

# LCFF Budget Overview for Parents

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

CDS Code: 15-63560-000000

School Year: 2021-22

LEA contact information:

Dr. Miguel Guerrero

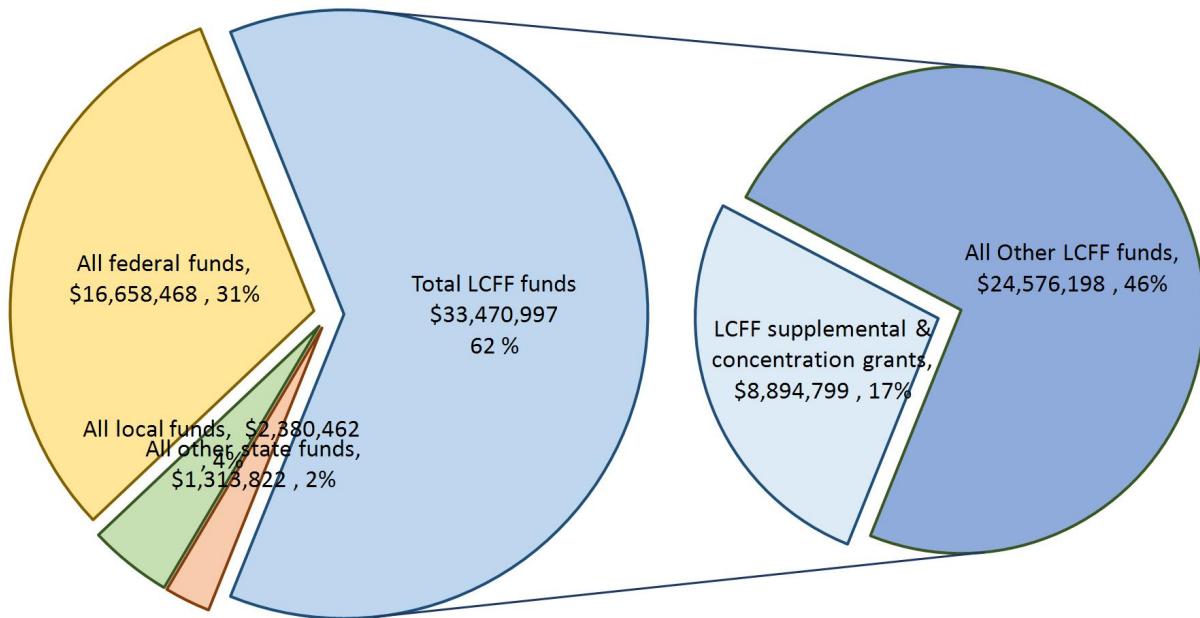
Superintendent

661-845-0751

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 2021-22 School Year

### Projected Revenue by Fund Source

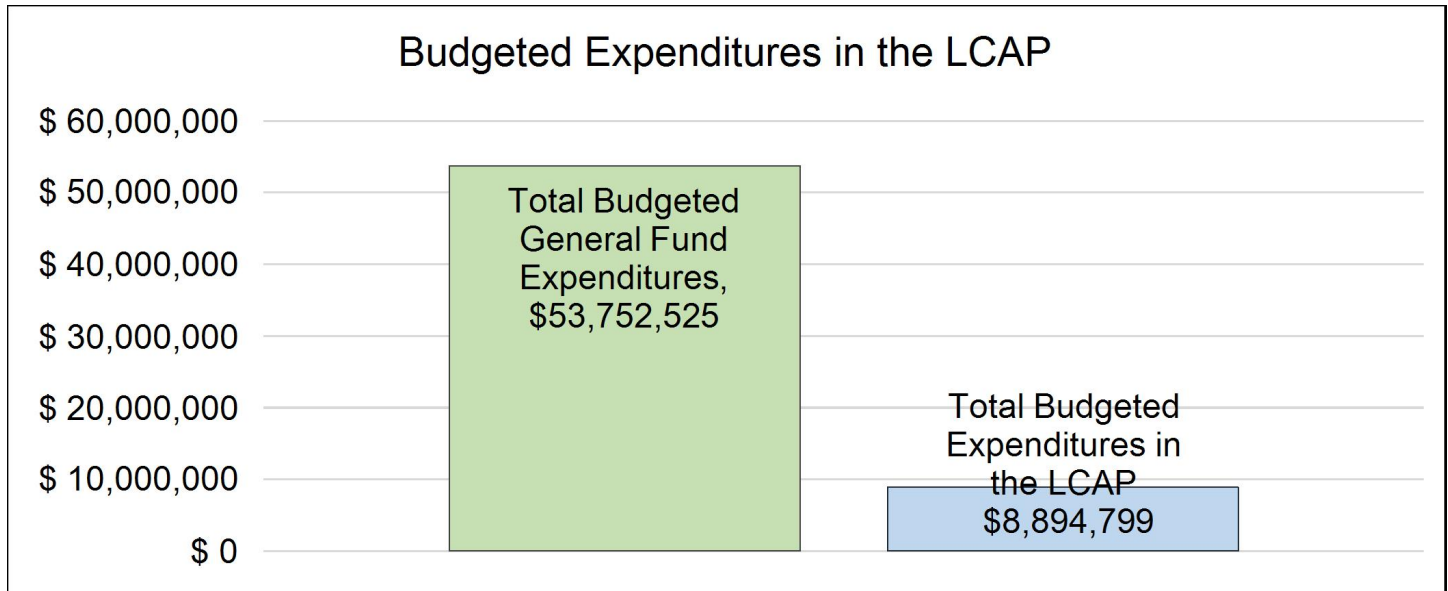


This chart shows the total general purpose revenue Lamont Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Lamont Elementary School District is \$53,823,749, of which \$33,470,997 is Local Control Funding Formula (LCFF), \$1,313,822 is other state funds, \$2,380,462 is local funds, and \$16,658,468 is federal funds. Of the \$33,470,997 in LCFF Funds, \$8,894,799 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 Lamont Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Lamont Elementary School District plans to spend \$53,752,525 for the 2021-22 school year. Of that amount, \$8,894,799 is tied to actions/services in the LCAP and \$44,857,726 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

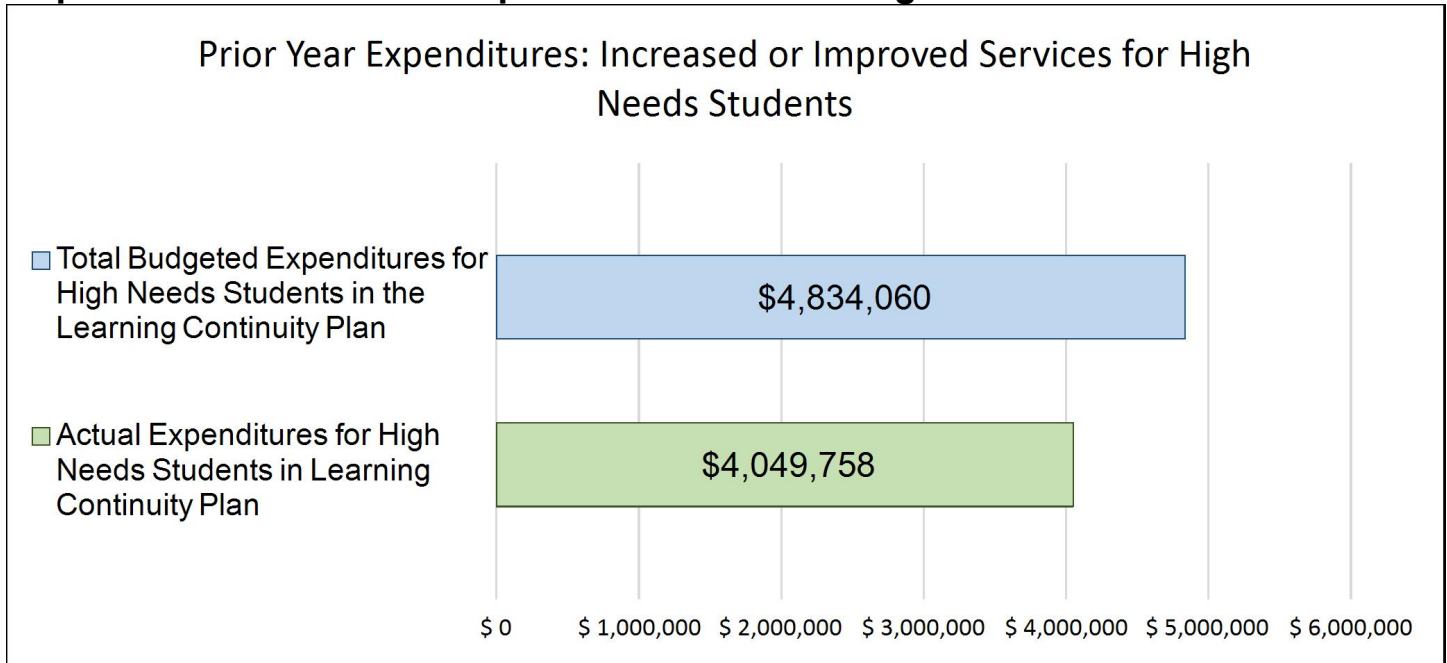
General Fund Budget Expenditures that are not included in the LCAP consist of salaries, benefits, utilities, instructional materials, classroom supplies, legal and audit services, custodial supplies, books, textbooks, general services, maintenance costs, and facilities repairs paid for by other Federal, state, and local sources of revenue.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Lamont Elementary School District is projecting it will receive \$8,894,799 based on the enrollment of foster youth, English learner, and low-income students. Lamont Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lamont Elementary School District plans to spend \$8,894,799 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

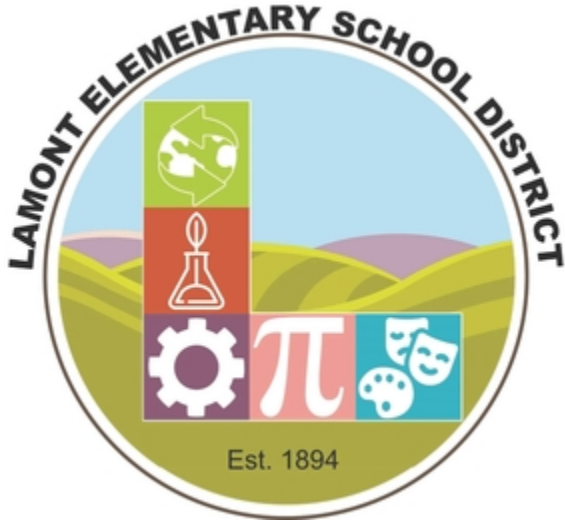
## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Lamont Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Lamont 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.

In 2020-21, Lamont Elementary School District's Learning Continuity Plan budgeted \$4,834,060 for planned actions to increase or improve services for high needs students. Lamont Elementary School District actually spent \$4,049,758 for actions to increase or improve services for high needs students in 2020-21.

In 20-21, guidance from federal, state, and local agencies kept changing due to the COVID 19 pandemic. Different guidelines were put into place and changed regularly forcing the district to change its plans. The focus was on returning to in-person instruction which did not come to fruition until April of 2021. The district focused on continuing the digital education of its pupils throughout the year. These constant changes and differing requirements caused the district to be able to spend all of its LCP budget.



# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Lamont Elementary School District	Dr. Miguel Guerrero Superintendent	mguerrero@lesd.us 661-845-0751

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Increase student attendance rates and improve school climate at all school sites.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 5 Pupil Engagement: (A) School attendance rates <b>19-20</b> Maintain a 96.5% or above attendance rate for the LEA. <b>Baseline</b> The LEA average attendance rate was 96.53% as measured by Aeries attendance records.	5A) LEA Attendance Rate : This data is not available due to COVID-19.
<b>Metric/Indicator</b> Priority 5 Pupil Engagement: (B) Chronic absenteeism rates <b>19-20</b> Maintain or decrease Chronic Absenteeism Rate at or below 7%. <b>Baseline</b> The LEA would like to keep Chronic Absenteeism Rate below 7% as compared to 9% for the 2016-2017 school year.	5B) Chronic absenteeism rates: This data is not available due to COVID-19.
<b>Metric/Indicator</b> Priority 5 Pupil Engagement: (C) Middle School drop out rates <b>19-20</b> Maintain a dropout rate of 0% for Mt.View Middle School. <b>Baseline</b> Maintain a dropout rate of 0% for Mt.View Middle School.	5C) Middle School drop out rates: This data is not available due to COVID-19.

Expected	Actual
<b>Metric/Indicator</b> Priority 5 Pupil Engagement: (D) High School drop out rates  <b>19-20</b> N/A  <b>Baseline</b> N/A	5D) High School drop out rates: N/A
<b>Metric/Indicator</b> Priority 5 Pupil Engagement: (E) High School graduation rates  <b>19-20</b> N/A  <b>Baseline</b> N/A	5E) High School graduation rates: N/A
<b>Metric/Indicator</b> Priority 6 School Climate: (A) Pupil suspension rates  <b>19-20</b> Decrease and maintain suspension rate for the district to at least 15% or below.  <b>Baseline</b> Maintain pupil suspension rate for the district at 2% or below, the current suspension rate is 2%.	6A) Suspension Rate for the LEA: This data is not available due to COVID-19.
<b>Metric/Indicator</b> Priority 6 School Climate: (B) Pupil expulsion rates  <b>19-20</b> Maintain pupil expulsion rate below 1%.  <b>Baseline</b> Maintain pupil expulsion rate below 1%. The expulsion rate is currently at .03%.	6B) Pupil expulsion rates: This data is not available due to COVID-19.
<b>Metric/Indicator</b> Priority 6 School Climate: (C) Other local measures on sense of safety and school connectedness.  <b>19-20</b>	6C) This data is not available due to COVID-19.

