -1.4% FY +12% LI +1.8% SWD +0.3% AA +4.5% HI +0.7% WH +10.1% 2 or More -9.6% HOM +9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM 39.1% LTEL 12.8% (2024 Dashboard)	HOM 33.3% LTEL 12.8%	HOM 48.5% LTEL 11.9%	HOM 32.1% LTEL 10%	LTEL -0.9%
9.6	Chronic Absenteeism Rate California School Dashboard % of students absent 10% or more	2023 Dashboard All 56.5% EL 58.5% FY 50.8% LI 58.3% SWD 60.7% AA 61.2% HI 54.9% 2 or More 62.3% WH 44.7%	2024 Dashboard All 55.8% EL 48% FY 34% LI 58.4% SWD 56.3% AA 61.4% HI 51.2% 2 or More 59.5% WH 74.4%	2025 Dashboard All 47.2% EL 40.3% FY 31% LI 50.2% SWD 48.2% AA 59.4% HI 42% 2 or More 53.4% WH 46.2%	All 45% EL 46% FY 40% LI 46% SWD 48% AA 48% HI 43% 2 or More 49% WH 35%	All -9.3% EL -18.2% FY -19.8% LI -8.1% SWD -12.5% AA -1.8% HI -12.9% 2 or More -8.9% WH +1.5%

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Mesa Linda Middle School implemented the following actions:

Action 9.1 English Language Arts and Math Professional Development Contracted Services/Consultant was partially Implemented. Site administration and instructional leadership teams supported ELA and Mathematics instruction by working directly with teachers to strengthen classroom practices and student achievement. Professional development was implemented during the second semester after the site developed a focused professional development plan centered on essential standards and strategies to support English Learners (ELs). The original plan included contracting with consultants, attending ELA and Mathematics conferences, and hiring additional intervention personnel through extended work year or limited-term positions. However, implementation was impacted by logistical constraints. For example, the site planned to send teachers to the Good Teaching Conference during the first semester, but a purchase order could not be secured within the required timeline, preventing participation. Despite these challenges, the site prioritized internal professional learning opportunities and provided targeted professional development to address student needs, particularly in language development and core instruction. The implementation of a structured professional development plan during the second semester strengthened teachers' capacity to deliver standards-aligned instruction and effectively support English Learners, contributing to improved instructional practices and progress toward closing achievement gaps.

Action 9.2 Literacy Coaching was modified and partially implemented: Although the original plan included hiring contracted literacy coaches in ELA, Math, Science, and Social Studies, the site experienced the challenge of securing a coaching company to provide these services. However, to address the student literacy needs, a school intervention teacher met with small groups of students to provide literacy

intervention. This teacher worked directly with students. Instruction was delivered through targeted 1:1 support and small-group instruction with three or fewer students to strengthen literacy skills and support student achievement. Despite not providing a coaching model as planned, the site prioritized direct student support through targeted intervention to address immediate learning needs.

Action 9.3 Chronic Absenteeism Case Management was fully implemented as planned. Personnel were hired to strengthen chronic absenteeism case management. For example, a clerk was assigned to regularly pull and analyze attendance data and support coordinated case management efforts. Tier II and Tier III interventions were implemented for students identified as at risk of chronic absenteeism to improve attendance outcomes. As a result, the structured use of data and targeted interventions contributed to improved student attendance and engagement.

Action 9.4 Intervention Small Group Instruction was partially implemented. The site provided small group intervention through the hiring of a temporary bilingual aide who supported students in targeted groups. Expanded math tutoring opportunities were also offered before, during, and after school, supported by teachers working additional hours. However, implementation was limited by staffing challenges. Mesa Linda was unable to fully staff positions during the Extended School Year and had limited personnel available during intersession periods. Additionally, the site faced difficulty hiring teachers to deliver comprehensive Tier II and Tier III interventions and case management in both ELA and Math as originally planned for after-school programming. Continuity was also impacted, as the plan was developed under previous administration, affecting full implementation. Despite these challenges, staff implemented alternative supports, including targeted tutoring and expanded elective offerings, which contributed to improved student engagement, school culture, and social-emotional learning (SEL), as well as a stronger sense of student belonging.

Action 9.5 Supplemental & Intervention Materials was Fully Implemented. Supplemental and intervention materials were purchased and utilized to support standards-based instruction in ELA and Math schoolwide. These efforts were carried out by site administration and instructional staff to ensure equitable access to high-quality literacy and math instruction. The site implemented language development programs, culturally inclusive curriculum materials, and differentiated instructional strategies to address ELA performance gaps and support at-risk student groups. Additionally, supplemental materials, books, and resources were provided to support English Learners and the staff who serve them, with a focus on strengthening both ELA and Math skills while promoting cultural understanding. To further enhance Math and STEM learning, the school implemented a robotics program for grades 6–8, providing hands-on learning opportunities in coding, engineering, and problem-solving. This program was supported with appropriate materials and resources to ensure effective implementation. These efforts improved access to rigorous, engaging instruction and contributed to increased student participation in STEM activities, enhanced literacy development, and progress toward closing achievement gaps in ELA and Math, as evidenced by increases in state assessment scores and i-Ready scores.

Action 9.6 Home Visits and Increased Connections with Parents/Guardians was Fully Implemented as planned. Clerical staff were hired to support and strengthen parent/guardian engagement by providing support through home visit coordination. Instructional staff worked directly with families to address student needs and improve communication between the school and home. Systems were put in place to track and monitor home visits and outreach efforts. A success was that the home to school connection was increased.

Action 9.7 Additional Intervention Instructional Support Personnel was Partially Implemented. The school site supported student achievement in ELA and Math through the implementation of the AVID program, which provided students with instruction in critical thinking, organization, and academic strategies. This included dedicated AVID classes, tutoring, mentorship, study trips, and professional

development for staff to strengthen instructional practices. Additionally, Career Technical Education (CTE) courses were continued to promote college and career readiness. Bilingual aides provided students with instructional support and intervention personnel worked with students in small groups to support ELA and Math skill development. A challenge was hiring staff to work during the Extended Work Year and or Limited Terms during the school year. Despite these limitations, the site prioritized alternative supports such as AVID, tutoring, and targeted instructional assistance to improve student outcomes and engagement. A success included providing students with engaging activities, addressing student academic skills, and promoting college and career readiness through expanded access to rigorous coursework and support systems.

Action 9.8 Mentoring, Tutoring, and Resource Support Consultant was Partially Implemented with modifications. While a contracted vendor was not hired to provide comprehensive mentoring, tutoring, and resource support services, the site implemented alternative supports. Specifically, teachers provided tutoring opportunities to students to address needs in ELA and Math and support academic achievement. However, the full scope of contracted services for mentoring, tutoring, and targeted support related to suspension rates and chronic absenteeism was not implemented as originally planned. A success was the prioritization of leveraging internal staff and resources to deliver meaningful academic support and intervention opportunities for students.

Action 9.9 Indirect Costs was implemented as planned. Although this action is not related for implementation, this action ensures the accurate accounting administrative overhead associated with this goal. Indirect costs were implemented appropriately for the school site based on the California Department of Education approved LEA rate.

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

The following actions below had material differences:
Action 9.1: had a material difference because of inhouse professional development costs more than going to the conferences since more staff can participate increasing the cost related to additional substitute salaries.
Action 9.2: had a material difference because the plan to hire contracted literacy coaches did not go as planned and a school intervention teacher provided supports at no extra cost.
Action 9.3: had a material difference because the personnel cost came in lower than anticipated during budget planning.
Action 9.4 had a material difference because expenditures exceeded the budgeted amount due to the expanded use of personnel and additional-hour staffing needed to provide small-group intervention. During implementation, the site hired a temporary bilingual aide to provide targeted student support and expanded mathematics tutoring before, during, and after the school day, including additional hours for teachers. These staffing and extended-hour costs were greater than originally anticipated during budget development. Although the site continued to experience difficulty fully staffing Extended School Year, intersession, and Tier II and Tier III intervention positions, additional personnel and tutoring hours were used to provide intervention services to students, resulting in estimated actual expenditures that exceeded the planned amount.
Action 9.5: had a material difference because the cost for supplemental materials was overestimated during budget planning.
Action 9.6: had a material difference because the cost associated with additional staff salaries and benefits was higher than anticipated during the budget planning.

Action 9.7: had a material difference because the cost associated with staff salary and benefits was higher than anticipated during budget development.
Action 9.9 had a material difference due to Indirect costs coming in lower than anticipated.

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

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

2025 Effectiveness:
Action 9.1 English Language Arts (ELA) and Math Professional Development Contracted Services/Consultants was rated: 2-Somewhat Effective as measured by metric 9.1 and 9.2. In ELA, All Students improved from -123.5 DFS to -115.5 DFS (+8.0 DFS), Long-Term English Learners improved from -153.8 DFS to -137.5 DFS (+16.3 DFS), Students with Disabilities improved from -180.3 DFS to -172.4 DFS (+7.9 DFS), Hispanic students improved from -119.2 DFS to -108.5 DFS (+10.7 DFS), and African American students improved from -143.8 DFS to -133.6 DFS (+10.2 DFS). In Mathematics, All Students improved from -158.3 DFS to -138.8 DFS (+19.5 DFS), Hispanic students improved from -174.2 DFS to -153.7 DFS (+20.5 DFS), and African American students improved from -190.5 DFS to -169.7 DFS (+20.8 DFS). However, Long-Term English Learners declined slightly from -202.5 DFS to -203.4 DFS (-0.9 DFS), and Students with Disabilities declined from -210.5 DFS to -220.3 DFS (-9.8 DFS). Overall, the data indicates that professional development contributed to improved academic outcomes for most student groups, particularly in ELA and overall mathematics achievement, but additional targeted supports are needed to improve mathematics outcomes for Long-Term English Learners and Students with Disabilities.

Action 9.2 Literacy Coaching, was rated 2: Somewhat Effective as measured by 9.1 and 9.3. From 2023 to 2025, ELA Dashboard results improved for All Students (-123.5 DFS to -115.5 DFS), English Learners (-144.5 DFS to -119.8 DFS), Low-Income students (-123.8 DFS to -116.2 DFS), Students with Disabilities (-180.3 DFS to -172.4 DFS), African American students (-143.8 DFS to -133.6 DFS), Hispanic students (-119.2 DFS to -108.5 DFS), and Long-Term English Learners (-153.8 DFS to -137.5 DFS). Spring i-Ready Reading assessment results also showed improvement, with the percentage of students meeting or exceeding standards increasing for All Students (11% to 14%), English Learners (6% to 10%), Students with Disabilities (0% to 6%), Hispanic students (11% to 13%), and African American students (11% to 12%). Overall, the data indicates that literacy coaching contributed to improved reading achievement and movement toward grade-level standards across multiple student groups, although continued support is needed to accelerate achievement for students performing below grade level.

Action 9.3 Personnel for Chronic Absenteeism Case Management was rated 2: Somewhat Effective as measured by M9.6. From 2023 to 2025, Chronic absenteeism rates improved for All Students, decreasing from 56.5% to 47.2%. Significant reductions were also observed among English Learners (58.5% to 40.3%), Foster Youth (50.8% to 31.0%), Low-Income students (58.3% to 50.2%), Students with Disabilities (60.7% to 48.2%), Hispanic students (54.9% to 42.0%), and students identifying as Two or More Races (62.3% to 53.4%). African American students showed a modest improvement from 61.2% to 59.4%, while White students experienced a slight increase from 44.7% to 46.2%. Overall, the data demonstrates that the action contributed to meaningful reductions in chronic absenteeism across most student groups, indicating positive progress in student attendance and engagement.

Action 9.4 Intervention Small Group Instruction was rated 2: Somewhat Effective as measured by M.9.1, and M.9.2. ELA results show modest improvement (All students: -123.5 to -115.5 DFS, +8), indicating some impact; however, key student groups—including English learners (-144.5 DFS), long-term English learners (-153.8 DFS), African American students (-143.8 DFS), and students with disabilities (-180.3 DFS)—remain significantly below standard, suggesting limited acceleration. In contrast, Math outcomes demonstrate substantial gains (All students: -158.3 to -119.8 DFS, +38.5), with strong subgroup improvements for long-term English learners (-203.4 to -137.5 DFS), students with disabilities (-220.3 to -172.4 DFS), Hispanic students (-153.7 to -108.5 DFS), and African American students (-169.7 to -133.6 DFS). Overall, this suggests small group instruction was more effective in Math than in ELA, and while it contributed to progress, additional targeted supports are needed to accelerate literacy achievement.

Action 9.5 Supplemental Materials was rated 2: Somewhat Effective per M.9.3 and M.9.4. The use of supplemental materials was partially effective in Math but less effective in Reading based on i-Ready data from 2023 to 2025. In i-Ready Reading, overall performance declined slightly for all students (Meets/Exceeds decreased from 11% in 2023 to 7% in 2025, with Not Met increasing from 75% to 78%). Most student groups also showed limited or negative growth, including English learners (6% to 5% Meets/Exceeds; Not Met increased from 88% to 89%), low-income students (11% to 7% Meets/Exceeds), and students with disabilities (0% Meets/Exceeds in both years, with 100% Not Met in 2025), indicating that supplemental materials did not significantly accelerate reading achievement. In i-Ready Math, results show stronger improvement overall (All students increased from 12% to 14% Meets/Exceeds and Not Met decreased from 74% to 71%). Gains were also seen across multiple student groups, including English learners (9% to 10% Meets/Exceeds), low-income students (11% to 13%), and African American students (11% to 12%), suggesting that supplemental materials had a more positive impact in supporting math instruction than literacy. Overall, the data indicates that supplemental materials were more effective in Math than Reading, with limited impact on improving literacy outcomes and persistent gaps for English learners and students with disabilities.

Action 9.6 Home Visits was rated 2: Somewhat Effective as measured by M.9.3, M9.4, and M.9.6. Home visits were somewhat effective in improving student attendance outcomes but had limited impact on suspension outcomes. Chronic absenteeism rates improved from 2023 to 2025 for All Students (56.5% to 47.2%), English Learners (58.5% to 40.3%), Foster Youth (50.8% to 31.0%), Low-Income students (58.3% to 50.2%), Students with Disabilities (60.7% to 48.2%), African American students (61.2% to 59.4%), Hispanic students (54.9% to 42.0%), and students identifying as Two or More Races (62.3% to 53.4%). White students experienced a slight increase in chronic absenteeism from 44.7% to 46.2%. Suspension outcomes were less favorable. Suspension rates increased for All Students (32.9% to 34.4%), Foster Youth (43.1% to 55.1%), Low-Income students (33.5% to 35.3%), Students with Disabilities (38.2% to 38.5%), African American students (49.8% to 54.3%), Hispanic students (24.7% to 25.4%), White students (28.9% to 39.0%), and Homeless students (39.1% to 48.5%). Improvements were observed only for English Learners (28.4% to 27.0%) and students identifying as Two or More Races (43.9% to 34.3%). In Reading, based on i-Ready data from 2023 to 2025 the overall performance declined slightly for all students (Meets/Exceeds decreased from 11% in 2023 to 7% in 2025, with Not Met increasing from 75% to 78%). Most student groups also showed limited or negative growth, including English learners (6% to 5% Meets/Exceeds; Not Met increased from 88% to 89%), low-income students (11% to 7% Meets/Exceeds), and students with disabilities (0% Meets/Exceeds in both years, with 100% Not Met in 2025), indicating that home visits did not significantly accelerate reading achievement. In i-Ready Math, results show stronger improvement overall (All students increased from 12% to 14% Meets/Exceeds and Not Met decreased from 74% to 71%). Gains were also seen across multiple student groups, including English learners (9% to 10% Meets/Exceeds), low-income students (11% to 13%), and African American students (11% to 12%). Overall, the data suggests that home visits contributed to meaningful reductions in chronic absenteeism and improved attendance and math outcomes across most student groups, but were not effective in reducing suspension rates and reading. Continued implementation of home visits, combined with targeted behavioral and social-emotional supports, may be needed to improve school climate outcomes.

Action 9.7 Additional Intervention Instructional Support Personnel was rated 2: Somewhat Effective as measured by M9.1, M9.2. There was a moderate positive impact on academic outcomes, though results were inconsistent across student groups.In English Language Arts (ELA), All Students improved from -123.5 to -115.5 DFS (+8.0). Gains were also observed for English Learners (-144.5 to -119.8, +24.7), Low-Income students (-123.8 to -116.2, +7.6), African American students (-143.8 to -133.6, +10.2), Hispanic students (-119.2 to -108.5, +10.7), and Students with Disabilities (-180.3 to -172.4, +7.9). However, Long-Term English Learners (LTEL) declined (-137.5 to -153.8, -16.3).In mathematics, All Students improved from -177.8 to -158.3 DFS (+19.5). Gains were also seen for English Learners (-193.1 to -175.1, +18.0), Low-Income students (-174.9 to -161.4, +13.5), Hispanic students (-174.2 to -153.7, +20.5), and African American students (-190.5 to -169.7, +20.8). However, Students with Disabilities declined (-210.5 to -220.3, -9.8) and LTEL remained relatively unchanged (-202.5 to -203.4, -0.9). Overall, the data indicates that the intervention was partially effective, contributing to improved academic outcomes for most student groups, particularly in mathematics. However, declines for Students with Disabilities and Long-Term English Learners highlight the need for more targeted and differentiated supports for these groups.

Action 9.8 Mentoring, Tutoring, and Resource Support-Consultant was rated 2: Somewhat Effective. Academic outcomes in ELA and Math were somewhat effective, with more limited impact on local reading proficiency and mixed results in school climate indicators.
In ELA (Dashboard), All Students improved from -123.5 to -115.5 DFS (+8.0). Significant gains were observed for English Learners (-144.5 to -119.8 DFS, +24.7), Low-Income students (-123.8 to -116.2 DFS, +7.6), African American students (-143.8 to -133.6 DFS, +10.2), Hispanic students (-119.2 to -108.5 DFS, +10.7), and Students with Disabilities (-180.3 to -172.4 DFS, +7.9). However, LTEL students declined (-137.5 to -153.8 DFS, -16.3).
In Math (Dashboard), All Students improved from -177.8 to -158.3 DFS (+19.5). Gains were also seen for English Learners (-193.1 to -175.1, +18.0), Low-Income students (-174.9 to -161.4, +13.5), Hispanic students (-174.2 to -153.7, +20.5), and African American students (-190.5 to -169.7, +20.8). Students with Disabilities declined (-210.5 to -220.3, -9.8) and LTEL remained largely flat (-202.5 to -203.4).
In i-Ready Reading, overall growth was limited. All Students improved slightly in Meets/Exceeds from 11% to 14% (+3), while Not Met remained high (75% to 71%). English Learners improved in Meets/Exceeds (6% to 10%), but Not Met remained very high (88% to 85%). Students with Disabilities showed improvement in Meets/Exceeds (0% to 6%), but continued to have the highest Not Met rate (98% to 92%), indicating persistent foundational literacy gaps.
In Suspension rates, overall discipline increased slightly from 32.9% to 34.4% (+1.5). Increases were observed for African American students (49.8% to 54.3%), Students with Disabilities (38.2% to 38.5%, slight increase but stable high level), and Homeless students (39.1% to 48.5%). Improvements were seen for English Learners (28.4% to 27%) and Two or More Races students (43.9% to 34.3%), indicating uneven progress in school climate outcomes.
Overall, the data indicates that Mentoring, Tutoring, and Resource Support was somewhat effective in improving academic performance on state Dashboard indicators in both ELA and Math, particularly for English Learners, Low-Income, Hispanic, and African American students. However, local reading outcomes remained weak and discipline data showed mixed results, with persistent challenges for Students with Disabilities and LTEL students, indicating a need for more targeted and intensive supports.

Action 9.9 Indirect Costs: Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. The Equity Multiplier funds were used exclusively for direct student support at the site-level implementation aligned with LCAP goals.

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

What is new is that Students with Disabilities (SWD) were identified as “Red” on the 2025 California School Dashboard in English Language Arts, Mathematics, and Suspension. The 2025 results indicate that SWD scored -140.3 Distance from Standard (DFS) in ELA and -220.3 DFS in Math.

Long-Term English Learners were also identified as “Red” on the 2025 Dashboard in Mathematics and Suspension. Additionally, multiple student groups were identified as “Red” in the Suspension Indicator (Metric 9.5), including All Students, English Learners, Foster Youth, Homeless Youth, Low-income students, and African American, Hispanic, and White student groups, indicating ongoing concerns related to student behavior and school climate.

The Goal description was changed to include the newly identified student groups and targeted focus based on the analysis of needs. This year the actions were refined through renaming and consolidation to enhance coherence, improve clarity, and better target supports aligned to identified needs.

Actions were reduced from nine to seven actions.

All actions (except Action 9.9, Indirect Cost, which is now 9.7) were changed, descriptions were revised, and metrics aligned to enhance coherence, improve clarity, and better align with the 2026-27 goal description and identified needs.

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	Targeted Academic Interventions	Intervention teachers and classroom teachers will provide targeted small-group and individualized ELA instruction for Students with Disabilities and Mathematics intervention for Long-Term English Learners and Students with Disabilities to decrease Distance from Standard and accelerate academic growth, as measured by M9.1, M9.2, M9.3, M9.4.	$300,000.00	No
9.2	Professional Development for Staff	Site administrators, TOSAs, and vetted contractors will provide ongoing professional development and coaching to teachers focused on differentiated instruction, culturally responsive teaching, and data analysis	$385,000.00	No

Action #	Title	Description	Total Funds	Contributing
		to improve academic outcomes for Students with Disabilities and Long-Term English Learners as measured by M9.1, M9.2, M9.3, and M9.4.		
9.3	Social-Emotional Learning (SEL) Programs	School counselors, site administrators, and other staff will implement targeted social-emotional learning and restorative practices for English Learners, Long-Term English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, African American, Hispanic, White, and Two or More Races students as measured by M9.5 and M9.6.	$35,000.00	No
9.4	Suspension Monitoring and Interventions	Mesa Linda will implement a multi-tiered suspension monitoring and intervention system for English Learners, Long-Term English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, White students, and students identified as Two or More Races as measured by M9.5.	$83,000.00	No
9.5	Behavior Support Systems	Site administrators, or provided personnel (e.g., Dean and PBIS team members, or TOSA) will strengthen and implement Positive Behavioral Interventions and Supports (PBIS) with targeted behavioral interventions for English Learners, Long-Term English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, White students, and students identified as Two or More Races to reduce suspension rates as measured by M9.5.	$165,000.00	No
9.6	Data-Driven Decision Making	Site administrators or support staff (e.g, TOSAS), instructional leadership teams, and teacher teams will conduct monthly data reviews disaggregated by student group to monitor progress in English Language Arts, Mathematics, and suspension rates in order to adjust instruction and interventions as measured by M9.1, M9.2, M9.5.	$78,570.00	No

Action #	Title	Description	Total Funds	Contributing
9.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate of 6.91%.	$49,819.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	Equity Multiplier - Adelanto Virtual Academy By June 2027, Adelanto Virtual Academy will improve academic achievement in ELA and Math for All students, including Low-income; reduce Chronic Absenteeism rates for All Students, Hispanic, and Low-income students by addressing implementation of tiered academic supports, differentiated instruction for all high-need student groups, and attendance systems, resulting in a 10-point increase in ELA and Math Distance from Standard (DFS) and a 8% reduction in Chronic Absenteeism rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on a comprehensive analysis of local and state data, including the California Dashboard, as well as input from educational partners.

The 2025 Dashboard identified that all students and Low-income were newly identified as performing in the red for the ELA and math indicator. All students, Low-income, and Hispanic, were also newly identified as red on the chronic absenteeism indicator. Therefore, the 2025 key data analysis indicates the importance of continued support in these areas.

Analysis of the 2024 and 2025 California Dashboard English Language Arts (M10.1) showed substantial gains across all student groups, with the "All Students" group improving by +46.6 DFS, Low-income (LI) students by +45.0 DFS, and Hispanic (HI) students achieving the highest growth at +48.7 DFS. The data underscore the effectiveness of growth actions, especially in English Language Arts. However, there is room for further enhancement to maximize student achievement.

Results for 2024 and 2025 California Dashboard Math (M10.2) also trended positively, the gains were less pronounced and revealed a performance gap: "All Students" improved by +23.2 DFS, whereas Low-income students (+15.9 DFS) and Hispanic students (+14.9 DFS) saw smaller increases. These findings suggest that while the supplemental materials were highly effective for literacy, future iterations may require more targeted instructional tailoring to better support Math outcomes for LI and Hispanic subgroups. The data underscore the effectiveness of growth actions, and in Math there is a need to enhancement to maximize student achievement.

Local i-Ready data reflects an increase in performance in both reading and mathematics. In iReady Reading (M10.3), significant progress was observed across all subgroups, highlighted by a 27% reduction in the "Not Met" category for All Students (+6% Meets/Exceeds, +22%

Nearly Met) and even stronger gains for Hispanic students, who saw a 36% decrease in "Not Met" (+15% Meets/Exceeds, +21% Nearly Met), while Low-Income students improved by 7% in "Meets/Exceeds" and 13% in "Nearly Met" (-23% Not Met). Conversely, iReady Mathematics (M10.4) results were more varied; while All Students (+5% Meets/Exceeds, +8% Nearly Met, -12% Not Met) and Hispanic students (+4% Meets/Exceeds, +8% Nearly Met, -13% Not Met) showed steady growth, Low-Income students demonstrated limited progress with minimal gains (+3% Meets/Exceeds, +2% Nearly Met) and a concerning 4% increase in the "Not Met" category. These academic results demonstrate the need for continued Tier II and Tier III intervention, targeted tutoring, standards-aligned supplemental materials, and professional learning that supports teachers in providing differentiated instruction within the virtual-learning environment.

School climate data indicates for chronic absenteeism (M10.5), African American students showed a modest 4 percentage-point improvement, decreasing from 62.8% to 58.8%; however, the rate remains elevated. In addition, All Students, Hispanic students, and Low-Income students showed an increase in chronic absenteeism rates, resulting in a red performance level. The data shows that Chronic absenteeism remains a significant barrier to academic progress at Adelanto Virtual Academy. These rates demonstrate the need for more consistent attendance monitoring, direct student support, family outreach, case management, and individualized strategies that address barriers to participation in a virtual instructional setting. The district also reviewed educator credentialing, subject-matter preparation, staffing, and retention at the school. Although no credentialing or misassignment issue was identified, the school experienced difficulty securing intervention personnel in a timely manner and did not achieve full staff participation in planned professional learning. These implementation challenges informed the continued emphasis on staffing capacity, professional development, and coordinated academic supports.

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.

The actions within Goal 10 are designed to operate as a coordinated system of support. Tiered academic intervention, tutoring, mentoring, and supplemental instructional materials will provide additional opportunities for students to develop foundational and grade-level skills in English Language Arts and mathematics. Professional learning will strengthen teachers' ability to use assessment data, differentiate instruction, and implement evidence-based practices. Targeted student-support and engagement services will address chronic absenteeism and barriers to participation, while family outreach, conferences, and home-school communication will strengthen connections between families and the virtual academy. Progress toward Goal 10 will be monitored through CAASPP English Language Arts and mathematics results, local i-Ready reading and mathematics outcomes, and chronic-absenteeism rates. Results will be reviewed for All Students and for the student groups identified for focused support, including Hispanic and socioeconomically disadvantaged students, to determine whether the actions are accelerating academic growth, reducing chronic absenteeism, and narrowing disparities in student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	CAASPP ELA Distance from Standards (DSF) CA School Dashboard	2023 All -141.1 DFS LI -131.3 DFS HI -150.3 DFS	2024 All -91 DFS LI -84.8 DFS HI -95.7 DFS	2025 All -94.5 DFS LI -86.3 DFS HI -101.6 DFS	All -101.1 DFS LI -91.3 DFS HI -110.3 DFS	All +46.6 DFS LI +45.0 DFS HI +48.7 DFS
10.2	CAASPP Math Distance from Standards (DSF) CA School Dashboard	2023 All -182.4DFS LI -173.3 DFS HI -190.9 DFS	2024 All -144.8 DFS LI -150.9 DFS HI -161.3 DFS	2025 All -159.2 DFS LI -157.4 DFS HI -176.0 DFS	All -142.4 DFS LI -133.3 DFS HI -150.9 DFS	All +23.2.DFS LI +15.9 DFS HI +14.9 DFS
10.3	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessmen	2023-2024 Spring Assessment All 39% Meets and Exceeds 7%Nearly Met 54% Not Met LI 39% Meets and Exceeds 7%Nearly Met 57% Not Met HI 32% Meets and Exceeds 10% Nearly Met 58% Not Met	2024-2025 Spring Assessment All 36% Meeting or Exceeding 20% Nearly Met 44% Not Met LI 36% Meeting or Exceeding 20% Nearly Met 44% Not Met HI 34% Meeting or Exceeding 21% Nearly Met 45% Not Met	2025-2026 Spring Assessment All 45% Meeting or Exceeding 29% Nearly Met 27% Not Met LI 46% Meeting or Exceeding 20% Nearly Met 34% Not Met HI 47% Meeting or Exceeding 31% Nearly Met 22% Not Met	All 45% Meets and Exceeds 23% Nearly Met 32% Not Met LI 45% Meets and Exceeds 23% Nearly Met 32% Not Met HI 48% Meets and Exceeds 25% NearlyMet 27% Not Met	All +6% Meets or Exceeds +22% Nearly Met -27% Not Met LI +7% Meets or Exceeds +13% Nearly Met -23% Not Met HI +15% Meets or Exceeds +21% Nearly Met -36% Not Met
10.4	iReady Mathematics % meeting or exceeding standard Diagnostic Results	2023-2024 Spring Assessment All	2024-2025 Spring Assessment	2025-2026 Spring Assessment	All 32% Meets and Exceeds 34% Nearly Met	All +5% Meets or Exceeds +8% Nearly Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Assessmen	38% Meets or Exceeds 17% Nearly Met 45% Not Met LI 38% Meets or Exceeds 17% Nearly Met 38% Not Met HI 41% Meets or Exceeds 16% Nearly Met 43% Not Met	All 35% Meeting or Exceeding 25%Nearly Met 40% Not Met LI 35% Meeting or Exceeding 25% Nearly Met 40% Not Met HI 36% Meeting or Exceeding 26% Nearly Met 38% Not Met	All 43% Meeting or Exceeding 25%Nearly Met 33% Not Met LI 41% Meeting or Exceeding 19% Nearly Met 42% Not Met HI 45% Meeting or Exceeding 24% Nearly Met 30% Not Met	34% Not Met LI 32% Meets and Exceeds 34% Nearly Met 34% Not Met HI 30% Meets and Exceeds 37% Nearly Met 33% Not Met	-12% Not Met LI +3% Meets or Exceeds +2% Nearly Met +4% Not Met HI +4% Meets or Exceeds +8% Nearly Met -13% Not Met
10.5	Chronic Absenteeism % absent 10% or more of enrollment Source: CA School Dashboard	2023 Dashboard AA 62.8% 2025 Dashboard All 50% HI 47.8% LI 55.4%	2024 Dashboard AA 63%	2025 Dashboard AA 58.8% All 50% HI 47.8% LI 55.4%	AA 40% All 40% HI 37.8% LI 45.4%	AA -4% All N/A HI N/A LI N/A

Goal Analysis [2025-26]

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.

Adelanto Virtual Academy Implementation of Actions was a follows:

Action 10.1 (Tiered Support Program Personnel) was partially implemented. Supplemental support staff was hired to provide Tier II and Tier III small group and individual instruction based on iReady data; however, implementation did not begin until February of the school year. A challenge was finding staff available to provide the additional services, which delayed supports. However, a success was that once supports started, we had all resources in place to serve students.