Expected	Actual
<p>The LEA would like to see baseline data increase from the previous year by at least 4% in each category mention. Students, teachers, and other staff members must feel safe while on school campuses, that campuses are clean, and that school facilities are in good condition.</p> <p>Projected Data for 2019-2020:</p> <p>Teachers effective training in school safety: 76.97%  Teachers feel that their school is safe, clean and orderly: 86.35%  Teachers surrounding grounds were conducive to learning: 68.71%</p> <p>Students feel their school is safe, clean, and in good condition: 52.07%  Students feeling safe while at school: 78.71%  Students feel that their school provides them with a good education: 97.99%</p> <p><b>Baseline</b>  Surveys indicated a variety of responses depending on the stakeholder group that was responding. For example, teachers that were surveyed, indicated that 67.24 % were very satisfied or somewhat satisfied in-regards to effective training in school safety which is an increase of 3.6% from the previous year. 85.45% felt that their school is safe, clean and orderly, that is an 8.78% increase from the previous year. 89.1% compared to the 80% from the previous year of the teachers who answered the survey, either agreed or strongly agreed that the school building and surrounding grounds were conducive to learning. By contrast, a Student Survey was also conducted by the Lamont Elementary School District where students responded to questions involving school climate. Compared to last year's 64.36%, there was a slight decrease and only 61.7% of the</p>	

Expected	Actual
responders indicated that they feel their school is safe, clean, and in good condition (bathrooms, drinking fountains, etc.). Also, with an increase of 5.12%, 90.29% agreed or strongly agreed to feeling safe while at school. Lastly, one important statistic to learning was that 96.47% of those who responded felt that their school provides them with a good education, this than a 1% change from last year's survey results.	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>PBIS Implementation at each school site (One Certificated Psychologist/Behavioral Management Specialist at each site- 25% of their salary). This action is principally directed to benefit our UP's and provide them with intervention strategies while in school. Parents will also be provided behavioral management strategies/classes to assist them with their child while at home.</p> <p>I. PBIS/Intervention Coordinator</p> <p>I. Americorp Staff at Mt.View (based on unduplicated pupil counts to meet the needs of targeted students)</p> <p>III. 2 Social Workers</p> <p>IV. Behavioral Intervention Aides - 1 at each school site.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$346,099</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$147,000</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$28,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$258,775</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$124,385</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$50,382</p>
<p>PBIS Professional Development/Training for Classified and Certificated staff and supplies for each school site.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$15,000</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6,180</p> <p>2000-2999: Classified Personnel Salaries</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental/Concentration \$10,000  3000-3999: Employee Benefits Supplemental/Concentration \$7,500  4000-4999: Books And Supplies Supplemental/Concentration \$50,000  5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3,500  5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$8,500	Supplemental/Concentration \$3,870  3000-3999: Employee Benefits Supplemental/Concentration \$1,663  4000-4999: Books And Supplies Supplemental/Concentration \$52,674.25  5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4,993  5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0
<p>Continue to fund 35% of the Vice-Principals salaries (only 35% of their salary will be paid) 1.5 at Alicante School, 1 at Mt.View Middle School and .5 at Lamont School. The focus is principally directed to provide additional 1 on 1 services to our Unduplicated Pupils by mentoring them and having a positive impact while in school.</p>	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$123,240  3000-3999: Employee Benefits Supplemental/Concentration \$36,972	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$107,323  3000-3999: Employee Benefits Supplemental/Concentration \$37,217
<p>Maintain funds for the additional district Nurse (TK-8) for all school sites and LVN for Lamont School (TK-3). The LEA wants to ensure that our UP's are provided with the appropriate services that our needed for them to stay healthy and to link them to services within the community.</p>	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$96,673  2000-2999: Classified Personnel Salaries Supplemental/Concentration \$28,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$52,971  2000-2999: Classified Personnel Salaries Supplemental/Concentration \$16,025

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental/Concentration \$47,255  5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000  N/A N/A N/A N/A	3000-3999: Employee Benefits Supplemental/Concentration \$31,813  5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3,470  4000-4999: Books And Supplies Supplemental/Concentration \$515
50% funding for Truancy Advocates at all school sites. The Advocates will principally direct their services to our UP student population and ensure that they attend school on a daily basis.	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$44,161  3000-3999: Employee Benefits Supplemental/Concentration \$26,139  4000-4999: Books And Supplies Supplemental/Concentration \$2,000	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$36,523  3000-3999: Employee Benefits Supplemental/Concentration \$19,209  4000-4999: Books And Supplies Supplemental/Concentration \$0
Maintain the “Lead” Advocate position at the FRC to assist with our UP’s student attendance at all school sites and to ensure that the LEA will reach it’s goal of 96.5% or better.	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$41,080  3000-3999: Employee Benefits Supplemental/Concentration \$25,229	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$34,956  3000-3999: Employee Benefits Supplemental/Concentration \$25,347
On-going funding for Athletics at Alicante, Myrtle Ave and Mt. View Schools and intramural sport activities K-3. This will provide a safe environment for UP’s and for students to stay connected to the regular day and improve student attendance. Students will be allowed to demonstrate not only their academic abilities but also their athletic abilities.  <ul style="list-style-type: none"> <li>Intramural sports/activities during lunch recess.</li> </ul>	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$35,000  2000-2999: Classified Personnel Salaries Supplemental/Concentration \$55,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$21,720  2000-2999: Classified Personnel Salaries Supplemental/Concentration \$19,640

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<ul style="list-style-type: none"> <li>Uniforms for those sport teams/school sites that are in need.</li> </ul>	3000-3999: Employee Benefits Supplemental/Concentration \$5,500  4000-4999: Books And Supplies Supplemental/Concentration \$49,500  5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$55,000	3000-3999: Employee Benefits Supplemental/Concentration \$6,650  4000-4999: Books And Supplies Supplemental/Concentration \$31,392  5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$31,239
Funding for an outside agency (trained staff) to provide services at Mt.View Middle School Family Life Program principally directed for our UP's.	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$6,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0
Provide funds to hire a Campus Supervisor or School Resource Officer for Mt.View Middle School. The LEA will continue to enhance security features at all school sites by purchasing Raptor Machines and cameras. Purchase emergency kits/supplies for student classrooms.	This position may either be classified or certificated. 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$110,000  3000-3999: Employee Benefits Supplemental/Concentration \$40,000  4000-4999: Books And Supplies Supplemental/Concentration \$25,000  5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$25,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$435  3000-3999: Employee Benefits Supplemental/Concentration \$60  4000-4999: Books And Supplies Supplemental/Concentration \$16,892  5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,173

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Provide funding for Academic Liaisons for the After School Educational Safety Program. The Academic Liaisons will principally direct their attention to UP's and will provide them with a connection between regular day and extended day. There will be an emphasis on the social/emotional aspect of our UP's and provide them with a safe environment after school. They will also provide a connection between regular day and extended day.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$32,000  3000-3999: Employee Benefits Supplemental/Concentration \$8,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$38,513  3000-3999: Employee Benefits Supplemental/Concentration \$8,122

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

On March 17, 2020, Lamont Elementary School District closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, LESD did not utilize the total budgeted funds for each of the actions and services Funds that were budgeted for Actions/Services that were not implemented were utilized to expedite Distance Learning during the COVID-19 shut down. The LEA immediately purchased hot spots for families and staff that did not have access to internet services, additional Chrome-Books were purchased and distributed to every student and staff member both certificated and classified, extra computer monitors were purchased for teachers requesting them, and all other computer accessories (computer bags, headphones, mice, etc.) needed to make Distance Learning successful. Funds were also allocated for duplication of homework packets for every grade level. In order to distribute material to all families additional staff were hired to assist with the distribution process at every school site. Funds were expended on services through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 17, 2020, Lamont Elementary School District joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure had a tremendous impact on our community. There were many successes and some challenges in the effort to implement the actions/services to achieve our goal, however some data was not available for this goal due to COVID. LESD revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

For the 2019-2020 school year, we were able to continue to build on our existing PBIS systems pre-March - before COVID and the school closures. We continued to focus on improving our school-climate through the implementation of our multi-tiered system, PBIS. Each school had both Tier I and Tier II meetings scheduled monthly to assure we were supporting students as whole and then

individually. Our site Tier I teams were working on the overall school structures that included continuing to build a sense of school-pride around our school expectations and catch phrases. We did this by using our token economy to acknowledge and reinforce students who were meeting our behavioral expectations. This token economy was connected to both classroom and school wide incentives such as entry to lunch-time activities and a student store. Some of our sites also began to have monthly rallies to celebrate student success, go over behavioral expectations with our school mascots, and staff incentives were also included to boost staff and student participation. Our Tier II meetings were our focal point to refer students who needed additional levels of support such as, individual therapy with our School Social Workers, or small group instruction with a pro-social skills curriculum. These monthly meetings were held with every student support provider such as the School Social Worker, School Psychologist, School Nurse, Family Advocate, Attendance Advocate, and the School Administration. These meetings allowed us to look at every student who was referred and connect them to the appropriate resource.

Some of the challenges of the services included the learning curve to adapt services once the school closures began to happen around March due to COVID. We had to cancel all in-person sessions, meetings, and groups. This caused us to cancel our Parenting Classes, to stop seeing our students in person, and to halt any site meetings to continue to have discussions around improving our PBIS system and the overall school climate. There was a big learning curve to adapt into learning how to use all the technology platforms to replace the in-person services. In addition, we also struggled with student and parent engagement in having them return phone calls or make themselves available for our School Social Workers to offer services via Telehealth.

Prior to COVID, Vice Principals assisted school sites with implementing PBIS and the Tiered Structures of the program. The VP's focused on our unduplicated pupils and made every effort to collaborate with our PBIS Coordinator and with the Attendance Advocates assigned to the school site. The Family Attendance Advocates (FAA) and Lead Family Advocate (LFA) worked together to help ensure that students were in school, on time, every day, particularly with students that demonstrated attendance issues such as truancy or chronic absenteeism. FAAs were the site leads for attendance efforts including attendance tracking and incentives. They were also the lead for the school-site attendance review meetings, which involve parents through a home or school visit in identifying and addressing attendance issues early on. When FAAs were unable to make contact with parents, or needed support in doing so, the LFA would assist in completing this. The LFA also provided coordination, training, and other support and assistance to the FAAs in their efforts. The LFA was also the coordinator of the district's School Attendance Review Board (SARB), which addresses chronic absenteeism and habitual truancy by connecting students to resources and providing legal consequences for their poor attendance. Through the efforts of the FAAs and LFA, the LEA was on their way to decrease chronic absenteeism by a little over a half of percentage point. However due to COVID, that data was not available for the 2019-2020 school year.

The LEA continued to have a very effective athletic program prior to COVID, athletic sports were suspend in March. There are athletic teams for all 4-8th grades and at 3 of the 4 school sites. This action seems to help keep students in school and they must maintain good behavior in order to participate.

Academic Liaisons for the After School Educational Safety Program principally direct their attention to Unduplicated Pupils prior to COVID and provided them with a connection between regular day and extended day. There emphasis was on the social/emotional aspect of our unduplicated pupils' and provided them with a safe environment after school. They will also provided a connection

between regular day and extended day. During distance learning the Academic Liaisons ensured that students needing extra support received tutoring from activity leaders. Tutoring during COVID was implemented using Google Classroom. Training was provided to After School Program staff on how to use the Google Platform.

## Goal 2

Ensure all parents and community members are welcomed and engaged in the learning process.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 3 Parent Involvement: (A) Efforts to seek parent input in making decisions for district and school sites.</p> <p><b>19-20</b> The LEA will distribute and make available parent surveys to seek input from 100% of parents. The LEA will also conduct several District and School Site Meetings that promote decision making pertinent to their child's education (Parent and Community LCAP Advisory, DLAC, ELAC, SSC, DAC, Coffee with the Principal, Parent CCSS meetings, etc.)</p> <p><b>Baseline</b> LEA makes every effort to seek input from parents by conducting District and School Site Meetings that promote decision making pertinent to their child's education (Parent and Community LCAP Advisory, DLAC, ELAC, SSC, DAC, Coffee with the Principal, Parent CCSS meetings, Surveys, etc.).</p>	<p>3A): Parent Involvement: Efforts to seek parent input in making decisions for district and school sites: The LEA distributed and made available parent surveys to seek input from parents. The LEA also conducted several District and School Site Meetings that promote decision making pertinent to their child's education (Parent and Community LCAP Advisory, DLAC, ELAC, SSC, DAC, Coffee with the Principal, Parent CCSS meetings, etc.).</p>
<p><b>Metric/Indicator</b> Priority 3 Parent Involvement: (B) How district promotes participation of parents for unduplicated pupils.</p> <p><b>19-20</b> School sites will offer a variety of parent activities throughout the year which will be directed at UP parents. Some of these activities include: Movie Night, Literary Lunch Club, Coffee with</p>	<p>3B) Parent Involvement: How the district promotes participation of parents for unduplicated pupils? School sites offered a variety of parent activities throughout the year which included: Movie Night, Literary Lunch Club, Coffee the Principal, Dual Immersion Meetings, Gate Art Fair Night, AVID parent night, After School Program Parent Orientation/s, and Parent Kindergarten Institute. In addition, school sites did host Back to School Night nd parent</p>



Expected	Actual
<p>the Principal, Dual Immersion Meetings, Gate Art Fair Night, AVID parent night, After School Program Parent Orientation/s, and Parent Kinder Institute. In addition, school sites will host Back to School Night, Open House, and parent conference week.</p> <p><b>Baseline</b> The LEA currently seeks parent input in making decisions for district and school sites: LEA makes every effort to seek input from parents by conducting District and School Site Meetings that promote decision making pertinent to their child's education (Parent and Community LCAP Advisory, DLAC, ELAC, SSC, DAC, Coffee with the Principal, Parent CCSS meetings, Surveys, etc.). The LEA also makes an effort to seek the participation from parents of our unduplicated pupils.</p>	<p>conference week. Due to COVID-19 there was not an Open House event.</p>
<p><b>Metric/Indicator</b> Priority 3 Parent Involvement: (C) How district promotes participation of parents for pupils with exceptional needs.</p> <p><b>19-20</b> Continue to conducted and completed a 100% IEP's with parent input. Bi-annual meetings will also conducted with parents of pupils with exceptional needs. District Special Ed. Director and exceptional needs staff is constantly communicating with parents and will continue to promote parent participation during IEP meetings.</p> <p><b>Baseline</b> The LEA conducted/completed a 100% of IEP's with parent input. Bi-annual meetings were also conducted with parents of pupils with exceptional needs. District Special Ed. Director and exceptional needs staff is constantly promoting parent participation during IEP meetings.</p>	<p>3C) Parent Involvement: How the district promotes participation of parents for pupils with exceptional needs : Despite COVID-19 the LEA conducted/completed a 100% of IEP's with parent input. Bi-annual meetings were also conducted with parents of pupils with exceptional needs. District Special Ed. Director and exceptional needs staff is constantly promoting parent participation during IEP meetings.</p>



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Kindergarten orientation, registration and preparation for parents. The LEA would like to prepare the parents of UP's entering Kindergarten and provide them with assistance and community resources (Family Resource Center) prior to entering school.	4000-4999: Books And Supplies Supplemental/Concentration \$2,000	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$3,665  3000-3999: Employee Benefits Supplemental/Concentration \$466  4000-4999: Books And Supplies Supplemental/Concentration \$1,718  5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$200
2 Parent Engagement Liaisons, will provide classes that will build capacity in efforts to assist their child while at home with a focus principally direct on our parents of UP's.	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$20,334  3000-3999: Employee Benefits Supplemental/Concentration \$7,394	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$22,587  3000-3999: Employee Benefits Supplemental/Concentration \$6,499
Funding to all 4 school sites to recognize parents for attending Parent meetings with a focus on our parents of UP's. Materials purchased must be Educational materials that parents can use with their child at home while assisting with homework. Parents will receive training on how to use the educational materials provided to them (Ex: Chromebooks, E-readers, chapter books, etc.).	4000-4999: Books And Supplies Supplemental/Concentration \$7,000  5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$1,000	4000-4999: Books And Supplies Supplemental/Concentration \$2,715  5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0
Funding principally directed to send parents of our UP's to several Parent Conferences/Parent Training's or to implement programs to assist their child while at home. CABE Title I	4000-4999: Books And Supplies Supplemental/Concentration \$10,000  5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies Supplemental/Concentration \$5,125  5000-5999: Services And Other Operating Expenditures