Action 10.2 (Professional Development in English Language Arts and Math) was partially implemented. Professional development opportunities in ELA and Math intervention strategies were offered; however, not all teachers participated because sessions were held after school and as conferences. Although the professional development was planned based on teacher requests, some teachers did not attend once sessions were scheduled. A success was that teachers who attended the iReady professional development on small group lessons used student data to identify areas of focus.

Action 10.3 (Mentoring, Tutoring, and Resource Support) was fully implemented as planned. A vetted vendor provided contracted mentoring, tutoring, and resource. All teachers were offered mentoring support.

Action 10.4 (Support Personnel for Students) was not implemented as planned. Adelanto Virtual was not able to find a person to fill the position. However, a success was that an Educational Services clerk was able to absorb these responsibilities during their regular workday at no additional cost.

Action 10.5 (Supplemental Materials) was partially implemented. IXL, Heidi Songs, and ESGI were purchased to support instruction; however, the SIPPS program was not purchased as originally planned because teachers opted to use iReady lessons already available through the district's existing assessment platform. Successes included K/1 students had access to utilizing Heidi Songs and teachers were able to use IXL to assign additional standards-based practice in ELA and Math.

Action 10.6 (Connections with parents/guardians support) was not implemented as planned. Home visits were not conducted because it was hard to find staff willing to go to homes and staff preferred to provide virtual connections on a daily basis. Teachers held parent conferences during their scheduled office hours within the school day at no additional cost. A success was that teachers provided weekly updates to parents on student progress in ELA and Math and scheduled additional instructional support times to meet with students.

Action 10.7 (Indirect Costs) was fully implemented as planned. Indirect costs were applied appropriately using the California Department of Education-approved LEA rate.

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

The following actions below had material differences in 2025:

Action 10.1: had a material difference because the tiered support substitute did not begin as intended and got started later in the school year.
Action 10.2: had a material difference because professional development was offered to all staff, however not all staff were able to participate due to the professional development being offered outside of the school day.
Action 10.4: had a material difference because the part-time office support position remains unfilled; the limited hours offered resulted in a lack of candidate interest.
Action 10.5: had a material difference because there was a decrease in the need for supplemental materials this school year, so the SIPPs program was not purchased.

Action 10.6: had a material difference because costs associated with providing home visits, such as mileage and staff additional time were not expended since home visits did not occur.
Action 10.7: Indirect costs were charged, but came in lower due to the decreased expenditures within the goal.

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

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

2025 Effectiveness:
Action 10.1 Tiered Support Program Personnel was rated 3: Effective as measured by M10.3 and M10.4. Personnel provided supplemental Tier II and III support in ELA and Math schoolwide, as measured by M10.3 (iReady Reading) and M10.4 (iReady Mathematics). Based on the current difference from baseline, this action demonstrates moderate to strong effectiveness in Reading and mixed results in Mathematics. In M10.3, All Students improved by +6% in Meets or Exceeds, +22% in Nearly Met, and -27% in Not Met; Low-Income students gained +7% in Meets or Exceeds, +13% in Nearly Met, and -23% in Not Met; and Hispanic students showed the strongest growth with +15% in Meets or Exceeds, +21% in Nearly Met, and -36% in Not Met. In M10.4, All Students improved by +5% in Meets or Exceeds, +8% in Nearly Met, and -12% in Not Met; Hispanic students gained +4% in Meets or Exceeds, +8% in Nearly Met, and -13% in Not Met; however, Low-Income students experienced limited progress with only +3% in Meets or Exceeds, +2% in Nearly Met, and a concerning +4% increase in the Not Met category. Overall, the tiered support personnel have been effective in improving ELA outcomes across all student groups and partially effective in Mathematics, with a critical need to strengthen Math interventions specifically for Low-Income students to reverse the upward trend in the Not Met category.

Action 10.2 Professional Development in English Language Arts and Math was rated 2: Somewhat Effective as measured by M10.3 and M10.4. Teachers build capacity in research-based instructional strategies in ELA and Math, as measured by M10.3 (iReady Reading) and M10.4 (iReady Mathematics). Based on the current difference from baseline, professional development has yielded meaningful literacy gains across all subgroups. In M10.3, All Students improved by +6% in Meets or Exceeds, +22% in Nearly Met, and -27% in Not Met; Low-Income students gained +7% in Meets or Exceeds, +13% in Nearly Met, and -23% in Not Met; and Hispanic students achieved the strongest growth with +15% in Meets or Exceeds, +21% in Nearly Met, and a 36% reduction in the Not Met category. These results suggest that ELA-focused professional development strategies have translated into classroom practice effectively. However, in M10.4, results were more varied: All Students improved by +5% in Meets or Exceeds, +8% in Nearly Met, and -12% in Not Met; Hispanic students gained +4% in Meets or Exceeds, +8% in Nearly Met, and -13% in Not Met; while Low-Income students demonstrated limited progress with only +3% in Meets or Exceeds, +2% in Nearly Met, and a concerning +4% increase in the Not Met category. Overall, this action is effective for ELA across all student groups, but not yet effective for Math outcomes for Low-Income students, indicating that full implementation and more targeted Math professional development are needed to address the specific needs of this subgroup.

Action 10.3 Mentoring, Tutoring, and Resource Support was rated 2: Somewhat Effective, as measured by M 10.3 and 10.4 A vetted vendor (Freedom Writer's Foundation) provides contracted mentoring, tutoring, and resource support in ELA schoolwide, as measured by M10.3 (iReady Reading) and M10.4 (iReady Mathematics). Based on the current difference from baseline, this action demonstrates strong

effectiveness in Reading and mixed results in Mathematics. In M10.3, All Students improved by +6% in Meets or Exceeds, +22% in Nearly Met, and -27% in Not Met; Low-Income students gained +7% in Meets or Exceeds, +13% in Nearly Met, and -23% in Not Met; and Hispanic students achieved the most significant gains with +15% in Meets or Exceeds, +21% in Nearly Met, and a 36% reduction in the Not Met category. The program's emphasis on restorative practices and authentic self-expression through narrative writing aligns with the strong literacy gains observed across all student groups. However, in M10.4, results were less consistent: All Students improved by +5% in Meets or Exceeds, +8% in Nearly Met, and -12% in Not Met; Hispanic students gained +4% in Meets or Exceeds, +8% in Nearly Met, and -13% in Not Met; while Low-Income students experienced minimal progress with only +3% in Meets or Exceeds, +2% in Nearly Met, and a concerning +4% increase in the Not Met category. Overall, the mentoring, tutoring, and resource support model is effective in Reading across all student groups but not yet effective in Mathematics for Low-Income students, indicating that future refinement of the Math support component is recommended to better serve this population.

Action 10.4 Office Support Personnel for Parents and Students was rated 1: Not Effective as measured by M10.5. Temporary personnel provide direct services to students to address chronic absenteeism, behavioral, and social-emotional well-being, as measured by M10.5 (Chronic Absenteeism). Based on the current difference from baseline, this action was not implemented as planned in the prior year due to recruitment challenges for the part-time position, making it difficult to attribute any observed changes directly to this action. In M10.5, African American students showed a modest -4% improvement in chronic absenteeism, dropping from 62.8% to 58.8%; however, this gain is likely attributable to other schoolwide efforts rather than this specific action. The 2025 Dashboard has newly identified All Students at 50%, Hispanic at 47.8%, and Low-Income at 55.4% in the red for chronic absenteeism, underscoring the urgency of addressing attendance for these populations. Overall, given the lack of implementation, this action is currently not effective in making progress toward reducing chronic absenteeism for the identified student groups, and full implementation in the coming year is critical to address the newly identified red indicators for All Students, Hispanic, Low-Income, and African American students.

Action 10.5 Supplemental Materials was rated 2: Somewhat Effective as measured by M10.1, M10.2. Supplemental and intervention materials are purchased to provide additional standards-based practice in ELA and Math schoolwide, as measured by M10.1 (CAASPP ELA Distance from Standard) and M10.2 (CAASPP Math Distance from Standard). Based on the current difference from baseline, this action demonstrates strong effectiveness in ELA and moderate effectiveness in Mathematics. In M10.1, All Students improved by +46.6 DFS, Low-Income students gained +45.0 DFS, and Hispanic students achieved the highest growth at +48.7 DFS. These substantial gains suggest that supplemental materials such as IXL, iReady pathways, and other resources have meaningfully supported literacy development across all identified student groups. In M10.2, while all groups showed positive movement from baseline, the gains were less pronounced and revealed a performance gap: All Students improved by +23.2 DFS, while Low-Income students gained only +15.9 DFS and Hispanic students +14.9 DFS. Overall, this action is strongly effective in ELA with all student groups making substantial progress toward the goal, and moderately effective in Math, though the data indicate a need for more targeted supplemental Math materials to close the performance gap for Low-Income and Hispanic students.

Action 10.6 Connections with parents/guardians was rated 2: Somewhat Effective as measured by M10.3 and 10.4. School staff hold conferences, and maintain office hours to discuss student achievement in ELA and Math, as measured by M10.3 (iReady Reading) and M10.4 (iReady Mathematics). This action was not implemented as originally planned; instead of home visits and dedicated office hours, teachers integrated parent communications into the standard school day, making it difficult to isolate the direct impact of this action on student achievement. Despite the modified implementation, M10.3 data shows notable progress in Reading across all groups based on the current difference from baseline: All Students improved by +6% in Meets or Exceeds, +22% in Nearly Met, and -27% in Not Met; Low-Income

students gained +7% in Meets or Exceeds, +13% in Nearly Met, and -23% in Not Met; and Hispanic students demonstrated the most significant gains with +15% in Meets or Exceeds, +21% in Nearly Met, and a 36% reduction in the Not Met category. However, in M10.4, results were less consistent: All Students improved by +5% in Meets or Exceeds, +8% in Nearly Met, and -12% in Not Met; Hispanic students gained +4% in Meets or Exceeds, +8% in Nearly Met, and -13% in Not Met; while Low-Income students experienced a +4% increase in the Not Met category, signaling that the current level of parent engagement has not been effective in supporting Math outcomes for this subgroup. Overall, the effectiveness of this action remains undetermined due to lack of fidelity in implementation, and more intentionally designed parent engagement strategies—particularly around Mathematics for Low-Income students—are recommended for the coming year.

Action 10.7 Indirect Costs: Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. The Equity Multiplier funds were used exclusively for direct student support at the site-level implementation aligned with LCAP goals.

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

What is new this 2025 school year is that the Dashboard identified the following: All Students and Low-income (LI) students were performing in the red in the indicator for English Language Arts (ELA), Math. The results indicated that 2025 CA Dashboard for ELA for all students -141.1 DFS and LI -131.3 DFS. For Math, the results indicated that for all students -182.4 DFS and LI -173.3 DFS. The 2025 results indicate that 2025 CA Dashboard in Chronic Absenteeism for all students 50%, Hispanic (HI) 47.8%, and Low-income (LI) 55.4%.

As such, the goal description and why statement have been revised to reflect the 2025 indicators and student groups.

Metrics Changes

Metric 10.5 added for 2025 from the CA Dashboard for Chronic Absenteeism the following groups and metrics: All 50%, HI 47.8%, and LI 55.4%. The new expected outcome for these groups are: All 40%, HI 37.8%, and LI 45.4%.

Action Changes
Actions 10.1 and 10.4: Titles were updated to align with supports and services provided instead of the expenditures within the actions.
Actions 10.4 and 10.5: Descriptions were updated to align with supports and services provided instead of the expenditures within the actions.

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 Supports	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 M10.3 and M10.4.	$45,000.00	No
10.2	Professional Development in English Language Arts and Math	Teachers will build capacity in implementing research-based instructional strategies, fostering student engagement, and improving achievement in English Language Arts (ELA) and Mathematics across all grade levels by engaging in professional development opportunities in ELA and Math. ELA and Math a school wide as measured by M10.3 and M10.4.	$15,000.00	No
10.3	Mentoring, Tutoring, and Resource Support	A vetted vendor will provide contracted services to offer mentoring, tutoring, and resource support in ELA and Math school wide to improve academic achievement in ELA and Math as measured by M10.3 and M10.4.	$57,854.00	No
10.4	Targeted Student Support & Engagement	Students will be provided with targeted direct services to address chronic absenteeism, behavioral, and social emotional well-being as measured by M10.5.	$57,854.00	No
10.5	Supplemental Materials	To improve academic achievement in ELA and Math standards-based supplemental and intervention materials will provide additional standards based practice for students as measured by M10.1 and M10.2.	$5,000.00	No
10.6	Connections with parents/guardians support	School staff will conduct home visits, hold conferences, and have office hours to discuss with parents/guardians student achievement in ELA and Math to improve academic achievement in ELA and Math as measured by M10.3 and M10.4. Anticipated costs include reimbursable mileage and additional hours for staff.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
10.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate 6.91%.	$9,563.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	Equity Multiplier - Westside Park Elementary By June 2027, Westside Park Elementary School will improve ELA performance for English Learners and Math proficiency for Students with Disabilities, reduce Chronic Absenteeism for Two or More Races, English Learners by addressing inconsistent implementation of differentiated Tier 1 instruction and strengthening schoolwide attendance monitoring and intervention systems, resulting in increasing CAASPP ELA and Math proficiency rates by 15 DFS points, and decreases in Chronic Absenteeism rates by 10-percentage points as reported on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 11 was developed to address identified academic achievement and engagement needs at Westside Park Elementary based on a review of California School Dashboard data, local assessment data, and educational partner feedback.

Dashboard data identified a continued need in English Language Arts for English Learners, who performed at -91.3 Distance from Standard (DFS), and in Mathematics for Students with Disabilities, who performed at -136.6 DFS. Local iReady data also showed a need for targeted reading and mathematics support, with the goal of increasing English Learners' iReady Reading performance to 35% meeting or exceeding grade-level expectations and increasing Students with Disabilities' iReady Mathematics performance to 8% meeting or exceeding grade-level expectations. These data indicate the need for differentiated instruction, targeted intervention, progress monitoring, and professional learning focused on ELA and mathematics.

The goal was also developed in response to chronic absenteeism concerns for English Learners and Two or More Races students. Chronic absenteeism for English Learners decreased from 34.8% to 26.6%, showing improvement of 8.2 percentage points; however, continued support is needed to sustain and deepen this progress. Chronic absenteeism for Two or More Races students increased from 56.1% to 61.3%, a 5.2 percentage-point increase, indicating a need for more targeted attendance prevention, family outreach, and intervention strategies.

Educational partner feedback at Westside Park emphasized the need for stronger academic supports, professional learning, intervention materials, tutoring, family communication, and attendance support. As a result, Goal 11 focuses on improving ELA and Math outcomes, reducing chronic absenteeism, and strengthening instructional and intervention systems through Actions 11.1–11.5. Progress will be monitored through the Goal 11 metrics for CAASPP ELA and Math, iReady Reading and Mathematics, and Chronic Absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	CAASPP ELA Distance from Standards (DFS) CA School Dashboard	2025 EL -91.3 DFS	N/A	2025 EL -91.3 DFS	EL -76.3 DFS	EL N/A - new metric
11.2	CAASPP Math Distance from Standards (DFS) CA School Dashboard	2025 SWD -136.6 DFS	N/A	2025 SWD -136.6 DFS	SWD -121.6 DFS	SWD N/A - new metric
11.3	iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment	Spring 2025 EL 23% Meeting or Exceeding 33% Nearly Met 44% Not Met	N/A	Spring 2025 EL 23% Meeting or Exceeding 33% Nearly Met 44% Not Met	EL 35% Meeting or Exceeding 35% Nearly Met 30% Not Met	EL N/A - new metric
11.4	IReady Math % meeting or exceeding standard Diagnostic Results Local Assessment	Spring 2025 SWD 4% Meeting or Exceeding 27% Nearly Met 69% Not Met	N/A	Spring 2025 SWD 4% Meeting or Exceeding 27% Nearly Met 69% Not Met	SWD 8% Meeting or Exceeding 32% Nearly Met 60% Not Met	SWD N/A - new metric
11.5	Chronic Absenteeism California School Dashboard % of students absent 10% or more	2024 Dashboard EL 34.8% Two or More Races 56.1%	2024 Dashboard EL 34.8% Two or More Races 56.1%	2025 Dashboard EL 26.6% Two or More Races 61.3%	EL 13.8% Two or More Races 36.1%	EL -8.2 Two or More Races +5.2

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Westside Park Elementary School implemented the following actions:

11.1 Culturally Responsive Family Engagement Events was fully implemented as planned. Westside Park hosted three Culturally Responsive Family Engagement events to strengthen the home-school connection. During these sessions, parents learned strategies to support student literacy specifically how to use decodable books for at-home reading practice and participated in AVID engagement activities. There were no challenges.

11.2 Attendance prevention and support workshops were fully implemented as planned. Administrators met with parents to discuss the importance of attendance and provided resources to ensure that students attended school and were on time. For example, when students were ill, options such as independent study were offered to parents. A success is that barriers for attendance were discovered and then plans to address the barriers were implemented. For example, Morning or afterschool programs were offered to parents who worked and needed child care. Materials were purchased and offered to families to develop routines at home such as creating schedules and evening routines, setting alarms; to support families with teaching students with independence and self-directed practices. In addition, the importance of the right amount of sleep hours so that students were not missing school as a result of being tired. There were no challenges.

11.3 Before- and after-school tutoring programs were fully implemented as planned. A success was that all three sessions were implemented. Session 1 took place from October 9th to November 2025. Session 2 took place from January 26 to March 5, 2026. Session 3 took place from March 16 through April 30, 2026. There were no challenges.

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

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

The following actions below had material differences in 2025:

Action 11.1: had a material difference because while parent family engagement nights and monthly meetings for parents were held costs were overestimated.
Action 11.2: had a material difference because while student and parent goal setting meetings, professional development and materials and resources were provided to teachers, the cost of teacher pay to attend professional development exceeded what was originally budgeted, in addition to increased costs associated with materials purchased.
Action11.3: had a material difference because while before school and after school staff, push-in support staff, and an intervention teachers provided instructional support for students this cost was overestimated.
Action 11.4: had a material difference because indirect costs are a percentage of actual expenditures which came in less than budgeted, therefore indirect costs were less.

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

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

Action 11.1 Culturally Responsive Family Engagement Events, Action 11.2 Attendance Prevention and Support Workshops, and Action 11.3 Before-After School Tutoring Programs were rated 2: Somewhat Effective as measured by M11.1. There were mixed results by student groups. English Learners improved from 34.8% to 26.6% (-8.2), indicating an improvement in Chronic Absenteeism. In contrast, Two or More Races students increased from 56.1% to 61.3% (+5.2), showing negative impact for that subgroup. As a result of the data Westside Park will continue to monitor and provide supports and services to increase attendance.

Action 11.4 Indirect Costs. Although this action is not related for effectiveness, this action ensures the accurate accounting of expenditures associated with this goal.

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

What is new this 2025 year is as follows:

What is new is that English Learners(EL) were identified as “Red” on the 2025 California School Dashboard in English Language Arts, Students with Disabilities (SWD) were identified as "Red" on the California School Dashboard in Mathematics, and Two or More Races were identified as "Red" in Chronic Absenteeism. The goal description was revised to focus on these areas and student groups.

Metric 11.1 Chronic Absenteeism California School Dashboard % of students absent 10% or more has been move to Metric 11.5, and a new metric now Metric 11.1 for CAASPP ELA Distance from Standard (DFS) CA School Dashboard has been added.
Metric 11.2 CAASPP Math Distance from Standard (DFS) CA School Dashboard is a new metric.
Metric 11.3 iReady Reading % meeting or exceeding standard Diagnostic Results Local Assessment is a new metric.
Metric 11.4 iReady Math % meeting or exceeding standard Diagnostic Results Local Assessment is a new metric.

Action 11.1 Previously titled Culturally Responsive Family Engagement Events, has been renamed ELA and Math Supports and Materials. The description has been updated to reflect the new focus of the action as described by the title and will be measured by metrics 11.1, 11.2, and 11.3.

Action 11.2. Attendance Prevention and Support Workshops, has been updated to clearly identify the intent as measured by M11.5.

Action 11.3 Before and after school tutoring programs now includes English Learners and Students with Disabilities groups. The description has been updated to clearly identify the intent of the action as measured by M11.1, M11.2, M11.3, and M11.4.

Action 11.4 This is a new action titled, "Professional Development, Coaching, and Professional Learning Collaboration" measured by M11.1 and M11.2.

Action 11.5 is a new action titled "Intervention Supports, Staff, Materials, and Resources."

Action 11.6 (Previously 11.4) is "Indirect Costs" with a description of Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate 6.91%.

Priority 4 Pupil Achievement and Priority 8 Other Pupil Outcomes were added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	ELA and Math Supports and Materials	Westside Park Elementary will provide a Teacher on Special Assignment (TOSA), targeted coaching, and standards-aligned instructional materials for English Learners in ELA and Students with Disabilities in Math to address inconsistent implementation of differentiated Tier 1 instruction and low performance on CAASPP. This will lead to an increase in student performance and build teacher capacity as measured by M11.1, M11.2, and M11.3.	$160,000.00	No
11.2	Attendance Prevention and Support Workshops	Westside Park Elementary will implement attendance prevention workshops, family outreach, and targeted attendance interventions for English Learners and students identifying as Two or More Races to address high rates of chronic absenteeism and lack of consistent attendance monitoring systems. This will lead to a decrease in chronic absenteeism schoolwide as measured by M11.5.	$190,000.00	No
11.3	Before- and after-school tutoring programs	Westside Park Elementary will provide targeted before- and after-school tutoring and intervention programs for English Learners in ELA and Students with Disabilities in Math to address unfinished learning and skill gaps contributing to low academic performance. This will lead to an increase in academic performance be as measured by M11.1, M11.2, M11.3, M11.4.	$108,162.00	No

Action #	Title	Description	Total Funds	Contributing
11.4	Professional Development, Coaching, and Professional Learning Collaboration	Westside Park Elementary will provide ongoing professional development, instructional coaching, and collaborative planning time for teachers serving English Learners and Students with Disabilities to address inconsistent use of differentiated, culturally responsive, and scaffolded Tier 1 instructional practices. This will lead to an increase in academic performance and build teacher capacity as measured by M11.1 and M11.2.	$100,000.00	No
11.5	Intervention Supports, Staff, Materials, and Resources	Westside Park Elementary will provide additional intervention staff, paraprofessionals, and structured collaboration time for teachers supporting English Learners and Students with Disabilities to address the need for data-driven differentiated instruction and targeted intervention within Tier 1 and Tier 2 systems. This will lead to an increase in academic performance as measured by M11.1, M11.2, and M11.3.	$100,000.00	No
11.6	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate 6.91%.	$34,640.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	Equity Multiplier - El Mirage School By June 2027, El Mirage Elementary School will improve Math Distance from Standard and Suspension Rates for All students, including Hispanic and Low-income students and decrease Chronic Absenteeism for All students, including English Learners, Low-income students, and Students with Disabilities, by strengthening Tier 1 instruction, expanding targeted academic and behavioral interventions, and improving attendance monitoring systems, resulting in a 6-point improvement in Math DFS, a 3% reduction in suspension rates, and a 10% reduction in chronic absenteeism.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on a comprehensive analysis of local and state data, including the California Dashboard, as well as input from educational partners. While recent data indicate some growth in English Language Arts (ELA), Math, Suspension, and Chronic Absenteeism, performance levels for several student groups remain below expectations. In particular, all students, Low-Income, Hispanic, English Learners, and Students with Disabilities continue to experience disparities in outcomes. Therefore, El Mirage School established this goal to improve academic achievement and student engagement, reduce disparities among student groups, and ensure all students have access to the supports necessary for long-term success.

The 2025 Dashboard identified that all students, Low-income, and Hispanic students were newly identified as performing in the red for the Math indicator. All students, English Learners, Low-Income, and Students with Disabilities were identified in the red indicator for Chronic Absenteeism. All students, Low-Income, and Hispanic students were also newly identified as red on the suspension indicator. Therefore, the 2025 key data analysis indicates the importance of continued support in these areas. Although there are no student groups in the red for English Language Arts this indicator will continue to be monitored through the metrics to ensure continued growth.

Analysis of the 2024 and 2025 California Dashboard and local assessment data for ELA indicates strong growth for all students from -114.3 DFS (2024) to -86.9 DFS (2025) an increase of 27.4 DFS. Student groups demonstrated similar gains, including Low-Income had an increase of 30.0 DFS (-118.3 DFS to -88.3 DFS), and Hispanic students had an increase of 31.0 DFS (-123.2 DFS to -92.2 DFS), indicating meaningful progress toward grade-level standards.

Local i-Ready Reading (Spring) data reflects performance improved across all groups. The percentage of students meeting or exceeding increased from 24% to 28% an increase of 4%), and Not Met decreased from 50% to 39% a decrease of 11%. Student group gains include: Low-Income: Meets/Exceeds 24% to 30% an increase of 6%; Not Met 50% to 37% a decrease of 13%; Hispanic: Meets/Exceeds 22% to 28% an increase of 6%; Not Met 51% to 40% a decrease of 11%. Overall, supplemental supports were effective in improving ELA achievement and reading outcomes across student groups, particularly in increasing the number of students moving toward grade-level performance.

An analysis of the 2024 and 2025 California School Dashboard data for Mathematics indicates minimal overall progress and continued challenges for key student groups at El Mirage School. All Students showed a slight improvement of +1.3 points in Distance from Standard (DFS), moving from -126.1 DFS to -124.8 DFS. However, Low-Income students declined by -0.8 points (from -126.9 DFS to -127.7 DFS), and Hispanic students declined by -0.6 points (from -126.0 DFS to -126.6 DFS), indicating that these priority populations moved slightly further from grade-level standards. These results suggest that existing supports have not yet produced meaningful gains in mathematics for Low-Income and Hispanic students, reinforcing the need for strengthened Tier 1 instruction, targeted math interventions, and evidence-based supplemental materials as outlined in Goal 12 for the 2026–27 school year.

An analysis of the 2024 and 2025 California School Dashboard data for Chronic Absenteeism reveals that rates increased across all monitored student groups at El Mirage School. All Students experienced a slight increase of +0.6 percentage points (from 29.0% to 29.6%), indicating that chronic absenteeism remained persistently high without improvement. English Learners saw the most significant increase at +3.5 percentage points (from 17.5% to 21.0%), representing the largest growth in absenteeism among all groups. Low-Income students increased by +1.6 percentage points (from 29.5% to 31.1%), with nearly one-third of this population chronically absent. Students with Disabilities experienced a +2.0 percentage point increase (from 31.3% to 33.3%), representing the highest overall chronic absenteeism rate among all monitored groups. These upward trends indicate that existing attendance strategies have not been effective in reducing chronic absenteeism and underscore the critical need for improved attendance monitoring systems, targeted family engagement, and barrier-removal strategies to support consistent school attendance for all students, particularly English Learners, Low-Income students, and Students with Disabilities, as outlined in Goal 12 for the 2026–27 school year.

Suspension data indicates supports aimed at fostering positive student interactions are needed. Suspension rates measured under M12.4 have risen across all key demographics. Specifically, the rate for all students increased by 2.8% (from 4.9% to 7.7%), while Low-Income students saw a 2.1% rise (from 5.6% to 7.7%). The most significant impact was observed within the Hispanic student group, which experienced a 3.4 percentage point increase, jumping from 2.9% to 6.3%.

Our review of the 2025 California School Dashboard data highlights the importance of our ongoing commitment to supporting Math, Suspension and Chronic Absenteeism.

Educational partner feedback at El Mirage informed the focus on targeted math intervention, Tier I instructional practices, supervision/PBIS supports, structured recess, school culture, and attendance supports reflected in Actions 12.1–12.6. El Mirage School aims to address the disparities highlighted in the data and improve outcomes by utilizing several targeted strategies. Differentiated Instruction will provide individual learning experiences to meet the diverse needs of students, particularly those with opportunity gaps in ELA. Culturally Responsive Teaching practices will incorporate the idea of vaulting diverse cultural backgrounds of Hispanic and limited-income students and foster an inclusive learning environment to create a welcoming and safe environment for all students including these student groups, Limited Income,

and Hispanic. Additionally, implementing Positive Behavioral Interventions and Supports (PBIS) will help reduce suspension rates by promoting positive behavior and providing necessary support before resorting to punitive measures. Implementing restorative justice approaches to address conflicts and behavioral issues by fostering dialogue and understanding will lead to reducing suspensions and promoting a positive school climate. Targeted Interventions, such as tutoring or after-school programs, will offer additional resources to students struggling in ELA. A new focus on chronically absent students, will allow the school to work with families to remove barriers to attending school. Finally, engaging educational partners such as families and the community will create a supportive network that bolsters student success. Ultimately, these strategies will effectively address current disparities and foster comprehensive student growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.1	CAASPP ELA Distance from Standard (DFS) CA School Dashboard	2024 Dashboard All -114.3 DFS LI -118.3 DFS HI -123.2 DFS	2024 Dashboard All -114.3 DFS LI -118.3 DFS HI -123.2 DFS	2025 Dashboard All -86.9 DFS LI -88.3 DFS HI -92.2 DFS	All -91.44 LI -94.64 HI -98.56	All +27.4 DFS LI +30.0 DFS HI +31.0 DFS
12.2	CAASPP Math Distance from Standard (DFS) CA School Dashboard	2025 Dashboard All -124.8 DFS LI -127.7 DFS HI -126.6 DFS	N/A	2025 Dashboard All -124.8 DFS LI -127.7 DFS HI -126.6 DFS	All -118.8 DFS LI -121.7 DFS HI -120.6 DFS	N/A
12.3	iReady Reading percentage meets or exceeds Diagnostic Results Local Assessment Reports	2024-2025 Spring Assessment All 24% Meet or Exceeds 26% Nearly Met 50% Not Met LI 24% Meets and Exceeds 26% Nearly Met 50% Not Met HI 22% Meets or Exceeds 27% Nearly Met	2024-2025 Spring Assessment All 24% Meet or Exceeds 26% Nearly Met 50% Not Met LI 24% Meets and Exceeds 26% Nearly Met 50% Not Met HI	2025-2026 Spring Assessment All 33% Meet or Exceeds 35% Nearly Met 32% Not Met LI 33% Meets and Exceeds 37% Nearly Met 30% Not Met HI	All 35% Meet and exceed 40% Nearly Met 25% Not Met LI 35% Meet and exceed 40% Nearly Met 25% Not Met HI 31% Meet or exceed 36% Nearly Met 33% Not Met	All +9% Meet or Exceeds +9% Nearly Met -18% Not Met LI +9% Meets and Exceeds +11% Nearly Met -20% Not Met HI +13% Meets or Exceeds +6% Nearly Met -19% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		51% Not Met	22% Meets or Exceeds 27% Nearly Met 51% Not Met	35% Meets or Exceeds 33% Nearly Met 32% Not Met		
12.4	Suspension Rates California School Dashboard % of students suspended at least 1 day	2023 Dashboard All 4.9% LI 5.6% HI 2.9%	2024 Dashboard All 6.7% LI 7.4% HI 6.3%	2025 Dashboard All 7.7% LI 7.7% HI 6.3%	All 3.35% LI 3.7% HI 3.15%	All +2.8% LI +2.1% HI +3.4%
12.5	Chronic Absenteeism California School Dashboard % of students absent 10% or more	2025 Dashboard All 29.6% EL 21% LI 31.1% SWD 33.3%	N/A	2025 Dashboard All 29.6% EL 21% LI 31.1% SWD 33.3%	All 24.6% EL 16% LI 26.1% SWD 28.3%	N/A
12.6	iReady Math percentage meets or exceeds Diagnostic Results Local Assessment Reports	2025-2026 Spring Assessment All 19% Meets or Exceeds 38% Nearly Met 43% Not Met LI 18% Meets or Exceeds 41% Nearly Met 42% Not Met HI 19% Meets or Exceeds 35% Nearly Met 45% Not Met	N/A	2025-2026 Spring Assessment All 19% Meets or Exceeds 38% Nearly Met 43% Not Met LI 18% Meets or Exceeds 41% Nearly Met 42% Not Met HI 19% Meets or Exceeds 35% Nearly Met 45% Not Met	All 29% Meets or Exceeds 38% Nearly Met 33% Not Met LI 28% Meets or Exceeds 40% Nearly Met 32% Not Met HI 29% Meets or Exceeds 36% Nearly Met 35% Not Met	N/A

Goal Analysis [2025-26]

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

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

During the 2025-2026 EL Mirage Elementary School District implementation is as follows:

Action 12.1 Intervention supports was fully implemented as planned. A success is that intervention personnel were able to be hired to provide pull-out services. The staff member collaborated with a SIPPS professional to provide targeted literacy intervention lessons for students. These research-based lessons incorporated science of reading strategies.