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
College Making It Happen Latino Family Literacy Common Core LCAP Training (PIE Committee) PIQUE University Visits (Local & Out of Kern County)	Supplemental/Concentration \$5,000  5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000	Supplemental/Concentration \$3,208  5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$6000
Funding to provide Technology support, maintain technology equipment, supplies, and software for parents of our UP's and to ensure that they are able to manage email, access the dashboard (test results) and communicate with their child's school and teacher.	4000-4999: Books And Supplies Supplemental/Concentration \$5,000	4000-4999: Books And Supplies Supplemental/Concentration \$0
Funding for all 4 school sites (funding is split between the 4 school sites: ex. \$1,000 for Lamont and Myrtle and \$2,000 for Mt.View School Alicante School) to sponsor a Non Academic Activity principally directed for parents of our UP's and students to build community relations and build school culture. Such activities may include: Movie Night, Harvest Carnival, Muffins with Mom, Donuts with Dads, RAD Dads, etc.	4000-4999: Books And Supplies Supplemental/Concentration \$6,000	4000-4999: Books And Supplies Supplemental/Concentration \$1,888
Funding for the District Communication/Parent Translator & Interpreter to provide services principally directed for the parents of our UP's at board meetings, IEP's, parent conferences, parent meetings, etc.	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$48,269  3000-3999: Employee Benefits Supplemental/Concentration \$30,810	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$41,762  3000-3999: Employee Benefits Supplemental/Concentration \$28,788  5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$90
Fund a District Cene Con Sus Hijos Dinner for our UP families. This dinner promotes the importance of family and the importance of communicating with your child while at home. Strategies and modeling is provided to parents to show/guide them what suppertime should look like (no electronic devices) and guiding questions to ask their child are	4000-4999: Books And Supplies Supplemental/Concentration \$8,000  2000-2999: Classified Personnel Salaries	4000-4999: Books And Supplies Supplemental/Concentration \$6,405  2000-2999: Classified Personnel Salaries

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
provide. Supplies may included but not limited to, food, guest speaker, pens, pencils, paper, etc. and rental equipment if necessary.	Supplemental/Concentration \$1,750  3000-3999: Employee Benefits Supplemental/Concentration \$250	Supplemental/Concentration \$1,040  3000-3999: Employee Benefits Supplemental/Concentration \$144  5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$194
Funds will be principally directed for UP parents and students. Many of our families do not have internet or computers at home, therefore it is imperative that the LEA maintain a functioning updated website as a resource for parents. Computers are available for parents to use to access the districts website.	4000-4999: Books And Supplies Supplemental/Concentration \$5000	4000-4999: Books And Supplies Supplemental/Concentration \$5,000
Thes position/job description is now part of the District Translator job description.	N/A N/A N/A N/A N/A N/A	N/A N/A N/A N/A N/A N/A
Allocated funds so parents of our UP's can attend a beginning of the school year orientation at Mt.View Middle School. Funds will be used to provide transportation.	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$1,000  4000-4999: Books And Supplies Supplemental/Concentration \$4,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$0  4000-4999: Books And Supplies Supplemental/Concentration \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

On March 17, 2020, Lamont Elementary School District closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, LESD did not utilize the total budgeted funds for each of the actions and services Funds that were budgeted for Actions/Services that were not implemented were utilized to expedite Distance Learning during the COVID-19 shut down. The LEA immediately purchased hot spots for families and staff that did not have access to internet services, additional Chrome-Books were purchased and distributed to every student and staff member both certificated and classified, extra computer monitors were purchased for teachers requesting them, and all other computer accessories (computer bags, headphones, mice, etc.)

needed to make Distance Learning successful. Funds were also allocated for duplication of homework packets for every grade level. In order to distribute material to all families additional staff were hired to assist with the distribution process at every school site. Funds were expended on services through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 17, 2020, Lamont Elementary School District joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure had a tremendous impact on our community. There were many successes and some challenges in the effort to implement the actions/services to achieve our goal.

Overall, the actions and services provided in 2019-20 were highly effective by ensuring that all parents and community members are welcomed and engaged in the learning process. Parents who completed the LCAP survey indicated that parents believe that providing parent education opportunities and a having parent center is a high priority.

Although COVID did serve as a minor deterrent for some actions/services, the overall effectiveness of the actions/services to achieve the articulated goal are as follows:

Kindergarten registration was a huge success and this action was under budgeted. The orientation was principally direct for parents of UP students by targeting parents of incoming Kindergarten students. The LEA rents out the David Head Center and hostess 3 days of Kinder registration. This parents an opportunity to also engage with Advocates from our Family Resource Center, staff from Migrant Education and After School Program. Staff reviewed with parents the expectations for incoming kindergartners and what students would need to be successful in Kindergarten. They provided parents tools for practicing these skills over the summer, and games and activities to provide parents with avenues for developing language and thinking skills as the begin to prepare children for the start of school. The LEA has observed that when parents attend the Kinder Orientation that tend to be more engaged in their child's education. The LEA hired 2 Parent Engagement Liaisons for the Parent Center. Classes in the parent center are principally directed for parents of UP's to build capacity within the educational system in order for parents to assist their child at home in the area of academics and social emotional learning. The schools respectfully, followed the same format in informing parents on how they could support. By offering educational incentives parents were able to use those educational tools with their child in ELA and Math. By educating our parents on how to utilize technology, it transferred to ensuring that that their child used it correctly, from going to appropriate websites to practice with keyboarding skills. Due to COVID classes were halted on March 17, 2020. Funds were allocated to each school site to recognize for attending meetings with a focus on parents of Unduplicated students, however, due to COVID this was a challenge to complete. Non- academic activities usually take place during the spring and due to COVID-19 school sites were unable to follow through with their planned activities. Parents were able to attend the CAFE Conference that was held at the Bakersfield Marriot, however, due to COVID their university visit was cancelled. Opening the door to communication is always a difficult task. The LEA has a full time translator/interpreter to ensure all documents are sent home in both English and Spanish and available when parents need to meet with school personal (parent conferences, IEP, etc). This year the translator/interpreter was able to keep parents updated with the COVID-19 shut down and with the transition to Distance Learning. The district Facebook and Twitter account were constantly updated with nutrition updates, chrome-book and hot spot distribution information and grade level packets

distribution. Cene Con Sus Hijos Dinner was principally directed for parents of UP's. This action is highly popular and the cafeteria at Myrtle Avenue School was filled to capacity. This a great example of the community and parents feeling engaged and welcomed in the learning process. Due to COVID-19 we were unable to hold our beginning of the year orientation to Mt.View Middle school for incoming seventh graders.

## Goal 3

All students will increase proficiency by 3% in core subject areas as measured by the CAASPP.

State and/or Local Priorities addressed by this goal:

State Priorities:     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)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 1 Basic Services: (A) Teachers appropriately assigned and fully credentialed for engagement. <b>19-20</b> Maintain that 100% of our teachers are fully credentialed and appropriately assigned. <b>Baseline</b> 100% are fully credentialed and appropriately assigned.	1A): Waiting on Fred - HR
<b>Metric/Indicator</b> Priority 1 Basic Services: (B) Pupil access to standards-aligned materials. <b>19-20</b> Maintain that 100% of students will have standard-aligned materials. <b>Baseline</b> 100% Compliance on the Williams requirement that our students do have standard-aligned materials.	1B): Pupil access to standards-aligned materials: 100% Compliance on the Williams requirement that our students do have standard aligned materials.

Expected	Actual
<p><b>Metric/Indicator</b> Priority 1 Basic Services: (C) School facilities maintained in good repair.</p> <p><b>19-20</b> Maintain that all facilities have an overall rating of Good/Exemplary as indicated on the FIT report.</p> <p><b>Baseline</b> All facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.</p>	<p>1C): School facilities maintained in good repair: All facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.</p>
<p><b>Metric/Indicator</b> Priority 2 Implementation of CCSS: (A) Implementation of CA academic and performance standards.</p> <p><b>19-20</b> Maintain that 100% of teachers will have received CCSS (ex: ELA, Math, NGSS) professional development and 100% will fully implement those CCSS.</p> <p><b>Baseline</b> 100% of teachers have received CCSS (ex: ELA, and Math) professional development.</p>	<p>2A): Implementation of CCSS: Implementation of CA academic and performance standards: 100% of teachers have received CCSS (ex: ELA, and Math) professional development. The LEA used the adopted curriculum Journeys for TK-6 grades and Collections for grades 7-8 for both ELA/ELD. The LEA used both unit assessments from Journeys and Collections and our district multiple measures assessments to assess students and target those students in need of intervention. Based on classroom observations and administrator walk-throughs (C3 tool) CCSS were fully implemented throughout the district.</p>
<p><b>Metric/Indicator</b> Priority 2 Implementation of CCSS: (B) How programs/services enable EL's to access CCSS and ELD standards for academic content knowledge and English language proficiency.</p> <p><b>19-20</b> Maintain that all EL students are provided with an additional 45-60 minutes a day of ELD instruction, in addition to ELA instruction and integrated language. Teachers will also maintain to have bi-monthly grade level PLC's to address target student, evaluate student progress, and make any changes necessary to improve the EL's language performance and academic content (ELA, Math, Science, SS) performance.</p>	<p>2B): Implementation of CCSS: How programs/services enable EL's to access CCSS and ELD standards for academic content knowledge and English language proficiency: EL students were provided a designated block of 45-60 minutes a day ELD instruction, in addition to ELA instruction. Teachers have bimonthly grade level PLC's to address target students, evaluate student progress, and make any changes necessary to improve the EL's language performance and academic content performance. The LEA is an EL district and used research based instruction on Explicit Direct Instruction, Scaffolding, Active Student Participation, Choral Response, Thinking Maps, SDAIE, Focus Approach to front loading for English Language Instruction (sentence frames) and differentiated instruction. These strategies were all applied as needed for EL in all academic subject areas. Also, the application</p>



Expected	Actual
<p>Maintain implementation of ELD standards in other content (ELA, Math, Science, SS) areas and during the additional 45-60 minutes of ELD daily instruction.</p> <p><b>Baseline</b> EL students were provided an additional 45-60 minutes a day of ELD instruction, in addition to ELA instruction and integrated language. Teachers have bi-monthly grade level PLC's to address target student, evaluate student progress, and make any changes necessary to improve the EL's language performance and academic content performance.</p> <p>ELD standards were implemented in other content areas daily and during the additional 45-60 minutes of ELD daily instruction.</p>	<p>of depth and complexity to core curriculum, guided practice, and informal assessments were all part of daily EL instruction in all academic subject areas as well as an emphasis on Close Reading. As needed, EL students were placed in reading labs, writing labs, After School programs, Winter and Summer Academy for further assistance. Our goal was to have all subgroups improve and meet proficiency levels in CCSS. ELD standards were implemented in other content areas daily, as part of our integrated ELD approach, and during the additional 45- 60 minutes of designated ELD daily instruction.</p>
<p><b>Metric/Indicator</b> Priority 4 Student Achievement: (A) Statewide Assessments</p> <p><b>19-20</b> Increase 19-20 CAASPP data by 3% for students that score at Standard Met or Exceeded Standard.</p> <p>Projected Outcomes for 2020 CAASPP Data for students that scored at Standard Met or Exceeded Standard:</p> <p>3rd: ELA 23.46% Math 31.41% 4th: ELA 32.53% Math 24.11% 5th: ELA 34.31% Math 19.16 6th: ELA 40.47% Math 30.41% 7th: ELA 35.35 Math 15.78% 8th: ELA 33.67% Math 15.78%</p> <p><b>Baseline</b> CAASPP results indicate that 26.19% scored at Standard Met or Exceeded Standard for ELA with a 6.9% increase from the</p>	<p>4A): This data is not available due to COVID-19.</p>



Expected	Actual
<p>previous year (15-16 baseline data) and 19.06% 15.4% students scored at Standard Met or Exceeded Standard for Mathematics for a 3.5% increase from the previous year (15-16 baseline data).</p> <p>ELL CAASPP Data is follows: % of Students that scored at Standard Met or Exceeded Standard</p> <p>3rd: ELA 11% Math 10%</p> <p>4th: ELA 23% Math 17%</p> <p>5th: ELA 11% MATH: 4%</p> <p>6th: ELA 12% Math 7%</p> <p>7th: ELA 5% Math 2%</p> <p>8th: ELA 4% MATH: 0%</p>	
<p><b>Metric/Indicator</b> Priority 4 Student Achievement: (B) Academic Performance Index</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> N/A</p>	4B): N/A
<p><b>Metric/Indicator</b> Priority 4 Student Achievement: (C) Percentage of pupils completing a-g or CTE sequences/programs.</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> N/A</p>	4C): N/A
<p><b>Metric/Indicator</b> Priority 4 Student Achievement: (D) Percentage of EL pupils making progress toward English proficiency.</p> <p><b>19-20</b> Increase the number of ELL to progress one or more levels on the ELPAC by 3%.</p>	4D): This data is not available due to COVID-19.

Expected	Actual
<p>Projected Results:</p> <p>Level 4: 27.7%</p> <p>Level 3: 40.7%</p> <p>Level 2: 27.2%</p> <p>Level 1: 16.5%</p> <p><b>Baseline</b> 657 (34%) ELL students progressed one or more levels on the CELDT.</p>	
<p><b>Metric/Indicator</b> Priority 4 Student Achievement: (E) English Learner reclassification rate.</p> <p><b>19-20</b> Increase the number of ELL's to be reclassified from 13% to 16% which would be a 3% increase.</p> <p><b>Baseline</b> The LEA reclassified approximately 251 (13%) ELL students.</p>	<p>4E): This data is not available due to COVID-19.</p>
<p><b>Metric/Indicator</b> Priority 4 Student Achievement: (F) Percentage of pupils passing AP exam with 3 or higher.</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> N/A</p>	<p>4F): N/A</p>
<p><b>Metric/Indicator</b> Priority 4 Student Achievement: (G) Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b></p>	<p>4G): N/A</p>

Expected	Actual
N/A	
<p><b>Metric/Indicator</b> Priority 7 Course Access: (A) Extent to which pupils have access to and are enrolled in a broad course of study.</p> <p><b>19-20</b> Maintain that 100% of students, including unduplicated pupils had access to all required areas of broad coursework as stated in Ed Code 51210 (K-6) and 51220 (7-8).</p> <p><b>Baseline</b> 100% of students, including unduplicated pupils had access to all required areas of broad coursework as stated in Ed Code 51210.</p>	<p>7A): Course Access: 100% of students, including unduplicated pupils will have access to all required areas of broad coursework as stated in Ed Code 51220 (a) to (i) which includes grades 7-8.</p>
<p><b>Metric/Indicator</b> Priority 7 Course Access: (B) Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.</p> <p><b>19-20</b> Maintain that 100% Unduplicated Pupils have access to a broad course of study (general education programs) that include all subject areas as applicable and according to the Master Schedule including Dual Immersion and AVID. 100% of English Learners will receive targeted English Language Development instruction and support.</p> <p><b>Baseline</b> Unduplicated Pupils had access to a broad course of study that includes all subject areas as applicable and according to the Master Schedule.</p>	<p>7B): Course Access: 100% Unduplicated Pupils did have access to a broad course of study (general education programs) that included all subject areas as applicable and according to the Master Schedule including Dual Immersion Programs and AVID.</p>
<p><b>Metric/Indicator</b> Priority 7 Course Access: (C) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.</p> <p><b>19-20</b></p>	<p>7C): Course Access: 100% of pupils with exceptional needs had access to and received special education programs and services in the least restrictive environment as detailed in their IEP's. 100% of English Learners received targeted English Language Development instruction and support</p>

Expected	Actual
<p>Maintain that 100% of pupils with exceptional needs will have access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's.</p> <p><b>Baseline</b> The LEA offers a total of 8 Exceptional Needs Classes (SDC). 2 Moderate/Severe and 6 Mild/Moderate. If indicated in IEP goals and specifics Music/Band Classes at the Mt.View Middle School, Alicante School and Myrtle Ave. School are available.</p>	
<p><b>Metric/Indicator</b> Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, Physical Fitness Testing, various participation rates etc).</p> <p><b>19-20</b> The LEA would like to improve by 5% increase of Beginning of the Year (BOY) scores as compared to End of the Year (EOY) scores in all grade levels.</p> <p>Projected Gain Outcomes:</p> <p>K: 22.49% 1: 11.% 2: 46.58% 3: 35.46% 4: 7.74% 5: 40.18% 6: 30.93% 7: 33.80% 8: 11.43%</p> <p><b>Baseline</b> 8) Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, Physical Fitness Testing, various participation rates etc): Baseline Rate and Fluency Data indicates the following:</p>	<p>8A): This data is not available due to COVID-19.</p>

Expected	Actual
<p>BOY= Beginning of the Year EOY= End of the Year</p> <p>K: BOY 23.46% EOY: 40.95% =Gain: 17.49%    1st: BOY 41.3% EOY: 47.33 =Gain: 6.03% 2nd: BOY 19.57% EOY: 61.15% =Gain: 41.58% 3rd: BOY 38.72% EOY: 69.18% =Gain: 30.46% 4th: BOY 64.18% EOY: 66.92% =Gain: 2.74% 5th: BOY 47.8% EOY: 82.98% =Gain: 35.18% 6th: BOY 71.34% EOY: 45.41% =Gain: 25.93% 7th: BOY 11.27% EOY: 40.07% =Loss: 28.80% 8th: BOY 28.99% EOY: 35.42% =Gain: 6.43%</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action/service was moved to Goal #5 action 5.	N/A N/A N/A	N/A N/A N/A
<p>I. Maintain funding for UP's to attend an Educational Field-trip and for the opportunity to experience art, science, and environmental education first hand. Funding will include transportation and admission fees.</p> <p>II. Funding for Camp Keep to provide an educational experience (environmental education) outside of the classroom for UP's.</p>	<p>I. Field Trips 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$4,000</p> <p>I. Field Trips 3000-3999: Employee Benefits Supplemental/Concentration \$1,000</p> <p>I. Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$95,000</p>	<p>I. Field Trips 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$155</p> <p>I. Field Trips 3000-3999: Employee Benefits Supplemental/Concentration \$16</p> <p>I. Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$42,726</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>II. Camp Keep 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,000</p> <p>II. Camp Keep 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000</p> <p>II. Camp Keep 3000-3999: Employee Benefits Supplemental/Concentration \$2,000</p> <p>II. Camp Keep 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$90,000</p>	<p>II. Camp Keep 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2,685</p> <p>II. Camp Keep 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$6,500</p> <p>II. Camp Keep 3000-3999: Employee Benefits Supplemental/Concentration \$1,661</p> <p>II. Camp Keep 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$84,086</p>
<p>Summer School Programs for UP's to provide them with a safe structured environment during the summer and to provide them with the extra learning support they may need prior to the next school year.</p> <p>I. Summer Academy K-3 II. Camp Blast 4-7 III. Kindergarten Summer Institute</p>	<p>I. Summer Academy (Partners with CSUB, Camp Blast) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$70,000</p> <p>I. Summer Academy 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$4,600</p> <p>I. Summer Academy 3000-3999: Employee Benefits Supplemental/Concentration \$18,000</p> <p>I. Summer Academy 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p>	<p>I. Summer Academy (Partners with CSUB, Camp Blast) 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$9,151</p> <p>I. Summer Academy 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$7,055</p> <p>I. Summer Academy 3000-3999: Employee Benefits Supplemental/Concentration \$3,585</p> <p>I. Summer Academy 4000-4999: Books And Supplies Supplemental/Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Transportation (all programs) 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$10,000</p> <p>II. Camp Blast 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$26,000</p> <p>II. Camp Blast 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$3,700</p> <p>II. Camp Blast 3000-3999: Employee Benefits Supplemental/Concentration \$8,000</p> <p>II. Camp Blast 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p>	<p>Transportation (all programs) 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$0</p> <p>II. Camp Blast 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$0</p> <p>II. Camp Blast 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$0</p> <p>II. Camp Blast 3000-3999: Employee Benefits Supplemental/Concentration \$0</p> <p>II. Camp Blast 4000-4999: Books And Supplies Supplemental/Concentration \$0</p>
This action/service has been moved to Goal #1 Action 8.	N/A N/A N/A	N/A N/A N/A
Maintain funding for the 12 additional Instructional Aides for TK/Kindergarten, 6 for Lamont School and 6 for Alicante School to assist our UP's with additional 1 on 1 support.	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$264,966</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$73,944</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$214,413</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$64,080</p>
<p>Common Core Professional Development will be provided to certificated and classified staff to assist with UP's in all subject areas.</p> <p>*Technology Professional Development will now be offered in Goal 5 Action/Services #8.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$120,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4,264</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$50,000  2000-2999: Classified Personnel Salaries Supplemental/Concentration \$10,000  3000-3999: Employee Benefits Supplemental/Concentration \$18,000  4000-4999: Books And Supplies Supplemental/Concentration \$2,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6,605  2000-2999: Classified Personnel Salaries Supplemental/Concentration \$145  3000-3999: Employee Benefits Supplemental/Concentration \$917  4000-4999: Books And Supplies Supplemental/Concentration \$2,812
Continue to purchase classroom Supplemental sets of Common Core chapter books principally directed for our UPP's to utilize while reading in class and while at home.	4000-4999: Books And Supplies Supplemental/Concentration \$25,000	4000-4999: Books And Supplies Supplemental/Concentration \$8,148
This action/service was moved to Goal 5 Action/Services #5.	N/A N/A N/A	N/A N/A N/A
Maintain funding for the Enrichment/Intervention Math Teacher at Mt.View Middle School to provide small group instruction and/or 1 on 1 support principally directed for our UP's.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$60,079  3000-3999: Employee Benefits Supplemental/Concentration \$27,729	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$42,137  3000-3999: Employee Benefits Supplemental/Concentration \$20,986
Funding for zero period teachers to focus on UP's at Mt.View Middle School. Students may chose to attend in order to increase course access.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$40,000  3000-3999: Employee Benefits Supplemental/Concentration \$10,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$9,498  3000-3999: Employee Benefits Supplemental/Concentration \$2,003



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
		4000-4999: Books And Supplies Supplemental/Concentration \$10,123
Maintain funding for the 4 Elementary Physical Education Teachers, 1 at Lamont Elementary School, 1 at Myrtle Ave School, and 2 at Alicante School. These teachers will principally direct their focus on UP's and emphasize the importance of exercise and making healthy choices while in school and at home.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$246,480  3000-3999: Employee Benefits Supplemental/Concentration \$116,051	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$178,687  3000-3999: Employee Benefits Supplemental/Concentration \$80,725
Funding for Staff in grades 4-6 to maintain 26/1 (4 teachers) and funding for Staff grades K-3 Classroom Size Reduction (12 teachers) to help support our UP's. This will help prevent over crowded classrooms and an opportunity for our teachers to better serve our students.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,197,323  3000-3999: Employee Benefits Supplemental/Concentration \$490,583	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,191,278  3000-3999: Employee Benefits Supplemental/Concentration \$477,035
Partial funding for 5 Academic School Site Coaches and 3 District Coaches to provide extra enrichment/intervention support to our UP's.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$415,935  3000-3999: Employee Benefits Supplemental/Concentration \$133,510	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$356,776  3000-3999: Employee Benefits Supplemental/Concentration \$131,965
Funding for 5 Instructional Aides, 2 at Myrtle Ave. School and 3 at Mt.View Middle School, working specifically with unduplicated students in ELA and Math.	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$106,808  3000-3999: Employee Benefits Supplemental/Concentration \$31,837	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$85,244  3000-3999: Employee Benefits Supplemental/Concentration \$25,507

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Funding for Academic Buy Back Day for both Certificated and Classified Staff. Professional Development will provided that will assist staff with meeting the needs of our UP's.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$70,000  2000-2999: Classified Personnel Salaries Supplemental/Concentration \$25,000  3000-3999: Employee Benefits Supplemental/Concentration \$20,000  4000-4999: Books And Supplies Supplemental/Concentration \$10,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$37,549  2000-2999: Classified Personnel Salaries Supplemental/Concentration \$17,433  3000-3999: Employee Benefits Supplemental/Concentration \$9,410  4000-4999: Books And Supplies Supplemental/Concentration \$10,879
I. Funding for additional Library Support Staff at Lamont, Alicante, Myrtle, and Mt.View Middle School to assist UPP's when working on school projects such as research and extra-curricular academic activities.  II. Allocate Funds to Purchase new library books.	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$87,000  3000-3999: Employee Benefits Supplemental/Concentration \$67,430  4000-4999: Books And Supplies Supplemental/Concentration \$125,000	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$88,104  3000-3999: Employee Benefits Supplemental/Concentration \$73,226  4000-4999: Books And Supplies Supplemental/Concentration \$44,751
This action/service was moved to Goal #5 action 6.	N/A N/A N/A	N/A N/A N/A
Enrichment/Intervention Support for UP's at ALL school sites for ELA and Math. (Ex. Extended Day/TDIA, Teacher Directed Instructional Assistance, Math/Reading Labs, Winter Academy, Summer School and Saturday School).	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$50,000  3000-3999: Employee Benefits Supplemental/Concentration \$10,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$36,474  3000-3999: Employee Benefits Supplemental/Concentration \$7,651

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$20,000	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$358  4000-4999: Books And Supplies Supplemental/Concentration \$16,676
Continue to fund (Intervention) teacher to meet the needs of our UP's with disabilities, to decrease class size and increase services.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$60,593  3000-3999: Employee Benefits Supplemental/Concentration \$30,810	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$61,537  3000-3999: Employee Benefits Supplemental/Concentration \$27,435
This action/service was moved to Goal #4 action 1.	N/A N/A N/A	N/A N/A N/A
Maintain 3 Band Teachers, 1 for Mt.View Middle School ,1 Myrtle Ave School and 1 for Alicante School with a focus on our UP's.  Funds to purchase instruments, uniforms, music, supplies, etc.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$163,293  3000-3999: Employee Benefits Supplemental/Concentration \$81,133  4000-4999: Books And Supplies Supplemental/Concentration \$83,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$118,936  3000-3999: Employee Benefits Supplemental/Concentration \$57,072  4000-4999: Books And Supplies Supplemental/Concentration \$75,411
Discontinued	N/A N/A N/A	N/A N/A N/A
Hire 2 Reading Specialist to assist UP's that are below grade level in ELA.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$184,860  3000-3999: Employee Benefits Supplemental/Concentration \$66,755	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$0.00  3000-3999: Employee Benefits Supplemental/Concentration \$0.00

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

On March 17, 2020, Lamont Elementary School District closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, LESD did not utilize the total budgeted funds for each of the actions and services Funds that were budgeted for Actions/Services that were not implemented were utilized to expedite Distance Learning during the COVID-19 shut down. The LEA immediately purchased hot spots for families and staff that did not have access to internet services, additional Chrome-Books were purchased and distributed to every student and staff member both certificated and classified, extra computer monitors were purchased for teachers requesting them, and all other computer accessories (computer bags, headphones, mice, etc.) needed to make Distance Learning successful. Funds were also allocated for duplication of homework packets for every grade level. In order to distribute material to all families additional staff were hired to assist with the distribution process at every school site. Funds were expended on ton services through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 17, 2020, Lamont Elementary School District joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure had a tremendous impact on our community. There were many successes and some challenges in the effort to implement the actions/services to achieve our goal, however some data may not available for this goal due to COVID.

The majority of the actions/services were implemented successfully and effectively in continuing our progress towards proficiency. However, due to COVID we were faced with some challenges in implementing a few of the actions and services. Only a few of the grade levels were able to attend their Education Field trips this school year. Due to COVID the majority of the grade levels were unable to participate in an educational fieldtrip. However, we were able to send our 6th grade students to Camp KEEP, this action was implemented in December prior to COVID. Due to COVID, were unable to have in-person summer school so we did have a virtual summer school using the standards based curriculum Standards Plus. Instructional Aides offered support in the classroom and offered direct support to those students who needed extra help in the areas of foundational skills in ELA and Math. Due to COVID, instructional aides were working with small groups of students using Google Classroom and Canvas. Mt.View Middle school Intervention Math teacher continues to support our under achieving students. Additional opportunities were provided to all students by providing zero classes to any 7-8 grade students. By providing a zero period students were able to take a non-core elective such as AVID or Band, which help with strategies to support their learning in the core curriculum. Also, funding for staff in K-6 to maintain appropriate class size has supported the learning in classrooms by ensuring that teachers were able to truly differentiate lessons during RTI - Tier II. Providing funding for Academic Coaches allows them to provide support students indirectly by training teachers in research based strategies which have shown improvement on students' understanding of the learning; provided professional

development on delivery of lessons and understanding areas of how to enhance the learning, (technology, project based learning, etc.)

## Goal 4

All English Learners will move towards proficiency in English with 85% per year moving one language level or will be reclassified.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 4 Student Achievement: (A) Statewide Assessments <b>19-20</b> Increase 19-20 CAASPP data by 3% for students that score at Standard Met or Exceeded Standard.  Projected Outcomes for 2020 CAASPP Data for students that scored at Standard Met or Exceeded Standard:  3rd: ELA 23.46% Math 31.41% 4th: ELA 32.53% Math 24.11% 5th: ELA 34.31% Math 19.16 6th: ELA 40.47% Math 30.41% 7th: ELA 35.35 Math 15.78% 8th: ELA 33.67% Math 15.78%	4A) Statewide Assessments: This data is not available due to COVID-19.