Action 12.2 Supplemental supports in English Language Arts was implemented as planned. All Teachers received evidence-based supplemental instructional materials in English Language Arts focused on early literacy development, reading comprehension, vocabulary development, with an emphasis on grade level standards to enhance instruction.

Action 12.3 Literacy Support and Services was not implemented as planned. The original plan was to hire a Literacy Specialist. Instead a resident guest teacher was brought in to provide this service for students. In this role, the staff actively support English Language Arts teachers directly in the classroom by delivering small group instruction to students. The challenge was finding a literacy specialist.

Action 12.4 Supervision Supports was fully implemented as planned. Three additional proctors were hired to supervise during non-instructional time. The proctors assisted with reinforcing PBIS such as modeling good behavior and using "Toro bucks" to motivate positive behavior. They also supported students with practicing restorative conversations.

Action 12.5 Structured Recess Supports were implemented as planned. Materials to support structured and engaging recess activities such as "Push Play PE" were purchased. Teachers had access to the digital resources and PE materials that came with the resources, including premade lessons. Teachers and Students were allowed to check out push-play resources during the instructional day and instructional time. A success was that enough supervision existed to provide structed activities planned.

Action 12.6 School Culture and Climate Supports was fully implemented as planned. Contracts with a variety of vendors were created in order to provide social emotional activities during the school day. For example, assemblies on topics such as social media were given to help students proper use of cell phones and technology etiquette.

Action 12.7 Indirect Cost. Fiscal Services charged indirect costs for each school site based on the California Department of Education approved rate 6.91%.

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

The following actions below had material differences in 2025:

Action 12.2: had a material difference because the English Language Arts and early literacy materials were lower than originally budgeted.
Action 12.3: had a material difference because push-in support staff and a resident guest teacher provided instructional support at a lower cost than the Literacy Specialist that was originally budgeted for.
Action 12.4: had a material difference because the cost of personnel was underestimated during budget development.
Action 12.5: had a material difference because the cost of instructional materials for all classrooms was underestimated during budget development.
Action 12.6: had a material difference because the cost of the assemblies came in higher than originally planned.
Action 12.7: had a material due to overall expenses coming in lower for allowable indirect costs than originally projected.

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

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

Action 12.1 Intervention Supports was rated 3: Effective as measured by M12.2. On the CAASPP ELA Dashboard, the district showed strong growth from -114.3 DFS (2024) to -86.9 DFS (2025) (+27.4). Student groups demonstrated similar gains, including Low-Income (-118.3 to -88.3, +30.0) and Hispanic students (-123.2 to -92.2, +31.0), indicating meaningful progress toward grade-level standards. In i-Ready Reading (Spring), performance improved across all groups. The percentage of students meeting or exceeding increased from 24% to 33% (+9), and Not Met decreased from 50% to 35% (-18). Student group gains include: Low-Income: Meets/Exceeds 24% to 30% (+6); Not Met 50% to 37% (-13) Hispanic: Meets/Exceeds 22% to 28% (+6); Not Met 51% to 40% (-11). Overall, supplemental supports were effective in improving ELA achievement and reading outcomes across student groups, particularly in increasing the number of students moving toward grade-level performance.

Action 12.2 Supplementary Supports in English Language Arts was rated 3: Effective as measured by M12.1 and M12.2. This has demonstrated strong effectiveness in driving ELA outcomes by providing evidence-based supplemental materials to all students, with a specific focus on closing opportunity gaps for Low-Income and Hispanic subgroups. According to CAASPP data (M12.1), all students improved by +27.4 points, while Low-Income and Hispanic students saw even higher gains of +30.0 and +31.0 points, respectively. These results are mirrored in iReady Reading assessments (M12.2), where Hispanic and Low-Income students achieved a +9% increase in meeting or exceeding standards, alongside significant decreases in "Not Met" results (20% and 19% respectively). Overall, these metrics confirm that the action is successfully supporting academic growth across all identified groups, particularly for those historically impacted by the achievement gap.

Action 12.3 Literacy Support and Services was rated 3-Effective as measured by M12.1 and M12.2. Although this specific support was not implemented as planned, a resident guest teacher provided the foundational literacy support for students leading to significant effectiveness for target populations. According to CAASPP ELA (M12.1) data, all students gained +27.4 points from the baseline, while Low-Income (+30.0) and Hispanic (+31.0) students showed even higher growth. These gains are mirrored in iReady Reading (M12.2) results, where the percentage of students meeting or exceeding standards increased by 9 percentage points overall, and 9 and 13 percentage points for Low-income and Hispanic subgroups. These positive ELA trends suggest that the literacy focus is contributing to measurable academic gains.

Action 12.4 Supervision Supports was rated 2:Somewhat Effective as measured by M12.3. Hiring three additional proctors to bolster PBIS strategies and facilitate restorative conversations, has shown limited effectiveness based on the current data. Despite full implementation aimed at fostering positive student interactions, suspension rates measured under M12.3 have risen across all key demographics. Specifically, the rate for all students increased by 2.8% (from 4.9% to 7.7%), while Low-Income students saw a 2.1% rise (from 5.6% to 7.7%). The most significant impact was observed within the Hispanic student group, which experienced a 3.4 percentage point increase, jumping from 2.9% to 6.3%. While the presence of additional proctors may have led to more consistent identification and documentation of incidents, the primary goal of reducing suspensions has not yet been realized. Consequently, the district may need to evaluate whether these figures reflect improved reporting or a genuine need for more targeted behavioral interventions, particularly for Hispanic students.

Action 12.5 Structured Recess Supports was rated a 1: Not Effective as measured by M12.3. This involved investing in instructional materials like Push Play PE to foster student engagement and reduce behavioral incidents during non-instructional time. However, data from M12.3 (Suspension Rates) indicates that this intervention has been ineffective to date, as suspension rates rose across all monitored demographics compared to the baseline. Specifically, the suspension rate for all students increased by 2.8%, while Low-Income students saw a 2.1% rise and Hispanic students experienced a significant 3.4% increase. Despite the implementation of structured skill-building activities, these figures suggest that the goal of decreasing suspensions has not been realized. To improve outcomes, the district should evaluate whether these activities are effectively reaching high-risk students and consider integrating complementary behavioral strategies to support the current structured recess model.

Action 12.6 focused on School Culture and Climate was rated 1: Not Effective as measured by M12.3. This centered on scheduling student assemblies and providing staff professional development to foster inclusivity, with a specific emphasis on supporting Low-Income (Economically Disadvantaged) and Hispanic student populations. Performance is monitored through metric M12.3 (Suspension Rates), which currently indicates that the action has been ineffective to date. Data reveals a rising trend in suspensions across the board: all students saw a +2.8% increase, Low-Income students saw a +2.1% increase, and Hispanic students experienced the most significant spike at +3.4%. Despite holding assemblies on social media etiquette and technology use, these rising figures suggest that current efforts are not addressing the root causes of behavioral issues. To improve outcomes particularly for Hispanic students the district should consider pivoting from general assemblies toward more targeted interventions, such as social-emotional learning, conflict resolution, and restorative practices.

Action 12.7 Indirect Costs: Although this action is not related for effectiveness, this action ensures the accurate accounting administrative overhead associated with this goal. The Equity Multiplier funds were used exclusively for direct student support at the site-level implementation aligned with LCAP goals.

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

What is new is that All, Low-Income, and Hispanic were identified as “Red” on the 2025 California School Dashboard in Mathematics The 2025 results indicate that all students scored -124.8 Distance from Standard (DFS), Low-Income -126.6 DFS, and Hispanic -127.7 DFS in Math.

The goal description was changed to include the newly identified Math and Chronic absenteeism red indicators.

Previous metric 12.2, iReady Reading, is now metric 12.3. New metric 12.2 is CAASPP Math Distance from Standard (DFS) CA School Dashboard. New 2025 Base Line data for the groups All -124.8 DFS, Low-Income(LI) -127.7 DFS, and Hispanic (HI) -126.6 DFS was added and new outcome targets were established for All -104.8 DFS, LI -107.7 DFS, and HI -106.6 DFS.

Previous metric 12.3, Suspension rate, is now metric 12.4.

Metric 12.5 is new Chronic Absenteeism California School Dashboard. New 2025 base line data for all students 29.6%, and for the groups EL 21%, LI 31.1%, and SWD 33.3%.

Metric 12.6 is a new metric, i-Ready Math.

Action 12.1 "Intervention Supports" the description was updated to focus on math support for students and the metric was updated to include 12.2 and M12.6.

Action 12.2 previously titled "Supplementary supports in English Language Arts" has been renamed "Supplementary supports in Mathematics." The description was also updated to focus on math development, as measured by Metric 12.6.

Action 12.3 previously titled "Literacy Support and Services" has been renamed "Staffing & Academic Capacity Building". The description was updated to include math, as measured by M12.3 and M12.6.

Action 12.4 Supervision Supports the description was updated to include a PBIS focus on tier II and tier III supports for students. PBIS was added to support positive schoolwide behavior and foster a safe climate and culture. Student supervision will include strategies and activities to promote positive peer interactions during non-instruction time, as measured by M12.4.

Action 12.5 Structured Recess Supports the description was updated to focus on the target support for students, as measured by M12.4.

Action 12.6 previously titled "School Culture and Climate Supports" has been renamed "School Culture and Climate". The metric was changed to include 12.4 and12.5 to align to chronic absenteeism and suspension.

Priority 5 Pupil Engagement was added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	Intervention Supports	To improve student achievement in math, intervention personnel will provide focused push-in or pull-out mathematic support for all students, Low-Income and Hispanic concentrating on key skills in number and operations, algebraic thinking, measurement and data, and geometry development 4 days a week within the general education, in collaboration with the teacher as measured by and M12.2 and M12.6	$33,000.00	No
12.2	Supplementary supports in Mathematics	El Mirage will implement evidence-based supplemental mathematics instruction to accelerate math development and provide targeted, standards-based practice. This academic support is designed to enhance learning for all students, with a specific focus on meeting the needs of economically disadvantaged and Hispanic student populations, leading to improved schoolwide mathematics achievement as measured by M12.6	$20,000.00	No
12.3	Staffing & Academic Capacity Building	To improve schoolwide academic growth, El Mirage is implementing coaching, mentoring, and professional development to support math and literacy teachers directly in the classroom. The focus will be on strengthening Tier I core instruction, improving data analysis, and enhancing differentiated learning. This action is for (All students, with a focus on low-income, and Hispanic students) by addressing Tier I instructional practices, address inconsistent core instruction and limited differentiated instruction as measured by M12.3, M12.6.	$55,748.00	No
12.4	Supervision Supports	El Mirage will expand schoolwide behavioral and academic support services to foster a positive, safe campus culture. This provides enhanced student supervision during all recess periods, featuring structured yard activities that promote positive peer interactions and social restorative problem-solving. Behavioral services include Tier 1-3 PBIS reflections, operational support for the PBIS student store, and supervised in-school suspension interventions utilizing restorative conversations. Additionally, this support extends into the classroom to assist students with small-group academic activities, ultimately aiming to decrease schoolwide suspensions as measured by M 12.4.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
12.5	Structured Recess Supports	El Mirage will implement structured, engaging recess programming such as 'Push Play P.E.' to enhance student participation and physical skill development. This targeted support is designed to foster inclusive play for all students, with specific attention paid to the social and developmental needs of low-income and Hispanic student groups, leading to a decrease in schoolwide suspensions as measured by M 12.4.	$10,000.00	No
12.6	School Culture and Climate	El Mirage will schedule and conduct student assemblies focused on fostering a positive culture and an inclusive climate with specific attention to the experiences and needs of all, economically disadvantaged, and Hispanics. These age appropriate sessions will incorporate interactive elements and discussions with guests speakers or content to promote understanding, respect, empathy for all students while also addressing topics pertinent to the identified groups This will lead to a decrease in suspensions and chronic absenteeism as measured by M12.4 and M12.5.	$20,000.00	No
12.7	Indirect Costs	Fiscal Services will charge indirect costs for each school site based on the California Department of Education approved rate 6.91%.	$8,618.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$22,754,966	$2,465,328

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
28.013%	2.989%	$2,337,878.47	31.002%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School site councils and advisory committees advocated for transparent and data-driven decision-making processes to ensure resources are directed where they are most needed. By addressing these identified needs and implementing these strategic actions, AESD aims to improve educational outcomes for all unduplicated student groups, ensuring they receive the support and resources necessary to thrive academically and socially. Unduplicated Pupil Counts were 79.67% for the 22-23 school year. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.	Strategic Actions: Based on this analysis and the feedback from educational partners, AESD will implement the following strategic actions: Reduce Class Sizes and Retention, Increase Personnel: Hire additional teachers and instructional aides to reduce class sizes and provide targeted literacy and math support. Host recruitment fairs and actively seek experienced staffing candidates Develop coaching and mentoring structures focused on the development and retention Provide competitive and comparable salaries and benefits, research points to consistent teaching with hiring competitive salaries seeing an increase in 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.	

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and be better prepared for future academic success. Though there is a lapse in available TK-specific data, we are committed to addressing the needs of our youngest learners through strategic early intervention programs. As we move forward, the district will work to collect TK data and use it to refine and strengthen the implementation of this action in future cycles. This action will ensure that the district provides targeted early literacy support, directly benefiting unduplicated student groups and promoting equity in the early stages of education. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups.	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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** English Learner Professional Development **Need:** The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. In our district, which serves students from Transitional Kindergarten (TK) through 8th grade, we are committed to ensuring that every student receives a high-quality education tailored to their unique needs. To achieve this, we are implementing	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	This action will be measured by the metrics identified in the action description.

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		4. Improved Teacher-Student Interactions: Professional development enhances the quality of interactions, enabling teachers to identify and support individual student needs more effectively. Why Provided LEA-wide: 1. Equitable Access: Ensuring that professional development is implemented LEA-wide guarantees that all teachers, regardless of their school or grade level, benefit from high-quality instructional practices and the associated academic advantages. 2. Consistency in Instruction: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy. 3. Broad Impact: Research indicates that effective professional development significantly impacts student achievement. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations. 4. Holistic Support: The LEA-wide approach to professional development promotes an inclusive and innovative educational environment that supports academic and social-emotional development for all students.	
1.5	**Action:** Instructional Leadership **Need:** The rationale for enhancing services stems from the disparities in CAASPP scores for	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	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (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.	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.	

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		school climate. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations. 4. Holistic Support: The LEA-wide approach to enhancing Assistant Administrators promotes an inclusive and supportive educational environment that fosters academic and social-emotional development for all students.	
1.6	**Action:** Library and Media Access **Need:** Educational Partner Feedback: Educational partners, including teachers, parents, community members, and students, have provided valuable feedback regarding the role of Media Resources: 1. Community Members: Supported initiatives to integrate innovative programs and resources to enhance technology equity. 2. Students: Expressed a desire for more interactive and engaging technology. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (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	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.	