Expected	Actual
<p><b>Baseline</b>  CAASPP results indicate that 26.19% scored at Standard Met or Exceeded Standard for ELA with a 6.9% increase from the previous year (15-16 baseline data) and 19.06% 15.4% students scored at Standard Met or Exceeded Standard for Mathematics for a 3.5% increase from the previous year (15-16 baseline data).</p> <p>ELL CAASPP Data is follows: % of Students that scored at Standard Met or Exceeded Standard  3rd: ELA 11% Math 10%  4th: ELA 23% Math 17%  5th: ELA 11% MATH: 4%  6th: ELA 12% Math 7%  7th: ELA 5% Math 2%  8th: ELA 4% MATH: 0%</p>	
<p><b>Metric/Indicator</b>  Priority 4 Student Achievement: (B) Academic Performance Index</p> <p><b>19-20</b>  N/A</p> <p><b>Baseline</b>  N/A</p>	<p>4B) Academic Performance Index: N/A</p>
<p><b>Metric/Indicator</b>  Priority 4 Student Achievement: (C) Percentage of pupils completing a-g or CTE sequences/programs.</p> <p><b>19-20</b>  N/A</p> <p><b>Baseline</b>  N/A</p>	<p>4C) Percentage of pupils completing a-g or CTE sequences/programs.: N/A</p>
<p><b>Metric/Indicator</b>  Priority 4 Student Achievement: (D) Percentage of EL pupils making progress toward English proficiency.</p> <p><b>19-20</b></p>	<p>4D) Percentage of EL pupils making progress toward English proficiency.: This data is not available due to COVID-19.</p>

Expected	Actual
<p>Increase the number of ELL to progress one or more levels on the ELPAC by 3%.</p> <p>Projected Results:</p> <p>Level 4: 27.7%  Level 3: 40.7%  Level 2: 27.2%  Level 1: 16.5%</p> <p><b>Baseline</b>  657 (34%) ELL students progressed one or more levels on the CELDT.</p>	
<p><b>Metric/Indicator</b>  Priority 4 Student Achievement: (E) English Learner reclassification rate.</p> <p><b>19-20</b>  Increase the number of ELL's to be reclassified to 16% which will be a 3% increase.</p> <p><b>Baseline</b>  The LEA reclassified approximately 251 (13%) ELL students.</p>	<p>4E) English Learner reclassification rate.: This data is not available due to COVID-19.</p>
<p><b>Metric/Indicator</b>  Priority 4 Student Achievement: (F) Percentage of pupils passing AP exam with 3 or higher.</p> <p><b>19-20</b>  N/A</p> <p><b>Baseline</b>  N/A</p>	<p>4F) Percentage of pupils passing AP exam with 3 or higher.: N/A</p>
<p><b>Metric/Indicator</b>  Priority 4 Student Achievement: (G) Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).</p>	<p>4G)Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).: N/A</p>



Expected	Actual
<b>19-20</b> N/A  <b>Baseline</b> N/A	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Funds will be principally directed for additional support to our ELL parents to assist them in understanding the reclassification process and will assist with tracking data for our UP students.	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$45,188  3000-3999: Employee Benefits Supplemental/Concentration \$11,810	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$44,004  3000-3999: Employee Benefits Supplemental/Concentration \$13,161
Funding principally directed for District Academic English Language Development Coach to provide coaching and modeling for our UP's classroom teachers.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$97,565  3000-3999: Employee Benefits Supplemental/Concentration \$35,945	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$66,463  3000-3999: Employee Benefits Supplemental/Concentration \$24,967
Provide Supplemental Professional Development for teachers, administrators, and instructional classified staff with an emphasis on the ELA/ELD framework, ELD standards, and effective instructional strategies that support language acquisition.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$13,000  3000-3999: Employee Benefits Supplemental/Concentration \$7,000  4000-4999: Books And Supplies Supplemental/Concentration \$20,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$63  3000-3999: Employee Benefits Supplemental/Concentration \$13  4000-4999: Books And Supplies Supplemental/Concentration \$670

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
		5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,153
Central support for additional implementation of ELD standards (in conjunction with ELA) and development of high-quality supplemental instructional materials.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$50,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$0
Onsite Professional Development support for K-8th teachers around designated and integrated ELD using district TOSA's. This additional support and teaching strategies are principally directed to assist our UP's with classwork and homework.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$50,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$0  2000-2999: Classified Personnel Salaries Supplemental/Concentration \$24,376  3000-3999: Employee Benefits Supplemental/Concentration \$2,728
Additional Supplemental Professional Development principally directed for Spanish teachers to support/intervene our UP students in the Dual Language Immersion Program (DLI).	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$13,000  3000-3999: Employee Benefits Supplemental/Concentration \$7,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$9,880  3000-3999: Employee Benefits Supplemental/Concentration \$1,745  5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1,800
Provide additional support to LTEL's which would include, goal setting, academic planning, college & career readiness and working with parents.	5800: Professional/Consulting Services And Operating Expenditures	5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$127

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental/Concentration \$40,000  4000-4999: Books And Supplies Supplemental/Concentration \$10,000	4000-4999: Books And Supplies Supplemental/Concentration \$0  1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2,678  2000-2999: Classified Personnel Salaries Supplemental/Concentration \$556  3000-3999: Employee Benefits Supplemental/Concentration \$586
Hire a Dual Immersion teacher for 7th grade students at Mt.View Middle School to continue the program beyond 6th grade.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$60,000  3000-3999: Employee Benefits Supplemental/Concentration \$20,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$80,394  3000-3999: Employee Benefits Supplemental/Concentration \$33,066

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

On March 17, 2020, Lamont Elementary School District closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, LESD did not utilize the total budgeted funds for each of the actions and services Funds that were budgeted for Actions/Services that were not implemented were utilized to expedite Distance Learning during the COVID-19 shut down. The LEA immediately purchased hot spots for families and staff that did not have access to internet services, additional Chrome-Books were purchased and distributed to every student and staff member both certificated and classified, extra computer monitors were purchased for teachers requesting them, and all other computer accessories (computer bags, headphones, mice, etc.) needed to make Distance Learning successful. Funds were also allocated for duplication of homework packets for every grade level. In order to distribute material to all families additional staff were hired to assist with the distribution process at every school site.

Funds were expended on ton services through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 17, 2020, Lamont Elementary School District joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure had a tremendous impact on our community. There were many successes and some challenges in the effort to implement the actions/services to achieve our goal, however data is not available for this goal due to COVID.

Despite school closure on March 17, 2020, the English Language Learner support staff were available to meet with parents and students to discuss reclassification criteria and administer the ELAPAC. The English Language Development Academic Coach and support staff collaborated with school site staff to assist English Language Learners and their parents with the usage of Zoom, Google Classroom, and how to use hot spots during the pandemic. Professional Development was provided for teachers, administrators, and instructional classified staff with an emphasis on the ELA/ELD framework, ELD standards, and effective instructional strategies that support language acquisition however, other funds were utilize to complete this action. Professional development was also provided to all Dual Language Immersion teachers in grades K-7 and a 7th grade Dual Language teacher was hired for our Middle School. This was the first school year that the district had a middle school Dual Language Immersion teacher. Stakeholders felt that it was important to continue with the Dual Language Immersion program in 7th and 8th grades verses it only being a K-6 program. This was a great success despite COVID. Providing additional support to Long Term English Language Learners (LTEL's) which included, goal setting, academic planning, college & career readiness and working with parents was a challenge to fully implement. Support staff had planned on meeting with parents in April and May however, due to COVID this action was not fully implemented.

## Goal 5

The district will reduce class sizes and improve existing structures to prepare for 21st Century Learning. 53% of students surveyed felt that schools were safe and the LEA would like to see a 5% increase from the previous year.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 1 Basic Services: (A) Teachers appropriately assigned and fully credentialed for engagement.  <b>19-20</b> This metric will no longer be reported in this goal.  <b>Baseline</b> 100% are fully credentialed and appropriately assigned.	Priority 1 Basic Services: (A) Teachers appropriately assigned and fully credentialed for engagement. WAITING ON FRED
<b>Metric/Indicator</b> Priority 1 Basic Services: (B) Pupil access to standards-aligned materials.  <b>19-20</b> This metric will no longer be reported in this goal.  <b>Baseline</b> 100% Compliance on the Williams requirement that our students do have standard-aligned materials.	Priority 1 Basic Services: (B) Pupil access to standards-aligned materials.: 100% compliance on the Williams requirement that our students do have standard aligned materials.
<b>Metric/Indicator</b> Priority 1 Basic Services: (C) School facilities maintained in good repair.  <b>19-20</b> This metric will no longer be reported in this goal.	Priority 1 Basic Services: (C) School facilities maintained in good repair: All facilities had an overall rating of Good/Exemplary as indicated on the Facility Inspection Tool (FIT).

Expected	Actual
<p><b>Baseline</b> All facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.</p>	
<p><b>Metric/Indicator</b> Priority 4 Student Achievement: (A) Statewide Assessments</p> <p><b>19-20</b> Increase 19-20 CAASPP data by 3% for students that score at Standard Met or Exceeded Standard.</p> <p>Projected Outcomes for 2020 CAASPP Data for students that scored at Standard Met or Exceeded Standard:</p> <p>3rd: ELA 23.46% Math 31.41% 4th: ELA 32.53% Math 24.11% 5th: ELA 34.31% Math 19.16 6th: ELA 40.47% Math 30.41% 7th: ELA 35.35 Math 15.78% 8th: ELA 33.67% Math 15.78%</p> <p><b>Baseline</b> CAASPP results indicate that 26.19% scored at Standard Met or Exceeded Standard for ELA with a 6.9% increase from the previous year (15-16 baseline data) and 19.06% 15.4% students scored at Standard Met or Exceeded Standard for Mathematics for a 3.5% increase from the previous year (15-16 baseline data).</p> <p>ELL CAASPP Data is follows: % of Students that scored at Standard Met or Exceeded Standard 3rd: ELA 11% Math 10% 4th: ELA 23% Math 17% 5th: ELA 11% MATH: 4% 6th: ELA 12% Math 7% 7th: ELA 5% Math 2% 8th: ELA 4% MATH: 0%</p>	<p>Priority 4 Student Achievement: (A) Statewide Assessments: This data is not available due to COVID-19.</p>

Expected	Actual
<b>Metric/Indicator</b> Priority 4 Student Achievement: (B) Academic Performance Index  <b>19-20</b> N/A  <b>Baseline</b> N/A	Priority 4 Student Achievement: (B) Academic Performance Index: N/A
<b>Metric/Indicator</b> Priority 4 Student Achievement: (C) Percentage of pupils completing a-g or CTE sequences/programs.  <b>19-20</b> N/A  <b>Baseline</b> N/A	Priority 4 Student Achievement: (C) Percentage of pupils completing a-g or CTE sequences/programs: N/A
<b>Metric/Indicator</b> Priority 4 Student Achievement: (D) Percentage of EL pupils making progress toward English proficiency.  <b>19-20</b> Increase the number of ELL to progress one or more levels on the ELPAC by 3%.  Projected Results:  Level 4: 27.7% Level 3: 40.7% Level 2: 27.2% Level 1: 16.5%  <b>Baseline</b> 657 (34%) ELL students progressed one or more levels on the CELDT.	Priority 4 Student Achievement: (D) Percentage of EL pupils making progress toward English proficiency.
<b>Metric/Indicator</b>	Priority 4 Student Achievement: (E) English Learner reclassification rate:

Expected	Actual
<p>Priority 4 Student Achievement: (E) English Learner reclassification rate.</p> <p><b>19-20</b> Increase the number of ELL's to be reclassified from 13% to 16% which would be a 3% increase.</p> <p><b>Baseline</b> The LEA reclassified approximately 251 (13%) ELL students.</p>	
<p><b>Metric/Indicator</b> Priority 4 Student Achievement: (F) Percentage of pupils passing AP exam with 3 or higher.</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> N/A</p>	<p>Priority 4 Student Achievement: (F) Percentage of pupils passing AP exam with 3 or higher: N/A</p>
<p><b>Metric/Indicator</b> Priority 4 Student Achievement: (G) Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> N/A</p>	<p>Priority 4 Student Achievement: (G) Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).</p>
<p><b>Metric/Indicator</b> Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, Physical Fitness Testing, various participation rates etc).</p> <p><b>19-20</b> This metric has been moved to Goal 3.</p> <p><b>Baseline</b> 8) Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, Physical</p>	<p>Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, Physical Fitness Testing, various participation rates etc).</p>



Expected	Actual
<p>Fitness Testing, various participation rates etc): Baseline Rate and Fluency Data indicates the following:</p> <p>BOY= Beginning of the Year EOY= End of the Year</p> <p>K: BOY 23.46% EOY: 40.95% =Gain: 17.49%    1st: BOY 41.3% EOY: 47.33 =Gain: 6.03% 2nd: BOY 19.57% EOY: 61.15% =Gain: 41.58% 3rd: BOY 38.72% EOY: 69.18% =Gain: 30.46% 4th: BOY 64.18% EOY: 66.92% =Gain: 2.74% 5th: BOY 47.8% EOY: 82.98% =Gain: 35.18% 6th: BOY 71.34% EOY: 45.41% =Gain: 25.93% 7th: BOY 11.27% EOY: 40.07% =Loss: 28.80% 8th: BOY 28.99% EOY: 35.42% =Gain: 6.43%</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Funding for the lease of modular buildings to reduce class sizes to provide more 1 on 1 teaching opportunities for our UP's.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$45,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$40,800
Funding for continuing Athletic facility improvements at all sites. Opportunities are principally directed for UP's to participate in Athletics at/during school, to ensure that they attend school (increase daily attendance) on a regular basis and to improve school climate. Most of our UP's can not participate in athletics outside of school due to financing so this gives the opportunity to participate in athletics.	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$285,000  6000-6999: Capital Outlay Supplemental/Concentration \$285,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0  6000-6999: Capital Outlay Supplemental/Concentration \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
N/A - This action is in progress and will be reviewed to assess next steps or ongoing needs.	N/A N/A N/A	N/A N/A N/A
Action completed in 17-18 and this action is now discontinued.	N/A N/A N/A	N/A N/A N/A
<p>Implementation of AVID Elementary at Alicante and Myrtle Ave. Schools and AVID Secondary at Mt.View Middle School, which is principally directed for our UP students. AVID's Mission Statement addresses goals that are well-aligned with Common Core State Standards and AVID provides inquiry strategies and tools for all teachers and students. AVID also prepares our students to be college and career ready and highly promotes college for first generation students.</p> <p>I. AVID Tutors II. AVID Consortium KCSOS III. University Educational Field Trip/s</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$10,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5,000</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$5,000</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$50,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$50,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$30,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,050</p> <p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$0</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$794</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$18,524</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$18,730</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$16,800</p>
<p>In order for the UP's of the LEA to be prepared for the 21st Century, funds are principally directed to purchase the following items. These items are essential to their learning so they are college and career ready.</p> <p>I. Funding to purchase/replace iPad Mini's and Chrome Books for students in grades TK-8 in order to promote 21st Century Learning Skills and assist with implementing CCSS.</p>	<p>I. Purchase/Replace 4000-4999: Books And Supplies Supplemental/Concentration \$280,000</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$40,000</p>	<p>I. Purchase/Replace 4000-4999: Books And Supplies Supplemental/Concentration \$241,255</p> <p>II. Purchase E-readers 4000-4999: Books And Supplies Supplemental/Concentration \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>II. Purchase E-readers</p> <p>III. Fund Microsoft Licensing for the PC's and Site Computer Lab's.</p> <p>IV. Fund Chrome Anti Theft Software for PC's, Chrome Books and Computer Lab's.</p> <p>V. Technology Infrastructure for Data Support/Storage.</p> <p>VI. Allocated funds to purchase additional computer's and tools needed.</p>	<p>III. &amp; IV. Licensing Fees and Anti-Theft Software 4000-4999: Books And Supplies Supplemental/Concentration \$100,000</p> <p>V. Infrastructure and Data Storage 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$30,000</p> <p>VI. Additional Equipment &amp; Applications 4000-4999: Books And Supplies Supplemental/Concentration \$250,000</p>	<p>III. &amp; IV. Licensing Fees and Anti-Theft Software 4000-4999: Books And Supplies Supplemental/Concentration \$0</p> <p>V. Infrastructure and Data Storage 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$182,849</p> <p>VI. Additional Equipment &amp; Applications 4000-4999: Books And Supplies Supplemental/Concentration \$0</p>
<p>Funding for 2 IT Support Staff to adhere to 21st Century learning. These funds will be principally directed to support our UP students with computer skills needed to overcome barriers that our students face due to the lack of technology at home.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$97,565</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$59,566</p>	<p>2000-2999: Classified Personnel Salaries Supplemental/Concentration \$134,482</p> <p>3000-3999: Employee Benefits Supplemental/Concentration \$83,257</p>
<p>Technology Professional Development for both certificated and classified staff. Staff will also attend Google Certification Courses. Staff will use what they learn from this PD back to the classroom and prepare our UP's for 21st Century learning.</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$10,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$65,000</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$30,636</p> <p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3,685</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
		3000-3999: Employee Benefits Supplemental/Concentration \$501
Purchase flexible seating chairs, desk, and tables to adhere to 21st Century Learning principally directed for our UP students. The LEA wants an environment for our UP's that is conducive to learning and is current with 21st Century Learning.	4000-4999: Books And Supplies Supplemental/Concentration \$534,000	4000-4999: Books And Supplies Supplemental/Concentration \$37,834  1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$580  3000-3999: Employee Benefits Supplemental/Concentration \$66  5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$464,296
This Action has been combined with Action 5.2 and 5.9.	N/A N/A N/A	N/A N/A N/A
Funding for 2 District-wide Technology Academic Coaches to adhere to the needs of 21st Century Teaching and to focus on the learning needs of our UPP's and prepare them to be college and career ready.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$191,022  3000-3999: Employee Benefits Supplemental/Concentration \$71,890	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$171,119  3000-3999: Employee Benefits Supplemental/Concentration \$68,485
The LEA will principally direct funds for our UP's to increase student academic achievement and learning through collaboration, critical thinking, creativity and communication through county, state, or national competitions. Funds allocation will be utilized to pay for entry fees, supplies, and travel expenses.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$8,000  3000-3999: Employee Benefits Supplemental/Concentration \$2,000  4000-4999: Books And Supplies Supplemental/Concentration \$5000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,495  3000-3999: Employee Benefits Supplemental/Concentration \$299  4000-4999: Books And Supplies Supplemental/Concentration \$5,340

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$50
Hire a STEM teacher for Mt.View Middle School, this position will be principally directed for our UP students and prepare them for 21st Century Learning.	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$90,000  3000-3999: Employee Benefits Supplemental/Concentration \$20,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$70,915  3000-3999: Employee Benefits Supplemental/Concentration \$30,717

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

On March 17, 2020, Lamont Elementary School District closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, LESD did not utilize the total budgeted funds for each of the actions and services Funds that were budgeted for Actions/Services that were not implemented were utilized to expedite Distance Learning during the COVID-19 shut down. The LEA immediately purchased hot spots for families and staff that did not have access to internet services, additional Chrome-Books were purchased and distributed to every student and staff member both certificated and classified, extra computer monitors were purchased for teachers requesting them, and all other computer accessories (computer bags, headphones, mice, etc.) needed to make Distance Learning successful. Funds were also allocated for duplication of homework packets for every grade level. In order to distribute material to all families additional staff were hired to assist with the distribution process at every school site. Funds were expended on ton services through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 17, 2020, Lamont Elementary School District joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure had a tremendous impact on our community. There were many successes and some challenges in the effort to implement the actions/services to achieve our goal, however some data was not available for this goal due to COVID.

The LEA was able to lease 3 modular buildings (1 building is at Myrtle Ave. School and 2 buildings are at Alicante School) to reduce class size and to provide more 1 on 1 teaching opportunities for our UP students. Funding for athletic facilities improvements at all sites was successful, however, other funding was used to implement this action. This opportunity is principally directed for UP's to participate in Athletics at/during school, to ensure that they attend school (increase daily attendance) on a regular basis and to improve school climate. Most of our UP's can not participate in athletics outside of school due to financing so this gives them the opportunity to participate in athletics.

Avid Implementation was successful however professional development was a challenge. Due to COVID, the LEA did not send staff to Summer Institute since it takes place during the summer months. Based on the Elementary Coaching and Certification Instrument (CCI) and Secondary Coaching and Certification Instrument (CCI) implementation of the program was successful and sites were able to purchase materials for their AVID students.

Purchase of technology and devices to ensure all students have access to distance learning. In order to facilitate distance learning due to COVID-19, the LESD provided Chromebooks to all families. Over 600 hotspots were purchased to help families who did not have reliable internet access. Network infrastructure and support, including internet access point expansion and network power backup to ensure secure and continuous access to distance learning. Supplemental materials and supplies to support distance learning were also purchased. In order for the UP's of the LEA to be prepared for the 21st Century and distance learning, funds are principally directed to purchase and maintain technology equipment. Chromebooks are essential to learning so that students are college and career ready. IT Support Staff was very effective with assisting students and 21st Century learning skills. Classroom have begin the transitioning process of becoming 21st Century learning classrooms and equipment and seating was purchased and will continue to be purchased. Survey results indicated that students and staff "strongly agree" that the LEA is preparing students for 21st Century learning by having access to technology equipment.

One of the challenges for this goal was full implementation of funds for students that participated in local and state competitions. Due to COVID-19 students were unable to attend state competitions. The LEA principally directed funds for UP's to increase student academic achievement and learning through collaboration, critical thinking, creativity and communication through county, state, or national competitions. Students did not have to fund-raise or families did not have to worry about how to get their student to and from state/national academic competitions. Students were allowed to participate in competitions at the state level.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment or PPE will contribute will increase safety for our staff and students. Screening devices, Face coverings, face shields, soap, hand sanitizer that is greater than 60% alcohol, additional supplies to respond to students who display any signs of illness, supplies for disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks. Plexiglas shield for office staff and 1:1 student assessment will contribute to increase the safety of students. Physical distancing signage for all district schools and offices contribute to increase the awareness and education on CDC safety guidelines and processes.	36,750.46	399,561.50	No
Supplementary cleaning hours for staff maintaining CDC guidelines for transportation.	13,020.18	14,373.66	No
Temporary bus driver to keep social distance inside the bus X 2 maintaining CDC guidelines for transportation.	25,941.47	67,149.36	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The amount of necessary Personal Protective Equipment was underestimated. Numerous guidelines were provided and changed by numerous federal and state entities throughout the year. The district had to pivot and purchase various additional PPE to maintain compliance and work to reopen its schools safely. Supplementary cleaning hours were part of the increase as in-person instruction

happened as we learned of students or staff with COVID 19 Symptoms, or exposure to COVID 19 individuals, or confirmed COVID 19 cases.

In addition, in order to continue to provide transportation keeping CDC guidelines in social distancing inside the buses, temporary bus drivers were hired. The original budget did not include benefit amounts. Also, original bus drivers were hired as temporary for only part of the year so Health & Welfare benefit did not apply. Later, drivers added also carried H&W charges.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Many successes were evidence as a result of implementing in-person instruction. LESD Reopening Plan provided a safe return to in-person instruction to students and staff. Personal Protective Equipment or PPE contributed to the increase of safety, screening devices at every gate, face coverings, face shields, soap, hand sanitizer, additional supplies to respond to students who displayed any signs of illness, supplies for disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks. Plexiglas shield for office staff and 1:1 student assessment contributed to increasing the safety of students. Physical distancing signage for all district schools and offices contributed to increasing the awareness and education on CDC safety guidelines and processes.

As in-person instruction resumed, many parents opted to keep their children at home out of an abundance of caution or because of the vulnerable student population. The return to in-person instruction began on March 15th with a hybrid model A/B schedule alternating days. A-schedule students attended in-person instruction Monday/Tuesday and continued via Distance Learning W-F. B-schedule students participated in in-person instruction Thursday/Friday and continued distance learning M-W. LESD had 100% of hybrid Special Education pupils grades 4-8th coming back on March 15th and TK-3 over 85% with only 15% remaining in Distance Learning. For Kindergarten, LESD had 57.64% attending the hybrid model and 42.36% attending Distance Learning. The second phase started April 6th for grades 1st through 3rd and 8th grade; from grades 1st-3rd, LESD had 57.27% attending the hybrid model and 42.72% attending Distance Learning. April 12th or 7th and 8th with 14% attending the hybrid model and 93% attending Distance Learning. For 4th - 6th, the phase began April 19th with 70.20% attending the hybrid model and 29.82% attending Distance Learning. LESD transitioned into a 5-day In-person model on May 10 for TK-8th grades and all student populations with 61.40% attending the hybrid model and 38.63% attending Distance Learning.

Some challenges were present as LESD planned to bring students to in-person instruction. One of them was the amount of Personal Protective Equipment or PPE to keep students and staff safe increased tremendously, providing our students and staff with 2-facemasks and having additional to replace them as needed and face shields for the lower grades and special populations of students. The number of screening devices, soap replenishments, additional supplies to respond to students who display any signs of illness such as disposable isolation gowns, supplies for disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels,



gloves, goggles, and masks. Plexiglas shield for office staff, plexiglass for students' desks, and for 1:1 student assessment contributed to the challenge.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SELPA shorts PD for Special Education staff to support learning loss. This trainings is specific to meet IEP goals and objectives. They contribute to improved distance learning services for our students with special needs.	5000.00	0.00	No
Cost for DocuSign software which allows for secure virtual digital signatures as well as promotes safe and healthy practices for families and school staff as we continue to follow CDC safety guidelines. This contributes to increase CDE accountability for Distance Learning synchronous and asynchronous time to meet instructional minutes by grade level.	7006.00	5,837.40	No
CANVAS student subscriptions (\$5 per student). Virtual Learning Management System for teachers, students, and parents. Canvas contributes to improve standardize standard-based instruction throughout the grade levels and increase accountability for high quality instruction.	15690.00	15690.00	Yes
CANVAS PD 10 sessions - Contribute to the improvement of support to staff for distance learning continuity of education via virtual supports for staff and students.	12000.00	12000.00	Yes
CANVAS PD 10 additional sessions - will contribute to increase staff knowledge on canvas integrated curriculum, grading, and communication.	12000.00	12,000.00	Yes
Math Talks integrated to Canvas Math Lessons, will contribute to a high quality math instruction via live interaction with peer discussion.	1266.00	1,266.24	Yes
Newsela - CORE curriculum for Distance Learning Platform Student Licenses. Contributes to more access to high quality virtual curriculum for teachers to use on their distance learning platform. Improves the access to all CORE subject virtual lessons.	34992.00	34,992.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Newsela Staff Professional Development - contributes to staff knowledge of use and curriculum in the Integration to Distance Learning for Synchronous and Asynchronous Instruction.	2250.00	2,250.00	No
Purchase of Chromebook devices contribute to the increase of student participation and engagement in Distance Learning to have a ratio of 1 to 1. These devices principally benefit low-income, EL, and Foster Youth students.	329272.00	229,313.92	Yes
Hot Spots contribute to the increase of student participation and engagement in full distance learning and with continuity of education as we move into a hybrid model with in-person instruction.	320,287.12	425,763.26	Yes
Screencastify -Support Distance Learning for teacher instructional videos and student responses videos. Contribute to increase the ways in which students can complete virtual assignments via videos. Increase the way of teachers providing targeted ELD supports to students as they listen to the recordings of their students.	3000.00	3,000.00	Yes
Student one on one headphones with a microphone to support virtual learning during to obstruct home-distractions and have students focused on live interaction. (2-sets per student one for home and one for school as we transition into in-person instruction on a A/B schedule)	87500.00	0.00	Yes
Fund additional stipends for bus aides assisting with distribution of protective supplies such sanitizing products and personal protective equipment to address the new health guidelines during transportation to and from school.	13020.00	6,185.29	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The SELPA shorts Professional Development was not purchased or utilized by the district; we overly planned as our special education department had sufficient distance learning professional development to provide students distance learning or hybrid instruction.

LESD budgeted more funds for Chromebooks than the actual expenditures due to the district received a separate \$750K grant for distance learning technology purchases. Some of the Chromebooks were purchased with the grant received. The action was fully completed with other funding sources.

In order to provide access to devices and connectivity contribute and increase student participation and engagement in Distance Learning principally to support low-income, EL, and Foster Youth students. The district experienced a greater need for hotspots than originally estimated. The community is underserved without affordable high-speed internet so the district has to provide hotspots and services to facilitate distance learning. The actual expenditure was more than the LESD initially budgeted.

Even though LESD did provide every student with a set of headphones, the district received a separate \$750K grant for distance learning technology. This grant was utilized in place of the headphones action to buy the headphones. The action was still completed with other funding sources.

LESD had budgeted funds for Bus Stipends to fulfill the CDC guidelines for in-person instruction and our Reopening Plan. The district did not open for in-person instruction until April. Additional bus aides were hired with ELO grant funds.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

LESD experienced many successes when implementing continuity of instruction. The district transitioned into CANVAS which gave grade levels the ability to collaborate and create lessons together, add rubrics to student work, and students' grades were able to transfer automatically into the grading system analytics, teachers were able to see student engagement and participation. CANVAS also provided our families with one platform for all their students, making it easier to help each other navigate through the platform. KCSOS Trainers, district instructional services, IT department, site TOSAS, technology-savvy staff created grade level homepages in the Commons with the district CORE material links and supported the staff to download them into their CANVAS Courses. This allowed for the whole district to transfer into CANVAS. In addition to the CORE curriculum, the district purchased the online instruction curriculum Newsela as requested by upper-grade staff to integrate into the CORE as supplemental material. As students transitioned into the Hybrid model, students were able to continue with either In-Person or Distance Learning continuing their work through CANVAS.

Access to devices and connectivity was a priority to LESD in order to ensure there was student engagement and participation LESD make certain that every student had a Chromebook device. This principally benefiting low-income, English Learners, homeless and foster youth students, and students with disabilities. This process supported the continuity of instruction in any model we had to follow

according to state mandates. Soon, it was confirmed that our students would also need access to the internet. Therefore, purchasing Hot Spots contributed to full access to devices and connectivity, the increase of student participation, and engagement in full distance learning. Also, as teachers and other staff were providing live instruction and/or services to students, it was recommended that LESD provided each student with a set of headphones to block home interruptions so students could focus more on their live interaction and instruction.

Pupil Participation and progress were daily monitored via daily attendance through Aeries and the state daily forms. Attendance was taken during the synchronous time and active participation was recorded. Asynchronous work was assigned and participation was monitored via completion of work and the use of Screencastify to support their projects, responses, or presentations; it also supported Distance Learning for teacher instructional videos. As LESD transitioned into reopening phases and the hybrid model, students continued to participate either through In-person, distance learning live interaction, or asynchronous participation. Student participation and progress continued to be monitored. Also, additional funds and stipends were needed for bus aides assisting with the distribution of protective supplies such as sanitizing products and personal protective equipment to address the new health guidelines during transportation to and from school as in-person instruction began.