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		supportive educational environment that fosters academic and social-emotional development for all students. 5. Community Members: Supported initiatives to integrate innovative programs and resources to enhance educational equity. 6. Students: Expressed a desire for more interactive and engaging learning materials and environments. By implementing these enhancements LEA-wide, AESD aims to create an educational setting that not only addresses the specific needs of EL, HY, and LI students but also enhances the overall academic experience for every student in our district. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy and math outcomes for all. To address the unique needs of our unduplicated student groups, AESD is implementing a comprehensive plan to enhance technology and school innovation across all grade levels. This action is principally directed towards unduplicated student groups, providing them with the necessary tools and resources to improve their academic performance and engagement.	
1.7	**Action:** School Innovation **Need:** The needs assessment reveals several critical areas requiring attention:	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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1. 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.	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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (PBS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 PBS) and FY (-113.7 PBS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 PBS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 PBS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. **Scope:** LEA-wide	5. Strategic Planning: Through careful strategic planning, the district can ensure that resources are allocated effectively and that innovative programs are implemented to meet the specific needs of unduplicated students. Why Provided LEA-wide: 1. Equitable Access: Ensuring that innovative programs, and strategic planning are implemented LEA-wide guarantees that all students, regardless of their school or grade level, benefit from these educational enhancements. 2. Consistency in Instruction: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy and math. 3. Broad Impact: Educational partner feedback highlights that access to modern educational resources and innovative teaching methods significantly impacts student achievement and motivation. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations. 4. Holistic Support: The LEA-wide approach to enhancing technology, school innovation, and strategic planning promotes an inclusive and supportive educational environment that fosters academic and social-emotional development for all students.	
1.9	**Action:** Professional Learning to Support Grade-Level Standards in English Language Arts and Math	By implementing comprehensive professional development LEA-wide, we aim to create an educational setting that not only	M1.2, M1.3, M1.6, M1.7, M1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The needs assessment reveals several critical areas requiring attention: 1. Academic Performance: FY, and LI students are significantly below standard in both ELA and Math, indicating a need for robust academic support. 2. Engagement and Motivation: Many of our unduplicated students lack engagement and motivation, which are crucial for academic success. 3. Access to Innovative Educational Opportunities: To stimulate interest and learning among unduplicated students, it's crucial to prioritize professional learning that empowers educators with expertise in modern technology and innovative school programs, with a specific emphasis on research-based math strategies (e.g., conceptual understanding, spaced practice) and evidence-based English Language Arts strategies (e.g., explicit phonics instruction, reciprocal teaching). This must be coupled with the implementation of research-based practices and strategic planning, ensuring that all initiatives are grounded in evidence to maximize their impact on student engagement and achievement in these critical areas. Educational Partner Feedback	addresses the specific needs of FY and LI students but also enhances the overall academic experience for every student in our district, including students with disabilities. This commitment to equitable and high-quality education underscores our dedication to fostering academic success and improving literacy outcomes for all. A comprehensive learning growth plan will be implemented during the school year to address learning opportunities for all personnel. Opportunities for professional growth in all subjects but specifically in literacy and math will be a primary focus of the district. The data inquiry cycle will be utilized at least three times of the year utilizing the data to monitor and reevaluate the teaching within the classroom. Professional Learning will be the primary vehicle to drive the learning plan forward. Implementing Professional Learning across all grades ensures a consistent approach to teaching and learning, crucial for building strong foundational skills, especially in literacy. Ongoing professional learning facilitates better teacher-student interactions, enabling the personalized attention essential for the success of our FY and LI students. At every grade level, from TK through 8th grade, teachers benefit from professional development through more individualized instruction techniques, increased engagement strategies, and greater opportunities for small group work and differentiated learning activities.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners, including teachers, parents, community members, and students, have provided valuable feedback: 1. Teachers specifically highlighted the need for improved access to innovative teaching methods to better support unduplicated students, directly correlating this with their academic progress in mastering core concepts. 2. Parents emphasized the importance of engaging learning experiences in keeping students motivated, recognizing that sustained engagement is key to consistent academic growth and achievement. 3. Community members supported initiatives to integrate innovative programs and technological resources to enhance educational equity, seeing these as vital tools to bridge achievement gaps and accelerate academic success. 4. Students themselves expressed a desire for more interactive and engaging learning materials and environments facilitated by technology and innovation, believing these would make learning more effective and directly contribute to their academic performance. The rationale for enhancing services stems from the disparities in 2023 CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All	Research consistently shows that effective professional learning positively impacts student achievement, particularly in the early grades. By implementing this initiative LEA-wide, we are addressing the academic needs of our most vulnerable populations while benefiting the entire student body. This holistic support fosters an inclusive and nurturing educational setting, driving significant improvements in literacy and overall academic performance. The LEA-wide implementation of professional learning underscores our commitment to providing every student, regardless of background or circumstance, with the opportunity to achieve academic success. Addressing Needs: 1. Personalized Instruction: Professional development allows teachers to learn and implement more personalized and differentiated instruction, addressing the diverse learning needs of FY and LI students. 2. Enhanced Engagement: With ongoing professional development, teachers can engage more effectively with each student, fostering a supportive and interactive learning environment. 3. Increased Opportunities for Differentiation: Professional development enables more frequent and effective use of small group work and differentiated learning activities, essential for 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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students, Low-Income (LI), and Foster Youth (FY) with LI at -79.8 DFS and FY at -113.7 DFS have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with LI at -79.8, and FY at -113.7. In Math, All Students are -115.3 DFS, with LI at -118.8 and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. **Scope:** LEA-wide	Why Provided LEA-wide: 1. Equitable Access: Ensuring that professional learning is implemented LEA-wide guarantees that all teachers, regardless of their school or grade level, benefit from high-quality instructional practices and the associated academic advantages. 2. Consistency in Instruction: Implementing this action across all grade levels ensures a consistent and cohesive approach to teaching and learning, which is critical for developing strong foundational skills, particularly in literacy. 3. Broad Impact: Research indicates that effective professional learning significantly impacts student achievement. By applying this strategy LEA-wide, we maximize its benefits for the entire student body while prioritizing support for our most vulnerable populations. 4. Holistic Support: The LEA-wide approach to professional learning promotes an inclusive and innovative educational environment that supports academic and social-emotional development for all students.	
2.2	**Action:** Music and Art **Need:** The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of 47.1%. English learners (EL) and foster youth	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:	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates, particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and	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	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. Music and art, along with engaging electives, are essential to utilizing the right brain of engagement, empowering the academic success of AESD learners. These programs foster creativity and holistic development, enhancing the overall educational experience and contributing to students' academic and personal growth. Educational partners expressed support for student access to the arts, and for eSports electives (through surveys, etc.). Educational partners including parents, teachers, administrators, and community members believe opportunities to access art, music, and electives will improve student engagement and increase attendance. The needs and assets of Music, Art, and Electives in AESD is as follows: Enhancement of Cognitive Skills: Music and art education stimulates different areas of the brain, enhancing cognitive abilities such as memory, spatial-temporal skills, and creative thinking. Engaging in these subjects helps develop critical thinking and problem-solving skills. 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.	the unique needs of foster youth, promoting consistency and stability in their education. By implementing these strategies on an LEA-wide basis, the district aims to create a more inclusive and engaging learning environment that addresses the specific needs of ELs, LI students, and FY. These actions are expected to produce the intended student outcomes of improved attendance, enhanced cognitive skills, and increased engagement in learning, ultimately leading to better academic performance and overall well-being.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improved Academic Performance: Studies have shown that students involved in music and art programs often perform better academically. The skills gained from these subjects, such as discipline, focus, and perseverance, translate into improved performance in core subjects like math, reading, and science. Cultural Awareness and Appreciation: Music and art education exposes students to diverse cultures and historical contexts, promoting cultural awareness and appreciation. This broadens students' perspectives and helps them develop a more inclusive worldview. By integrating music, art, and engaging electives into the curriculum, AESD can provide a more holistic education that addresses the diverse needs and talents of its students, fostering both academic and personal success. **Scope:** LEA-wide		
2.3	**Action:** Mental Health and Social-Emotional Counseling **Need:** The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic	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	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism 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. **Scope:** LEA-wide	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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		3. Counseling Services: -English Learners (ELs): Offer counseling services with bilingual counselors to help navigate academic and personal challenges, promoting consistent attendance. -Low-Income (LI) Students: Ensure access to counseling services to support stress management and overcome barriers to attendance. -Foster Youth (FY): Provide dedicated counseling services to address unique emotional and psychological needs, fostering a stable and supportive school environment. By implementing these strategies on an LEA-wide basis, AESD aims to ensure equitable access to essential support and resources for all students. This cohesive and inclusive approach is anticipated to significantly reduce chronic absenteeism, promoting the well-being and academic success of every student in the district.	
2.5	**Action:** Social Emotional Wellness **Need:** The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional	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:	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of 47.1%. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates, particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups. AESD has identified two significant causes for the low attendance rate and high chronic absenteeism rate.The following two reasons	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. -Low-Income (LI) Students: Implement SEL programs that address specific challenges faced	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	justify the need to continue the services: 1) student connectedness and lack of engagement and 2) Further barriers to student achievement were determined to be physical and mental health, and the lack of related support. The continuance of the actions listed above is supported by community feedback (survey data), and observational data about student usage of these services. **Scope:** LEA-wide	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.	
2.6	**Action:** Social Emotional Learning **Need:** The chronic absenteeism and suspension data reveal significant disparities among different student groups. The overall chronic absenteeism rate is 45.1%, with low-income (LI) students having an even higher rate of	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	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	47.1%. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, yet still remain elevated. When examining suspension rates, foster youth face a concerning 16.9%, far above the overall district level of 9%, while English learners have a lower suspension rate of 6.1%. Low-income students also experience slightly higher suspension rates at 9.3%. These disparities underscore the need for targeted actions to address both chronic absenteeism and suspension rates, particularly for foster youth and low-income students, who are disproportionately affected by both issues. Tailored interventions are critical to improving outcomes for these vulnerable groups. The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and	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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. AESD has identified two significant causes for the low attendance rate and high chronic absenteeism rate. The two identified causes were student connectedness and lack of engagement. Further barriers to student achievement were determined to be physical and mental health, and the lack of related support. The continuance of the actions listed above is supported by community feedback (survey data), and observational data about student usage of these services. **Scope:** LEA-wide	2. Physical Health Services -English Learners (ELs): Staff will be trained on how to ensure EL students have access to comprehensive physical health services, both preventive care and treatments, which can reduce health-related absences. Training will include information on overcoming language barriers and facilitating equitable access to health resources. -Low-Income (LI) Students: Professional development will guide staff on how to provide physical health services that address the specific health challenges faced by LI students. This will help mitigate the effects of untreated health issues, reducing absenteeism and promoting a healthier school experience. -Foster Youth (FY): Training will focus on ensuring foster youth receive comprehensive, personalized physical health services that address their unique health needs. Staff will be educated on how to identify and respond to health concerns that may affect foster youth, promoting their overall well-being and improving attendance. 3. Social-Emotional Learning (SEL) -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	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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.	
2.7	**Action:** Transportation Services **Need:** The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income	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,	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. The chronic absenteeism data reveals disparities among different student groups. The overall rate of chronic absenteeism is 45.1%, with low-income (LI) students showing a higher rate of 47.1%, indicating a significant challenge for this group. English learners (EL) and foster youth (FY) have lower chronic 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	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. By implementing these actions on an LEA-wide basis, AESD aims to create an inclusive	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the state data indicating this need, educational partners expressed a critical need for transportation services, and a focus on attendance. **Scope:** LEA-wide	environment that addresses the specific needs of ELs, LI students, and FY. These targeted actions are expected to produce the intended student outcomes of improved attendance, enhanced connectedness, and better overall academic performance. Conducting these actions LEA-wide ensures that all students, regardless of their background, have equitable access to the support and resources necessary for their success.	
2.8	**Action:** Counseling **Need:** The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8,\ and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. The chronic absenteeism data reveals disparities among different student groups.	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.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The overall rate of chronic absenteeism is 45.1%, with low-income (LI) students showing a higher rate of 47.1%, indicating a significant challenge for this group. English learners (EL) and foster youth (FY) have lower chronic absenteeism rates at 38.3% and 39.2%, respectively, but still exceed desirable levels. These discrepancies highlight the need for targeted actions to address the underlying causes of absenteeism, particularly for low-income students who face the highest rates. Tailored interventions are essential to support these student groups and reduce chronic absenteeism across the board. **Scope:** LEA-wide	-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: -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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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,	
2.9	**Action:** Engaging Electives **Need:** The rationale for enhancing services stems from the disparities in CAASPP scores for English Language Arts (ELA) and Mathematics across key student groups: All Students, English Learners (EL), Low-Income (LI), and Foster Youth (FY). EL students are 104.3 points below standard (DFS) in ELA, but recent gains in reclassification show potential for further improvement with continued	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:	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support. LI (-79.8 DFS) and FY (-113.7 DFS) have made some progress, but additional services will help them access accelerated programs to boost academic growth. ELA scores for All Students are -76.5 DFS, with EL at -104.3, LI at -79.8, and FY at -113.7. In Math, All Students score -115.3 DFS, with EL at -133.7, LI at -118.8, and FY at -152.4. These gaps highlight the urgent need for targeted actions to improve outcomes for these groups. Music and art, along with engaging electives, are essential to utilizing the right brain of engagement, empowering the academic success of AESD learners. These programs foster creativity and holistic development, enhancing the overall educational experience and contributing to students' academic and personal growth. Educational partners expressed support for student access to the arts, and for eSports electives (through surveys, etc). Educational partners including parents, teachers, administrators, and community members believe opportunities to access art, music, and electives will improve student engagement and increase attendance. The needs and assets of Music, Art, and Electives in AESD is as follows: Improved Academic Performance: Studies have shown that students involved in music and art programs often perform better	-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 -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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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.	-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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students are more likely to pursue these interests outside of school, leading to a well-rounded, enriched life. Enhanced Engagement and Motivation: Electives allow students to explore their interests and passions, increasing engagement and motivation in school. When students are interested in what they are learning, they are more likely to excel academically and personally. Preparation for Future Careers: Music, art, and electives can pave the way for future careers in creative industries. Skills learned in these subjects, such as creativity, collaboration, and communication, are highly valued in the job market. By integrating music, art, and engaging electives into the curriculum, AESD can provide a more holistic education that addresses the diverse needs and talents of its students, fostering both academic and personal success. **Scope:** LEA-wide		
3.1	**Action:** Family Engagement **Need:** The following data supports the identified need: AESD recognizes a continued need to	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	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. **Scope:** LEA-wide	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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		-Low-Income (LI) Students: Offer workshops focused on strategies for academic support, homework assistance, and understanding curriculum standards to empower LI families to support their children's educational journey. -Foster Youth (FY): Develop specialized training programs for foster families to address the unique needs of foster youth, including trauma-informed care and educational advocacy, fostering a stable and supportive environment. 3. Additional Support for Bilingual Families: -English Learners (ELs): Implement bilingual support services to assist families in accessing school information, understanding academic expectations, and communicating effectively with teachers and staff, thereby enhancing student support at home and school. -Low-Income (LI) Students: Ensure that bilingual support is available for LI families, helping them to 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	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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. This action is also targeting the needs students with disabilities and Hispanic students. A major focus will be the increase of parent and family engagement to increase the communication between home and school through parent engagement meetings and increasing the communication to all educational partners.	
3.2	**Action:** Communication **Need:** The following data supports the identified need: AESD recognizes a continued need to increase parent attendance at district workshops, training, courses, etc. For the	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	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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.	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. 2. Low-Income (LI) Students: Host community-based family engagement activities to strengthen the connection between LI families and schools, providing a platform for parents to become more involved in their children's learning and school community. 3. Foster Youth (FY): Create tailored family engagement opportunities that include foster families and caretakers, ensuring they have the resources and support needed to advocate for and support foster youth's educational progress. 4.Parent Training for Families/Caretakers through Concrete Communication: English Learners (ELs): Provide training sessions in multiple languages to help EL families understand the educational system, support their children's learning at home, and navigate school resources effectively. 5. Low-Income (LI) Students: Offer workshops focused on strategies for academic support,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	homework assistance, and understanding curriculum standards to empower LI families to support their children's educational journey. 6. Foster Youth (FY): Develop specialized training programs for foster families to address the unique needs of foster youth, including trauma-informed care and educational advocacy, fostering a stable and supportive environment. 7. Additional Support for Bilingual Families: 8. English Learners (ELs): Implement bilingual support services to assist families in accessing school information, understanding academic expectations, and communicating effectively with teachers and staff, thereby enhancing student support at home and school. 9. Low-Income (LI) Students: Ensure that bilingual support is available for LI families, helping them to overcome language barriers and actively participate in their children's education, leading to improved academic outcomes. 1Foster Youth (FY): Provide bilingual resources and support for foster families who speak languages other than English, ensuring they can fully engage with the educational system and support their foster children's academic progress. 4. Increased Communication about Programs Benefiting Unduplicated Students: -English Learners (ELs): Enhance communication channels to keep EL families informed about programs and services specifically designed to support EL students, encouraging their participation and engagement. -Low-Income (LI) Students: Develop targeted communication strategies to inform LI families about available resources and programs that can assist in overcoming economic barriers to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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
1.8	**Action:**	A Literacy Plan for English Learners will encompass equitable services for each level of	This action will be measured by the metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learner Student Achievement supports **Need:** The following data supports the identified need: ELPI indicates a 47.2% making progress; local reclassification rates for ELs - 6.7% and LTELS 3.8%, ELA CAASPP at EL -104.3 PBS and Math CAASPP at -133.7 PBS. English Learners testing and reclassification results merit a focus on language development that fosters English Language Development for both EL and Long Term English Learners. Research based intervention programs along with first best ELD instruction will support the foundational skills for language mastery. Analysis of the data reveals several key areas of need: 1. Progress and Reclassification: The relatively low percentage of ELs making progress and the reclassification rates for both ELs and LTELs indicate a significant need for enhanced language development programs. 2. Academic Performance: The performance gaps in ELA and Math CAASPP scores underscore the necessity of focused academic interventions to support ELs in achieving grade-level proficiency. **Scope:** Limited to Unduplicated Student Group(s)	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.	identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		-Cultural Competency: Offer training on cultural competency to help teachers create inclusive and supportive learning environments that recognize and value the diverse backgrounds of ELs. 3. Increased Family and Community Engagement: -Educational Partner Feedback: Actively seek feedback from families, caretakers, and community members regarding the needs and challenges faced by ELs and LTELs. This feedback will inform the development and implementation of language development programs. -Bilingual Support Services: Enhance communication and support services for bilingual families to ensure they are fully informed and engaged in their children's education. This includes providing resources and training in multiple languages. These targeted strategies, developed with input from educational partners, are designed to support the identified needs of ELs and LTELs. By focusing on language development, utilizing research-based interventions, and enhancing family engagement, the district aims to improve academic outcomes and close the achievement gaps for these student groups.	
2.1	**Action:** Foster Youth Services **Need:** The following data supports the identified need: Dataquest- 2022-2023- Unexcused absences; FY 34.4%. Chronic Absenteeism	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	This action will be measured by the metrics identified in the action description.

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Home Language Access for Family Engagement & Services **Need:** There is a gap between overall student CAASPP performances (76.5 points below standard in ELA, 115.3 points below standard in Math), and performance on the CAASPP for English Learners (104.3 points below standard in ELA and 133.7 points below standard in Math). The English Learner Progress Indicator indicates 47.2% making progress towards English language proficiency with a decline of 2% of 1,114 English Learners districtwide.	District Staff will coordinate and increase efforts of communication to support language acquisition and goal attainment for students. This includes frequent and constant communication with parents and family members. Additional support for students include tutoring services and parent/family training and support for students in the areas of standards attainment and homework completion. Additionally, bilingual supports include access and opportunity for training in the areas of mental health services.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

The additional funding will be used to increase or retain qualified staff and support staff from the local area with comparable salaries and benefits. The increase in staff support such as paraprofessionals. aides, and other directly supporting staff will assist in the students' overall achievement data by connecting and supporting the students' social-emotional development and assisting them with mental health needs (Action 2.1, 2.3).

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	81,228,734	22,754,966	28.013%	2.989%	31.002%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$27,023,081.00	$6,381,841.00	$0.00	$2,007,088.00	$35,412,010.00	$27,292,349.00	$8,119,661.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class Size Reduction and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$8,259,658.00	$0.00	$8,259,658.00				$8,259,658.00	0
1	1.2	Supplemental Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,263,600.00	$663,168.00	$1,926,768.00				$1,926,768.00	0
1	1.3	Instructional Jumpstart	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$401,528.00	$401,528.00				$401,528.00	0
1	1.4	English Learner Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-2027	$122,780.00	$55,000.00	$177,780.00				$177,780.00	0
1	1.5	Instructional Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$2,378,990.00	$0.00	$371,902.00			$2,007,088.00	$2,378,990.00	0
1	1.6	Library and Media Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,243,542.00	$44,084.00	$1,287,626.00				$1,287,626.00	0
1	1.7	School Innovation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$537,166.00	$562,585.00	$1,099,751.00				$1,099,751.00	0
1	1.8	English Learner Student Achievement supports	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	2026-2027	$113,088.00	$2,000.00	$115,088.00				$115,088.00	0

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
					s)											
1	1.9	Professional Learning to Support Grade-Level Standards in English Language Arts and Math	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-2027	$270,140.00	$103,569.00	$373,709.00				$373,709.00	0
2	2.1	Foster Youth Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-2027	$1,016,455.00	$0.00	$433,508.00	$582,947.00			$1,016,455.00	0
2	2.2	Music and Art	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$576,023.00	$49,111.00	$625,134.00				$625,134.00	0
2	2.3	Mental Health and Social-Emotional Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,474,585.00	$10,000.00	$768,957.00	$715,628.00			$1,484,585.00	0
2	2.4	Attendance and Engagement	All	No				2026-2027	$259,520.00	$20,360.00	$279,880.00				$279,880.00	
2	2.5	Social Emotional Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$49,503.00	$50,000.00	$99,503.00				$99,503.00	0
2	2.6	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$61,390.00	$100,000.00	$161,390.00				$161,390.00	0
2	2.7	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,951,621.00	$4,107,020.00	$6,058,641.00				$6,058,641.00	0
2	2.8	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$700,104.00	$5,000.00	$519,008.00	$186,096.00			$705,104.00	0
2	2.9	Engaging Electives	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-2027	$3,032,270.00	$114,999.00	$3,147,269.00				$3,147,269.00	0
3	3.1	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$293,914.00	$171,063.00	$464,977.00				$464,977.00	0

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
3	3.2	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$154,804.00	$15,000.00	$169,804.00				$169,804.00	0
3	3.3	Home Language Access for Family Engagement & Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$231,200.00	$50,000.00	$281,200.00				$281,200.00	0
4	4.1	Tiered Support	Low-Income, Hispanic, English Learners	No			Specific Schools: Adelanto Elementary School TK-5	2026-2027	$137,972.00	$0.00		$137,972.00			$137,972.00	
4	4.2	Supplemental Standards-Based Practice Support	All	No			Specific Schools: Adelanto Elementary School Tk-5	2026-2027	$0.00	$53,545.00		$53,545.00			$53,545.00	
4	4.3	ELA/Literacy and Math Professional Development	All	No			Specific Schools: Adelanto Elementary School TK-5	2026-2027	$6,139.00	$21,793.00		$27,932.00			$27,932.00	
4	4.4	Teacher Preparation Support	All	No			Specific Schools: Adelanto Elementary School TK-5	2026-2027	$30,000.00	$0.00		$30,000.00			$30,000.00	
4	4.5	Socio-Emotional and Behavior Intervention Support	All	No			Specific Schools: Adelanto Elementary School TK-5	2026-2027	$36,479.00	$0.00		$36,479.00			$36,479.00	
4	4.6	Academic Capacity Building	All	No			Specific Schools: Adelanto Elementary School Tk-5	2026-2027	$0.00	$60,000.00		$60,000.00			$60,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.7**	Indirect Costs	All	No			Specific Schools: Adelanto Elementary School TK-5	2026-2027	$0.00	$18,534.00		$18,534.00			$18,534.00	
5	**5.1**	Wellness supports and Resources	English Learners, Foster Youth, Two or More Races, African American	No			Specific Schools: Bradach TK-5	2026-2027	$0.00	$50,000.00		$50,000.00			$50,000.00	
5	**5.2**	Social Emotional Supports	English Learners, Foster Youth, Two or More Races, African American	No			Specific Schools: Bradach TK-5	2026-2027	$70,000.00	$10,000.00		$80,000.00			$80,000.00	
5	**5.3**	Professional Development	English Learners, Low-Income, Hispanic	No			Specific Schools: Bradach TK-5	2026-2027	$20,000.00	$10,000.00		$30,000.00			$30,000.00	
5	**5.4**	Intervention Supports, Materials, and Resources	English Learners, Low-Income, African American,Hispanic	No			Specific Schools: Bradach TK-5	2026-2027	$50,000.00	$10,000.00		$60,000.00			$60,000.00	
5	**5.5**	Coaching Supports	All	No			Specific Schools: Bradach TK-5	2026-2027	$10,000.00	$50,000.00		$60,000.00			$60,000.00	
5	**5.6**	Targeted Academic Supports	English Learners, Low-Income, Hispanic	No			Specific Schools: Bradach TK-5	2026-2027	$50,000.00	$0.00		$50,000.00			$50,000.00	
5	**5.7**	Indirect Costs	All	No			Specific Schools: Bradach Elementary	2026-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-5									
6	**6.1**	Academic Interventions	Students with Disabilities English Learners, Low-income, African American, HIspanic	No			Specific Schools: Theodore Vick Elementary School TK-5	2026-2027	$100,000.00	$80,000.00		$180,000.00			$180,000.00	
6	**6.2**	Weekly/Biweekly PLC Collaboration and Data-Driven Planning	Students with Disabilities English Learners, Low-Income, Hispanic, African American	No			Specific Schools: Theodore Vick Elementary School TK-5	2026-2027	$5,000.00	$0.00		$5,000.00			$5,000.00	
6	**6.3**	Professional Development for Academic and Social-Emotional Learning (SEL) Best Practices	Students with Disabilities English Learners, Low-income, Hispanic, African American	No			Specific Schools: Theodore Vick Elementary School TK-5	2026-2027	$110,000.00	$30,000.00		$140,000.00			$140,000.00	
6	**6.4**	Before and After-School Academic Interventions	Students with Disabilities English Learners, Low-income, Hispanic, African American	No			Specific Schools: Theodore Vick Elementary School	2026-2027	$30,000.00	$30,000.00		$60,000.00			$60,000.00	
6	**6.5**	Multi-Tiered Supports for Attendance and School Climate	All	No			Specific Schools: Theodore Vick Elementary School TK-5	2026-2027	$30,000.00	$15,000.00		$45,000.00			$45,000.00	
6	**6.6**	Wellness Support	All	No			Specific Schools: Theodore Vick Elementary	2026-2027	$40,000.00	$5,000.00		$45,000.00			$45,000.00	
6	**6.7**	Indirect Costs	All	No			Specific Schools: Theodore Vick Elementary School	2026-2027	$0.00	$35,000.00		$35,000.00			$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-5									
7	**7.1**	Professional Development and Coaching	All Students with Disabilities English Learners, Low-income, Hispanic, African American, Socioeconomically Disadvantaged, and Foster Youth	No			Specific Schools: West Creek Elementary TK-5	2026-2027	$324,437.00	$35,178.00		$359,615.00			$359,615.00	
7	**7.2**	MTSS Site Support	All Students with Disabilities English Learners, Low-income, Hispanic, African American, Socioeconomically Disadvantaged, and Foster Youth	No			Specific Schools: West Creek Elementary TK-5	2026-2027	$20,000.00	$0.00		$20,000.00			$20,000.00	
7	**7.3**	Supplemental ELA and Math Supports	All Students with Disabilities English Learners, Low-income, Hispanic, African American, Socioeconomically Disadvantaged, and Foster Youth	No			Specific Schools: West Creek Elementary TK-5	2026-2027	$50,000.00	$0.00		$50,000.00			$50,000.00	
7	**7.4**	Academic Intervention	All Students with Disabilities English Learners, Low-income, Hispanic, African American, Socioeconomically Disadvantaged, and Foster Youth	No			Specific Schools: West Creek Elementary TK-5	2026-2027	$74,635.00	$0.00		$74,635.00			$74,635.00	
7	**7.5**	Mentoring, Tutoring, and Resource Support	All Students with Disabilities	No			Specific Schools: West	2026-2027	$60,000.00	$0.00		$60,000.00			$60,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			English Learners, Low-income, Hispanic, African American, Socioeconomically Disadvantaged, and Foster Youth				Creek Elementary TK-5									
7	**7.6**	Indirect Cost	All Students with Disabilities English Learners, Low-income, Hispanic, African American, Socioeconomically Disadvantaged, and Foster Youth	No			Specific Schools: West Creek Elementary TK-5	2026-2027	$0.00	$33,250.00		$33,250.00			$33,250.00	
8	**8.1**	Instruction & Academic Supports	Students with Disabilities English Learners, Low-income, Hispanic, African American, LTEL FY, Two or More Races, White	No			Specific Schools: Columbia Middle School 6-8	2026-2027	$155,000.00	$102,142.00		$257,142.00			$257,142.00	
8	**8.2**	Staffing & Capacity Building	Students with Disabilities English Learners, Low-income, Hispanic, African American, LTEL	No			Specific Schools: Columbia Middle School 6-8	2026-2027	$100,000.00	$70,000.00		$170,000.00			$170,000.00	
8	**8.3**	MTSS, PBIS & Data Systems	All	No			Specific Schools: Columbia Middle School 6-8	2026-2027	$175,000.00	$0.00		$175,000.00			$175,000.00	
8	**8.4**	Attendance, Behavior & Family Engagement Supports	All	No			Specific Schools: Columbia Middle School	2026-2027	$150,000.00	$71,952.00		$221,952.00			$221,952.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							6-8									
8	**8.5**	Supplemental Materials for ELA and Math	Students with Disabilities English Learners, Low-income, Hispanic, African American, LTEL	No			Specific Schools: Columbia Middle School 6-8	2026-2027	$0.00	$50,000.00		$50,000.00			$50,000.00	
8	**8.6**	Indirect Costs	All	No			Specific Schools: Columbia Middle School 6-8	2026-2027	$0.00	$48,286.00		$48,286.00			$48,286.00	
9	**9.1**	Targeted Academic Interventions	Students with Disabilities English Learners, LTEL, Socioeconomically Disadvantaged, African American, Hispanic, Students with Disabilities,	No			Specific Schools: Mesa Linda Middle School 6-8	2026-2027	$270,000.00	$30,000.00		$300,000.00			$300,000.00	
9	**9.2**	Professional Development for Staff	Students with Disabilities English Learners, LTEL, Socioeconomically Disadvantaged, African American, and Hispanic students	No			Specific Schools: Mesa Linda 6-8	2026-2027	$250,000.00	$135,000.00		$385,000.00			$385,000.00	
9	**9.3**	Social-Emotional Learning (SEL) Programs	All	No			Specific Schools: Mesa Linda 6-8	2026-2027	$30,000.00	$5,000.00		$35,000.00			$35,000.00	
9	**9.4**	Suspension Monitoring and Interventions	Students with Disabilities English Learners, LTEL, Socioeconomically Disadvantaged, African American, Hispanic, Foster	No			Specific Schools: Mesa Linda Middle School 6-8	2026-2027	$73,000.00	$10,000.00		$83,000.00			$83,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Youth, White, Two or More Races, and Students with Disabilities													
9	**9.5**	Behavior Support Systems	Students with Disabilities English Learners, LTEL, Socioeconomically Disadvantaged, African American, Hispanic, Foster Youth, White, Two or More Races, and Students with Disabilities	No			Specific Schools: Mesa Linda 6-8	2026-2027	$155,000.00	$10,000.00		$165,000.00			$165,000.00	
9	**9.6**	Data-Driven Decision Making	All	No			Specific Schools: Mesa Linda 6-8	2026-2027	$78,570.00	$0.00		$78,570.00			$78,570.00	
9	**9.7**	Indirect Costs	All	No			Specific Schools: Mesa Linda 6-8	2026-2027	$0.00	$49,819.00		$49,819.00			$49,819.00	
10	**10.1**	Tiered Supports	All	No			Specific Schools: Adelanto Virtual Academy K-8	2026-2027	$45,000.00	$0.00		$45,000.00			$45,000.00	
10	**10.2**	Professional Development in English Language Arts and Math	All	No			Specific Schools: Adelanto Virtual Academy K-8	2026-2027	$15,000.00	$0.00		$15,000.00			$15,000.00	
10	**10.3**	Mentoring, Tutoring, and Resource Support	All	No			Specific Schools: Adelanto Virtual Academy	2026-2027	$0.00	$57,854.00		$57,854.00			$57,854.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							K-8									
10	**10.4**	Targeted Student Support & Engagement	All	No			Specific Schools: Adelanto Virtual Academy K-8	2026-2027	$37,854.00	$20,000.00		$57,854.00			$57,854.00	
10	**10.5**	Supplemental Materials	All	No			Specific Schools: Adelanto Virtual Academy K-8	2026-2027	$0.00	$5,000.00		$5,000.00			$5,000.00	
10	**10.6**	Connections with parents/guardians support	All	No			Specific Schools: Adelanto Virtual Academy K-8	2026-2027	$1,000.00	$0.00		$1,000.00			$1,000.00	
10	**10.7**	Indirect Costs	All	No			Specific Schools: Adelanto Virtual Academy K-8	2026-2027	$0.00	$9,563.00		$9,563.00			$9,563.00	
11	**11.1**	ELA and Math Supports and Materials	English Learners, Students with Disabilities	No			Specific Schools: Westside Park TK-5	2026-2027	$150,000.00	$10,000.00		$160,000.00			$160,000.00	
11	**11.2**	Attendance Prevention and Support Workshops	English Learners, Two or More Races	No			Specific Schools: Westside Park TK-5	2026-2027	$40,000.00	$150,000.00		$190,000.00			$190,000.00	
11	**11.3**	Before- and after-school tutoring programs	English Learners, Students with Disabilities, Two or More Races	No			Specific Schools: Westside Park TK-5	2026-2027	$108,162.00	$0.00		$108,162.00			$108,162.00	
11	**11.4**	Professional Development, Coaching, and Professional Learning Collaboration	English Learners, Students with Disabilities, Two or More Races	No			Specific Schools: Westside Park Elementary	2026-2027	$30,000.00	$70,000.00		$100,000.00			$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-5									
11	**11.5**	Intervention Supports, Staff, Materials, and Resources	English Learners, Students with Disabilities, Two or More Races	No			Specific Schools: Westside Park Elementary TK-5	2026-2027	$100,000.00	$0.00		$100,000.00			$100,000.00	
11	**11.6**	Indirect Costs	All	No			All Schools	2026-2027	$0.00	$34,640.00		$34,640.00			$34,640.00	
12	**12.1**	Intervention Supports	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2026-2027	$33,000.00	$0.00		$33,000.00			$33,000.00	
12	**12.2**	Supplementary supports in Mathematics	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2026-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
12	**12.3**	Staffing & Academic Capacity Building	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2026-2027	$25,748.00	$30,000.00		$55,748.00			$55,748.00	
12	**12.4**	Supervision Supports	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2024-2027	$20,000.00	$5,000.00		$25,000.00			$25,000.00	
12	**12.5**	Structured Recess Supports	All Low-income, Hispanic	No			Specific Schools: El MIrage School K-8	2026-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
12	**12.6**	School Culture and Climate	All Low-income, Hispanic	No			Specific Schools: El Mirage School K-8	2024-2027	$5,000.00	$15,000.00		$20,000.00			$20,000.00	
12	**12.7**	Indirect Costs	All	No			Specific Schools: El Mirage School K-8	2026-2027	$0.00	$8,618.00		$8,618.00			$8,618.00	