Distance Learning Professional Development was of utmost importance. LESD contracted with KCSOS to provide CANVAS Professional Development for our staff. LESD started with 10 sessions which contributed to the improvement of support to staff for distance learning continuity of education. As the staff became more knowledgeable of CANVAS, LESD contracted 10 additional sessions which contributed to increasing staff knowledge to integrate curriculum, grading, and student communication. Some school site staff asked for Math Talks to integrate into Canvas Math Lessons which contributed to high-quality math instruction via live interaction with peer discussion. LESD also provided distance learning Newsela professional development which would be used to supplement the CORE reading, science, social studies, writing, programs for synchronous and or asynchronous Instruction.

Staff Roles and Responsibilities were integrated to provide students with the services as needed due to distance learning or a hybrid in-person model. LESD ensured that all credentialed and classified staff were utilized to make sure students were receiving the support they needed in their academics. For example, Instructional Aides were systematically used to support individual students. They provided support to manage student interaction and one-to-one technology re-engagement support as needed. In keeping with the student's IEP appointments, some parents came to in-person IEPs while others were on the screen and the staff all in one room. Instructional aides were utilized to support the parent arrangement and technology needs making it possible for the parents to have the meeting. In addition, they were used to provide support during break-out rooms as the teacher monitored some rooms during targeted synchronous instruction. All positions were affected by COVID-19 one way or another. All instructional staff and support staff were working to engage families and students in the online realm. LESD purchased DocuSign software which allowed for secure virtual digital signatures as well as promoted safe and healthy practices for families and school staff as we continued to follow CDC safety guidelines.

LESD faced some challenges implementing some of the elements of the distance learning program. One of the challenges was the implementation of CANVAS due to some of the CORE programs not being able to be integrated. The difficulty was transformed by the amazing CANVAS support from the KCSOS trainers who guided our staff step by step to integrate curriculum. Site TOSAS, the music

teacher from Myrtle Avenue, and the tech team were key individuals to support this endeavor. The special education staff was also part of the CANVAS distance learning professional development and the curriculum special education was using was sufficient to meet the needs of the students during distance learning so we did not add any more PD such as the SELPA shorts.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Istation - will contribute to increase services as a virtual Response To Intervention program that assesses the student and creates an individualized student program in ELA, Math as well as in Spanish ELA. The program compiles student work, formative assessments and adapts the individualized student program to specific skills needed as shown on assessments. Students move up levels as they progress. Teachers can look at assessments results and provide mini lessons on specific skills. This is a very targeted student individualized program to mitigate learning loss.	261,724.50	87,241.50	Yes
Lallilo - will contribute by increasing services by providing students in the lower grades TK-3 and upper grade students receiving reading lab, targeted virtual support in the blocks for building fluency, from Phonemic Awareness to Word Analysis. Alicante School - TK-3 - \$4250.00 Lamont School - TK-3 - \$3750.00	8000.00	8,000.00	Yes
Istation Professional Development for Teachers will contribute to increase effective implementation of the additional support from Istation.	5000.00	0.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The distance learning intervention Istation was purchased with these funds and the remaining \$174,483 was paid with Title III funds.

Initially, LESD had planned for Istation professional development; however, the PD was included in the original purchase price. The district thought it was a separate charge.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

One of the successes was the number of targeted students LESD engaged in the Intervention Academy after school. LESD identified 307 students for a virtual intervention afterschool academy TK-8th grades. These students were performing 2 years below grade level in reading and math. Out of the 295 students, LESD was able to engage 295 students. Letters to the homes went out by mail, a text message with a link to the registration letter for the intervention academy, an email, and automated phone calls. In addition, for those students who still did not respond to any of those forms of outreach, the family resource center supported us by sending a family advocate to the home to fill out the application and bring it with them. Attendance advocates were wearing the necessary PPE and keeping safety guidelines.

As the program started after school from 3:00 - 5:00 Monday through Thursday, students were assessed in Reading and Math using the Istation ISOP assessment. The areas of reading assessed are Reading Comprehension, Word Analysis, Vocabulary, Listening Comprehension, in addition for the lower grades it measures Letter knowledge, Phonemic Awareness, and Alphabetic Decoding. Then, it gives a score for each reading component and creates an individualized computer program for each student. Every week it gives each student an assessment and re-evaluates the program for each student. For mathematics, it covers Number Sense, Measurement and Data Analysis, Geometry, Computations, and Algebraic thinking.

Out of 295 students who took the reading ISOP pre-assessment. This program follows a level 1-5 rubric where 1 is intensive intervention, 3 is needs differentiated instruction, and 5 is on-level. The scores were as follows: 93% scored between levels 1 and 2 and 7% were at level 3; there were no students scoring at levels 4 or 5. The post-reading assessment shows the following growth: levels 1 and 2 shrank to 27%, level 3 grew to 42%, and level 4 to 20%, and level 5 to 11%. In math, the ISOP pre-assessment shows the following: 82% of students performing at levels 1 and 2, 17% at level 3, and 1% at level 4. However, the ISOP post-assessment shows the following: students performing at levels 1 and 2 went from 82% to 32%, level 3 grew to 38%, level 4 went from 1% to 22%, and 8% in level 5.

The after-school program will continue to provide afterschool Reading and Math intervention to our LESD students. This is in addition to the intervention labs they receive at the school sites during the regular day.

One of the challenges we experienced was having students who were already on Distance Learning follow the initiation to the online intervention Istation program as students were not familiar with it. It took step-by-step training with the staff doing the intervention so they could model to their students as they were presenting via Google Meets. It took about a week to get every student tested and with their own program.



## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

For the 2020-21 school year, our biggest successes came in creating school wide interventions to address mental health and the overall social and emotional well being of our students. As a team, we had to learn how to deliver our content virtually. We did so by 1) creating websites for each school with student, parent, and staff resources, 2) creating school specific Mindfulness Curriculum for each school that is centered on learning 5 mindfulness techniques through the narration of our School Social Workers and our school mascots, 3) we also created a virtual Positive Behavioral Intervention and Support (PBIS) matrices that were accompanied by lessons, 4) we used our school mascots to deliver videos throughout the year to ease feelings of distress as they transitioned back to campus, and 5) we offer in-class support to our staff who wanted a visit from our School Social Workers and mascot to normalize, validate, and connect students who are in need of services. All of these tools were plug and play so our staff would be able to easily include them as part of the ongoing academic curriculum. Additionally, we also used Go Guardian to monitor the internet use of our students and were flagged of possible findings that warranted our administrators or School Social Workers to make contact with the student and/or family. These were all services that were implemented due to the year being heavy in the Distance Learning format. At the core of our services, we also provided telehealth therapy sessions to students that were in need of individual or family therapy.

Some of the challenges of the services included the learning curve to learn how to use all the technology platforms; iMovie and other video editing software, EdPuzzle, ScreenCastify, Google Slides, and how to use a phone gimbal to stabilized recording were some of the areas in which we had to focus and dedicate time to achieve some mastery. We were fortunate to be able to obtain the necessary tools to do this work but it still took time to learn. In addition, we still struggled with student and parent engagement in having them return phone calls or make themselves available for our School Social Workers to offer services.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We faced two significant challenges this year in implementing pupil and family engagement and outreach among our foster and homeless students. The first was the unfortunate elimination of the Lead Family Advocate position due to budget cuts. Site-based Family Advocates assumed this role to the extent possible during their very limited hours, but we have seen a decrease both in the number/level of services provided, as well as the overall ability to provide coordinated and comprehensive services on a district-wide basis with the drastic reduction in staff and decentralization of these services. The second challenge was in the identification of homeless students, due to distance learning and school office closures. We saw a significant reduction in the number of students identified, due in large part to the nature of identification that happens when teachers and school staff are in regular contact with students. Students who returned to campus at the end of the year when they returned and staff identified red flags, but we are certain that there are students who went unidentified, or who would have been identified sooner during a regular year of on-campus learning. We did see one success, however, that is due to the distance learning environment. We had students who were identified as foster

and homeless who were temporarily placed or living far enough away from our community that remaining in their school of origin would not have been in their best interest. However, because students were attending virtually they were able to continue with their teacher and online engagement despite what would normally have been a challenge. We also saw another success as campuses reopened, with schools in our district prioritizing students who are foster and homeless for on-campus spaces, summer learning opportunities, and after-school or other opportunities for additional support.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Lamont Elementary School District continued to provide nutritionally adequate breakfasts, lunches and supper to all students, including students who are eligible for free or reduced-price meals, who participate in both in-person instruction and distance learning. LESD continued to operate under CEP and Seamless Summer Program. On March 9, 2021 the U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS) released several waivers to extend the Seamless Summer Program through September 30, 2021. These waivers made it possible to serve our students in the community without the "normal" food regulations and to allow a non congregate feeding through the "grab and go" basis. On March 4th, 2021, Special Education returned to school on site followed by regular education. With students receiving their education either on-site or remotely meant that our cafeteria staff had to pack more breakfast and lunches on a daily basis. By May 10th, 2021, our staff was packing over 1970 breakfasts and lunches, 745 snacks and suppers on a daily basis.

Funds from the Department of Defense Fresh Fruit and Vegetable Program were used to purchase fruit and vegetables. The DOD funds come from The Department of Defense Fresh Fruit and Vegetable Program that allows the schools to use their USDA Food entitlement dollars to buy fresh produce through Pinco. The Cafeteria Department was also granted the "Gen-Youth Grant which helped pay for our non-food supplies. Throughout the different circumstances this pandemic brought, our department managed to feed our students in the classrooms and distant learning in such a smooth and efficient way that made our department run smoothly.

### Successes:

During distance learning, LESD provided packaged meals on a grab-and-go basis for students and families. Students had access to a healthy breakfast and lunch for every school day. Those students who have continued to participate in Distance Learning can continue to pick up packaged meals. In order to ensure the health and safety of staff and students during meal distribution, LESD staff continue to follow guidelines provided by the Kern County Department of Public Health. Personal Protective Equipment (PPE), such as face masks, gloves, and hand sanitizer have been provided to staff who prepare and distribute meals and a COVID Screener is implemented for all staff entering district facilities. Nutrition staff received training about implementing techniques to prevent the spread of illnesses, including COVID-19.

### Challenges:

Limited food items were pre-packaged  
Limited refrigeration space

Vendors/Suppliers were short on food items and we were left to figure out what food items we could substitute at the last minute  
Due to limited food selections the food menu looked the same every month  
Cost increased  
Fruits and vegetables were limited and only delivered once a week, which made it difficult to keep them from perishing  
Working in the heat, rain or cold every day since the pandemic started on March 18, 2020

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Cost to hire an outside company to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	23,935	0.00	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Assistive technology for low income students and English learners who have a learning disability to make Distance Learning accessible - iPads for easy touch screen access.	55,000	0.00	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Foster Youth Services: hire temporary staffing and supports that specifically address Foster Youth needs	34,000	0.00	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Homeless Services: hire temporary staffing and supports specific to homeless youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	34,000	0.00	No
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learners, Low Income Students, Foster Youth: hire temporary staffing to provide academic supports to mitigate learning loss.	324,612.42	0.00	No
Pupil Engagement and Outreach	Funds to support Rosetta Stone virtual for non-English Speaking families to enhance school engagement during distance learning. These classes principally benefit low-income families and	14,500	0.00	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	homeless families, for whom the costs of private ESL classes would be unattainable, as well as EL families, who need workshops to support learning the English language in order to allow them to meaningfully participate in the distance learning of their students at home.			
Distance Learning Program	Educational support staff responsible for developing online learning capabilities necessary to continue educational instruction whose recent jobs have been diverted to fulfill the demand of Distance Learning continuity of Instruction.	3,154,293.24	2,725,133.38	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Outside Company - the district created similar resources internally and did not need to expend the money to an outside vendor.

Temp Positions - The district did not return to in-person instruction in the fall as expected. The temporary positions were planned with the expectation that they are hired once the district reopens to provide additional supports to students in-person as we transitioned from distance learning.

Rosetta Stone - This was purchased with Title III funds. This action was fulfilled.

The district also spent the following:

Duplication/Packet Resources - \$9,860.76

Zoom License - \$10,000

Google Voice - \$25,733.50

Technology Installation/Assistance - \$32,939.46

Additional Supplies/Resources for Teachers - \$62,678.95

Secure MediDoc Portal (Doxy.Me) for SSW - \$525

Additional Instructional Resources (Follett, Newsela) - \$40,870.20

Schools Legal Data Privacy Covid Workshop - \$90

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Many lessons were learned this past year from implementing in-person and distance learning programs but perhaps the most important lesson is the need for human connectedness. Students and staff worked hard to keep students in cohorts and masks and deliver quality instruction. Student engagement has become a high priority whether the instruction is delivered remotely or in person. COVID changed the way we interacted with one another and increased the importance of hygiene practices and cleaning protocols. Students and staff learned to use technology in new ways and staff has become very creative in delivering instruction. We will continue to focus on engaging students, providing high-quality instruction, addressing the social-emotional well-being of each student, providing a safe and clean learning environment for all. We will take the strengths and challenges of what we learned this past year to refine our school systems, programs, and teaching models. COVID created a need for more interactions with families and staff. Multiple modes of communication were used to reach parents. For the most part, parents were highly engaged in their child's learning. For families that were hard to reach, we used new strategies to engage them creating a task force. We will continue to offer our distance learning option but encourage in-person instruction to all students. Independent Study will continue as part of the instructional model for those students who qualify for the program.

The LCAP complements the ELO grant spending plan by focusing on both the ongoing district work, ongoing before the pandemic, and actions that support identified post-pandemic needs for students. The following strategies on the ELO Plan will continue to be funded through the 2021-2024 LCAP:

**EXTENDING INSTRUCTIONAL TIME:** The LCAP will continue to provide funding for Summer School: LESD Summer School program from 8:15 – 1:00 pm. Monday through Friday. The total instructional time will be PK-1st: 205 daily minutes, for 2nd – 4th: 210 minutes, and for 5th-8th grade: 215 minutes. This will include breakfast and lunch daily and transportation will be provided. For grades PK-8, Summer School will integrate the Next Generation Science Standards and practices into reading, writing, vocabulary, and language, as well as math. Students will engage in daily writing through interactive journals, scientific practices which are the behaviors that scientists engage in as they investigate and build models and theories about the natural world. The eight practices of science that the Science Framework identifies as essential for all students to learn and describe are listed below: asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics

and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, obtaining, evaluating, and communicating information. The Science program contains a variety of assessments: weekly written assessments as well as teacher anecdotal notes, student presentations, individual and group work.

The LCAP will include funding for MyOn Digital Library. LESD will be implementing Renaissance's digital literacy library to provide students with access and availability to a variety of digital books. Students will have access to the digital library through their Chromebooks. Teachers will be able to individualize each student's reading book list that will support the student's independent reading level set up; they will have access to the program during and after school. These programs will assist parents in supporting their children's learning during the summer and after school with resources, tips, and activities that will be part of the extended learning at home.