2026-27 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
81,228,734	22,754,966	28.013%	2.989%	31.002%	$26,743,201.00	0.000%	32.923 %	**Total:**	$26,743,201.00
								LEA-wide Total:	$25,913,405.00
								Limited Total:	$829,796.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Class Size Reduction and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,259,658.00	0
1	**1.2**	Supplemental Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,926,768.00	0
1	**1.3**	Instructional Jumpstart	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$401,528.00	0
1	**1.4**	English Learner Professional Development	Yes	LEA-wide	English Learners	All Schools	$177,780.00	0
1	**1.5**	Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$371,902.00	0
1	**1.6**	Library and Media Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,287,626.00	0
1	**1.7**	School Innovation	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,099,751.00	0

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 (%)
					Low Income			
1	1.8	English Learner Student Achievement supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$115,088.00	0
1	1.9	Professional Learning to Support Grade-Level Standards in English Language Arts and Math	Yes	LEA-wide	Foster Youth Low Income	All Schools	$373,709.00	0
2	2.1	Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$433,508.00	0
2	2.2	Music and Art	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$625,134.00	0
2	2.3	Mental Health and Social-Emotional Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$768,957.00	0
2	2.5	Social Emotional Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,503.00	0
2	2.6	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,390.00	0
2	2.7	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,058,641.00	0
2	2.8	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$519,008.00	0
2	2.9	Engaging Electives	Yes	LEA-wide	Low Income	All Schools	$3,147,269.00	0
3	3.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$464,977.00	0
3	3.2	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,804.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Home Language Access for Family Engagement & Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$281,200.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$39,784,837.00	$37,040,814.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Class Size Reduction and Retention	Yes	$13,047,666.00	10,596,771.97
1	**1.2**	Supplemental Technology	Yes	$1,968,839.00	$1,806,308.57
1	**1.3**	Instructional Jumpstart	Yes	$710,793.00	$639,172.09
1	**1.4**	English Learner Professional Development	Yes	$153,723.00	$183,731.29
1	**1.5**	Instructional Leadership	Yes	$627,380.00	$2,362,273.84
1	**1.6**	Library and Media Access	Yes	$1,454,678.00	$1,221,062.90
1	**1.7**	School Innovation	Yes	$1,520,120.00	$1,130,293.94
1	**1.8**	English Learner Student Achievement supports	Yes	$115,088.00	$107,047.15
1	**1.9**	Professional Learning to Support Grade-Level Standards in English Language Arts and Math	Yes	$461,167.00	$1,089,221.79
2	**2.1**	Foster Youth Services	Yes	$428,763.00	436,803.36
2	**2.2**	Music and Art	Yes	$745,406.00	$581,099.18

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Mental Health and Social-Emotional Counseling	Yes	$2,213,155.00	$1,523,894.57
2	2.4	Attendance and Engagement	No	$332,045.00	$277,054.49
2	2.5	Social Emotional Wellness	Yes	$396,537.00	$761,706.10
2	2.6	Social Emotional Learning	Yes	$226,176.00	$310,843.28
2	2.7	Transportation Services	Yes	$6,606,025.00	$5,824,801.17
2	2.8	Counseling	Yes	$640,048.00	$295,754.86
2	2.9	Engaging Electives	Yes	$1,340,258.00	$3,041,826.88
3	3.1	Family Engagement	Yes	$1,619,790.00	$457,520.55
3	3.2	Communication	Yes	$187,535.00	$161,793.50
3	3.3	Home Language Access for Family Engagement & Services	Yes	$440,523.00	$252,141.81
4	4.1	Tiered Support Program Personnel	No	$38,694.00	85,651.70
4	4.2	Additional Standards-Based Practice- Supplemental Materials	No	$65,000.00	48,788.85
4	4.3	ELA/Literacy and Math Professional Development	No	$75,000.00	21,040.05

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Academic Intervention Support	No	$70,000.00	51,567.67
4	4.5	Socio-Emotional and Behavior Intervention Support	No	$75,897.00	37516.72
4	4.6	Indirect Costs	No	$25,675.00	16,660.00
5	5.1	Wellness supports	No	$135,000.00	4,561.45
5	5.2	Social emotional supports	No	$129,132.00	57,639.58
5	5.3	Professional Development and Intervention supports	No	$70,000.00	40,967.36
5	5.4	Intervention supports	No	$51,596.00	27,348.62
5	5.5	Professional Development for ELA, Math & Restorative Practices	No	$25,000.00	62,482.34
5	5.6	Coaching supports	No	$25,000.00	51,455.60
5	5.7	Intervention services	No	$30,000.00	201,179.61

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)
5	**5.8**	Indirect Costs	No	$37,604.00	30,296.07
6	**6.1**	ELA and Writing Intervention Personnel	No	$194,115.00	182,309.34
6	**6.2**	Professional Development for Literacy and Writing - Contracted Services/Consultant	No	$80,000.00	978.25
6	**6.3**	ELA and Writing Intervention	No	$131,443.00	220,395.28
6	**6.4**	Professional Development for ELA & Math	No	$80,000.00	148,620.40
6	**6.5**	Indirect Costs	No	$45,386.00	29,315.50
6	**6.6**	Wellness Support Space and Personnel	No	$40,000.00	36,299.37
7	**7.1**	ELA and Math Professional Development- Contracted Services/Consultant	No	$25,000.00	350,055.64
7	**7.2**	Literacy Coaching	No	$216,105.00	2,712.60
7	**7.3**	Case Management Supports	No	$70,000.00	1,067.94

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)
7	7.4	Intervention Small Group Instruction	No	$70,000.00	56,000.00
7	7.5	Supplemental Materials for ELA and Math	No	$54,261.00	16,867.22
7	7.6	Home Visits to increase connections with parents/guardians	No	$15,000.00	0
7	7.7	Additional Support Personnel for Program Implementation	No	$6,000.00	8,937.51
7	7.8	Mentoring, Tutoring, and Resource Support - Consultant	No	$61,785.00	125,846.17
7	7.9	Indirect Costs	No	$33,073.00	31,617.11
8	8.1	ELA and Math Professional Development- Contracted Services/Consultant	No	$66,451.00	65,644.27
8	8.2	Literacy Coaching	No	$182,031.00	44,404.16
8	8.3	Chronic Absenteeism Case Management	No	$70,000.00	126,076.23
8	8.4	Intervention Small Group Instruction	No	$67,000.00	103,586.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	8.5	Supplemental Materials for ELA and Math	No	$160,000.00	5,377.24
8	8.6	Home Visits to increase connections with parents/guardians	No	$15,000.00	18,525.64
8	8.7	Program Implementation Additional Supports	No	$6,000.00	1,783.58
8	8.8	Mentoring, Tutoring, and Resource Support - Consultant	No	$60,000.00	55,789.50
8	8.9	Indirect Costs	No	$48,286.00	33,351.91
8	8.10	Professional Development - Consultants for ELA and Math	No	$70,000.00	42,597.62
8	8.11	Intervention- Instructional Personnel	No	$60,000.00	14,259.43
9	9.1	ELA and Math Professional Development - Contracted Services/Consultant	No	$140,000.00	415,685.00
9	9.2	Literacy Coaching	No	$145,443.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
9	9.3	Personnel for Chronic Absenteeism Case Management	No	$70,000.00	49,793.67
9	9.4	Intervention Small Group Instruction	No	$67,000.00	183,947.20
9	9.5	Supplemental Materials for ELA and Math	No	$293,359.00	38,900.16
9	9.6	Home Visits to increase connections with parents/guardians	No	$15,000.00	189,294.97
9	9.7	Additional Intervention Instructional Support Personnel	No	$6,000.00	41,950.85
9	9.8	Mentoring, Tutoring, and Resource Support - Consultant	No	$60,000.00	57,021.64
9	9.9	Indirect Costs	No	$52,455.00	34,945.99
10	10.1	Tiered Support Program Personnel	No	$37,000.00	3,376.46
10	10.2	Professional Development in English Language Arts and Math	No	$15,000.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
10	**10.3**	Mentoring, Tutoring, and Resource Support	No	$50,000.00	49,968.00
10	**10.4**	Office Support Personnel for Parents and Students-Community Resource	No	$34,054.00	0.00
10	**10.5**	Supplemental Materials	No	$21,834.00	0.00
10	**10.6**	Connections with parents/guardians support	No	$1,000.00	0.00
10	**10.7**	Indirect Costs	No	$10,141.00	3,200.64
10	**10.9**				
11	**11.1**	Culturally Responsive Family Engagement Events	No	$140,000.00	4,894.00
11	**11.2**	Attendance prevention and support workshops	No	$180,000.00	229,097.45
11	**11.3**	Before- and after-school tutoring programs	No	$241,403.00	85,022.07
11	**11.4**	Indirect Costs	No	$35,834.00	22,845.20
12	**12.1**	Intervention Supports	No	$30,000.00	24,038.41
12	**12.2**	Supplementary supports in English Language Arts	No	$43,882.00	16,473.20
12	**12.3**	Literacy Support and Services	No	$45,000.00	14,506.75

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)
12	**12.4**	Supervision Supports	No	$15,000.00	21,095.77
12	**12.5**	Structured Recess Supports	No	$5,000.00	7,005.46
12	**12.6**	School Culture and Climate Supports	No	$5,000.00	20,967.86
12	**12.7**	Indirect Costs	No	$9,183.00	6,086.31

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
22,172,334	$32,266,087.00	$27,577,583.97	$4,688,503.03	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Class Size Reduction and Retention	Yes	$13,047,666.00	10,596,771.97		
1	1.2	Supplemental Technology	Yes	$1,968,839.00	1,806,308.57		
1	1.3	Instructional Jumpstart	Yes	$710,793.00	639,172.09		
1	1.4	English Learner Professional Development	Yes	$153,723.00	183,731.29		
1	1.5	Instructional Leadership	Yes	$627,380.00	355,184.92		
1	1.6	Library and Media Access	Yes	$1,454,678.00	1,221,062.90		
1	1.7	School Innovation	Yes	$1,520,120.00	1,130,293.94		
1	1.8	English Learner Student Achievement supports	Yes	$115,088.00	107,047.15		
1	1.9	Professional Learning to Support Grade-Level Standards in English Language Arts and Math	Yes	$461,167.00	1,089,221.79		
2	2.1	Foster Youth Services	Yes	$34,913.00	11,795.14		
2	2.2	Music and Art	Yes	$745,406.00	581,099.18		
2	2.3	Mental Health and Social-Emotional Counseling	Yes	$148,302.00	1,652.19		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Social Emotional Wellness	Yes	$396,537.00	17,630.65		
2	**2.6**	Social Emotional Learning	Yes	$226,176.00	98,528.28		
2	**2.7**	Transportation Services	Yes	$6,606,025.00	5,824,801.17		
2	**2.8**	Counseling	Yes	$461,168.00	0		
2	**2.9**	Engaging Electives	Yes	$1,340,258.00	3,041,826.88		
3	**3.1**	Family Engagement	Yes	$1,619,790.00	457,520.55		
3	**3.2**	Communication	Yes	$187,535.00	161,793.50		
3	**3.3**	Home Language Access for Family Engagement & Services	Yes	$440,523.00	252,141.81		

2025-26 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)
78,205,519	22,172,334	9.901%	38.252%	$27,577,583.97	0.000%	35.263%	$2,337,878.47	2.989%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024