The LCAP will include the Reading and Math Intervention to the Afterschool Program. LESD Reading and Math Intervention will be all from 3:00 – 5:00 pm. Monday through Friday for grades TK - 8th grades. This will expand from the regular day Reading and Math Intervention into the Afterschool Program. Currently, the Afterschool program has approximately 450-500 students enrolled and is available at all 4 school sites. The Afterschool program coordinator will collaborate with site Academic Coaches to review student data to target students that are falling below the grade level threshold. Local data will be used to target students. The program that will be implemented is a Response to Intervention that incorporates small group instruction. The assessment measures and instructs in skills most predictive of reading success such as listening comprehension, letter knowledge, vocabulary, phonological awareness, alphabetic decoding, self-selected reading, spelling, word analysis, comprehension, reading fluency, phonics, and written and response reading selections. Once students have been assessed using the diagnostic assessment, the program will then create an adaptive reading and math program per student so the student gets the instruction he/she needs according to his/her level. As the student engages with his/her personalized computer program, the intervention teacher creates focus intervention small groups no larger than 4-students to provide a high dose of intervention on a given skill. Formative assessments are given weekly to provide one on one or small group students' support. The afterschool reading and math intervention programs will be provided during the 2021-2022 school year.

Expand Teacher-Directed Instruction After School. Grade level teachers will be able to provide targeted intervention to their students in reading and/or math instruction 2- 5 days a week as needed. Teachers will use diagnostic assessments, grade-level classroom materials, and assignments. Support will be provided to students through scaffolding and able to make the content accessible to students. Teachers will give frequent formative assessments to provide data-driven instruction. Even though the program will be offered throughout the 2021-2022 school year, the grouping will be prioritized to underserved subgroups and as they meet their goals they will be recognized and exited from the program.

**ACCELERATING PROGRESS TO CLOSE THE LEARNING GAP:** Adding an additional Intervention teacher to each school site to provide extended learning opportunities. LESD will be hiring 4- Intervention Teachers to add to the existing site Academic Coaches. These intervention teachers will be providing reading-focused tutoring interventions for grades kindergarten – 2nd. We will focus on targeting the lower grades first and then we will shift our focus to grades 3rd-8th. The intervention teachers will be utilizing the districts' intervention program which is a research-based program and is aligned to the core classroom content and grade-level



standards. The intervention teachers will address missed concepts and skills that are most critical to reading to ensure they build foundational skills while making connections to the content students are learning in class. They will work with no more than 3-4 students in a group which is suggested by the research for the most successful way to support students. The goal of the intervention teachers is to accelerate the learning progress, assist in closing the achievement gap of the students by targeting small group interventions.

The LCAP includes funding for providing educators professional development on mathematics. Professional Development will be provided for staff in mathematics that is targeted to improve their instructional practice and accelerate students' progress. We are partnering up with Kern County Superintendent of Schools Math Coordinators to provide our staff with a multi-year math professional development program. Their focus will be to provide support to our staff by using Fogarty and Pete's from "Staffroom to Classroom training model: Theory, demonstration, practice, and coaching". This will incorporate grade levels collaborating, modeling, walkthroughs, debriefing sessions, data analysis, and growth mindset.

In addition, provide educator professional development on reading. Professional development for staff in reading. We will be partnering with the Kern County Superintendent of Schools AVID Coordinator to target reading to accelerate student progress. Our focus will be Socratic Seminars. Reading/Deep reading strategies Writing/Note Taking, Inquiry/Costa's Level of Thinking, Collaboration/Listening/Speaking. This process will target English Language Development with a comprehensive reading focus.

Add additional ELA and Math support content experts to support instruction in the classroom. Due to COVID-19 and the learning loss that transpired during the shutdown and distance learning. The LESD will be hiring 2-Content Expert Academic Coaches, one ELA, and one Math and 1 Professional Development Academic coach. These Academic coaches will augment support to our educators in ELA and Math by increasing the instructional capacity through research-based practices and professional development. They will also assist site Academic Coaches will the coaches model and ensure that additional support will be available for staff.

**INTEGRATED STUDENT SUPPORT TO ADDRESS OTHER BARRIERS TO LEARNING.** Provide additional health support services to our students. the district will hire two additional LVNs (Licensed Vocational Nurses) to expand from 1 to 3 in order to provide additional support to students and assist our nursing staff in identifying any health problems and/or trauma our students have faced during the pandemic that may affect their learning such as the need for glasses, any chronic diseases that may have not been addressed, self-care issues, contacting parents to find out more information and make a referral to the services students may need such as mental health support. In addition, provide additional social-emotional and mental health support to our students: The district will be hiring two additional Social Workers to enhance our services in the areas of self-awareness, social awareness, decision-making process, self-management, and relationship skills. In addition, the social workers will be providing professional development support to all classified and certificated staff so they can provide students with SEL support while in the classroom, playground, cafeteria, and in the classroom. Social Workers will work with grade-level PLCs to identify student social-emotional needs, brainstorm existing and new practices that support students and staff. Our additional Social workers will strengthen our development of our Positive Behavior Intervention Support System Tier Structures. They will enhance our Tier I & II components during Student Study teams sessions, IEPs, and leadership team meetings. Their focus will be to support the needs of students performing below grade level, English Learners, students with disabilities, foster and homeless youth, students at risk of abuse, neglect, and



exploitation, disengaged students, and in collaboration with the Family Resource Center working with truant students. Through the Tier II systems of interventions, the team will develop student support plans to provide targeted interventions, progress monitoring, daily CICO process, and identify additional services the students might need. For example, home visits, parent supports such as referral to the LESD Parent Center, Clinica Sierra Vista referrals, etc.

**COMMUNITY LEARNING HUBS:** Allocate additional funding to expand services to our families through the Lamont Elementary School District Parent Center. The LESD Parent Center will serve as a community learning hub. In our stakeholder meetings, parents asked for additional training so they could support their students in mathematics and reading. Our parent center liaisons will be adding these pieces of training to the services they already provide. The training will be offered during the mornings and evenings to accommodate all parent needs. Updates to our computer lab in the parent center to make sure all computers all functional in case students need to complete homework and or projects. Purchase additional printers and supplies to have them available to our parent community and students. Provide additional computer literacy skills classes to parents and students. In addition, parents asked for social-emotional workshops. Our social workers will provide morning and evening workshops to support our parents so they can have the tools to support their children. All parent support will be provided in English and Spanish. Inform parents about additional supplemental services:

School sites will keep parents informed of the supplemental services through their ELA and Math Academic Parent Meetings, Back to School Night, Coffee with the Principal, DELAC, ELAC, School Site Council, Coffee with the Principal, Family Movie Nights, GATE parent meetings, Dual Immersion Parent Meetings, etc.

**SUPPORTS FOR CREDIT DEFICIENT STUDENTS:** allocate additional funding for Middle School Support to 8th graders as TDIA for teachers to provide additional afterschool support in their area of content specialty to provide before school or after school Teacher-Directed interventions to encourage a broad course development and interest.

**ADDITIONAL ACADEMIC SERVICES.** Use STAR Reading and Math assessments to identify additional academic supports needed for English Learners and Students with Exceptional Needs:

We will use the STAR assessments to provide a comprehensive overview of each students' academic achievement and growth. Each diagnostic comprehensive assessment will indicate which skills a student has mastered, which ones need additional work, how close the student is to mastery of a specific skill, and whether additional instruction and practice need to be provided. In addition, these assessments will be utilized to monitor progress. The assessments will assist and guide teachers in the creation of targeted instructional plans and set individualized goals for students who need additional support as well as those who are meeting or exceeding benchmarks. Establish additional tutoring in a small group setting (no more than 4 students per group) for students as indicated by the data. Provide SEL lessons on an individual or small group basis for students needing additional supports.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

In order to address pupil learning loss, we will use our local assessments and teacher input for each site to create flexible interventions, RTI, or targeted instruction. Teachers will analyze student data during collaboration time and plan appropriate interventions and lesson plans. Additional intervention teachers will be assigned to the school sites to support learning loss in small group instruction. The support staff will be used for small group instruction and one-on-one support for our most at-risk students during reading labs. After-school intervention academy will continue and summer school is also being considered as we move forward.

LESD administration, site teachers, district directors and coordinators, and parents have been part of data analysis meetings giving their input to create a plan to mitigate learning loss. Actions and Strategies to address learning loss and accelerate learning were to solidify a systematic cycle of assessments including Initial screenings, formative assessments, summative assessments. School sites will use their PLC collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, assess the effectiveness of instructional strategies using assessments to inform instruction for all students, including those with unique learning needs such as appropriate supports for students receiving Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary. For English Learners, we will use our ELPAC 2020-2021 overall scores, and by domain to identify student needs, all students were tested in person.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The district did not return to in-person instruction in the fall as expected. The district had planned to use the temporary positions with the expectation that they would be hired once the district reopens to provide additional supports to students in person. Mitigating learning loss and supporting students in person all English Learners, Low Income Students, Foster Youth. Instead, the educational support staff responsible, whose recent jobs have been diverted to fulfill the demand of Distance Learning continuity of Instruction, expanded the development of online learning capabilities necessary to continue educational supports such as afterschool interventions for English Learners, Low Income Students, Foster Youth. Some of the funding that had been budgeted, was not spent as planned due to the district using other district fundings to provide those services to students.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Understanding student outcomes and developing a plan for welcoming students back to in-person learning focused on academics and socio-emotional was central to Learning Continuity and Attendance Plan and LCAP conversations. Our analysis of student outcomes shows that, overall, our students will need additional supports in reading and math due to the learning loss during the pandemic. Staff development will be a key to support our staff to provide a strong first instruction in the classroom in Math and ELA. The PD plan will follow the Training Model by Fogarty and Pete which includes: theory, demonstration, practice, and onsite coaching, classroom modeling.

The 2021-2024 LCAP also includes the use of STAR tests for mathematics and ELA for grades 1-8. Assessment to continue measuring student growth and identify student needs as we analyze the data. The results of the STAR assessments will increasingly be utilized for monitoring mathematics and reading data-informed instruction at the site level. Outcomes for all students and disaggregated by student group will be analyzed at the district level to understand potential approaches to intervention, professional learning, and other areas of focus.

There is a clear need to continue to work towards a Multi-Tier System of Support so struggling students can be identified quickly and social workers can intervene to provide targeted supports. Investments in working towards this goal include the following: having a social worker at each school site, providing training to staff on how to identify struggling students. Additional LVNs at the sites will support

Tutoring was well utilized during the pandemic and will continue to be available to struggling students in these groups. The summer school will be enhanced with ELO funds targeting SED students, English Learners, Homeless and Foster Youth, and low-income students for intervention and enrichment at the elementary and middle school levels. Summer school will continue beyond the ELO funding period at previous spending levels. Technology, including devices and hotspots, will continue to be provided to families. Continued focus on expanding and increasing equity-related work in the areas of professional learning, policies, and practices including professional learning for teachers and administrators, and ongoing work at the site level. While this work was in progress before the pandemic, events of the past year have served to further prioritize the district's commitment to equity.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	9,755,125.00	6,850,874.89
Supplemental/Concentration	9,755,125.00	6,850,874.89
	9,176,084.00	6,599,455.89

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	9,755,125.00	6,850,874.89
1000-1999: Certificated Personnel Salaries	3,536,063.00	2,741,314.00
2000-2999: Classified Personnel Salaries	1,269,520.00	1,061,513.00
3000-3999: Employee Benefits	1,829,042.00	1,534,022.00
4000-4999: Books And Supplies	1,727,500.00	596,747.25
5000-5999: Services And Other Operating Expenditures	463,500.00	711,308.64
5700-5799: Transfers Of Direct Costs	10,000.00	321.00
5800: Professional/Consulting Services And Operating Expenditures	634,500.00	205,649.00
6000-6999: Capital Outlay	285,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	9,755,125.00	6,850,874.89
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	3,536,063.00	2,741,314.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	1,269,520.00	1,061,513.00
3000-3999: Employee Benefits	Supplemental/Concentration	1,829,042.00	1,534,022.00
4000-4999: Books And Supplies	Supplemental/Concentration	1,727,500.00	596,747.25
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	463,500.00	711,308.64
5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	10,000.00	321.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	634,500.00	205,649.00
6000-6999: Capital Outlay	Supplemental/Concentration	285,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,537,348.00	1,049,127.25
Goal 2	167,807.00	137,494.00
Goal 3	4,945,419.00	3,753,870.00
Goal 4	480,508.00	312,430.00
Goal 5	2,624,043.00	1,597,953.64

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$75,712.11	\$481,084.52
Distance Learning Program	\$843,283.12	\$748,298.11
Pupil Learning Loss	\$274,724.50	\$95,241.50
Additional Actions and Plan Requirements	\$3,640,340.66	\$2,725,133.38
All Expenditures in Learning Continuity and Attendance Plan	\$4,834,060.39	\$4,049,757.51

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$75,712.11	\$481,084.52
Distance Learning Program	\$62,268.00	\$49,264.69
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$3,625,840.66	\$2,725,133.38
All Expenditures in Learning Continuity and Attendance Plan	\$3,763,820.77	\$3,255,482.59

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$781,015.12	\$699,033.42
Pupil Learning Loss	\$274,724.50	\$95,241.50
Additional Actions and Plan Requirements	\$14,500.00	
All Expenditures in Learning Continuity and Attendance Plan	\$1,070,239.62	\$794,274.92



## Local Control 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
Lamont Elementary School District	Dr. Miguel Guerrero Superintendent	mguerrero@lesd.us 661-845-0751

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

The Lamont Elementary School District (LESD) serves approximately 2,896 students, grades TK-8, and employs approximately 460 staff members. Lamont Elementary School District is a four-school TK-8 district located in an unincorporated rural farming community of Lamont with a population of around 13,500. The area recognized as Lamont spans from a community known as Hilltop on the north to Weedpatch on the south, east, and west about two miles in each direction. The district's vision is "Committed to providing a positive, safe learning environment in which students gain the knowledge necessary for successful school achievement." We recognize the pivotal role parents play in creating an environment in which students feel safe and come to school ready to learn. Listening, speaking, reading, writing, and thinking are viewed as the keys to successful "student achievement." The unincorporated Lamont community has a significant portion of its population working as farm laborers and the majority of the parents speak only Spanish in the home. 91% of the students are considered socio-economically disadvantaged. Basic student demographics indicate that 99% are of Hispanic descent, .01% are of other descent, 53%



are English Language Learners, and 424 of our students come from Migrant families. Mt.View Middle School houses 7th and 8th grade, Alicante Elementary houses TK-6th grades, Myrtle Avenue houses 4th-6th grades and Lamont Elementary houses TK-3rd grades.

Our Mission Statement is "The primary mission of all the schools in the Lamont Elementary School District is to develop within each student a positive self-image and to teach all students the necessary skills to enable them to acquire and use knowledge in a positive productive manner." With that in mind, our students are our priority when making decisions and when we allocate resources towards their education. Our ultimate goal is to meet the needs of ALL students and to close the achievement gap while meeting those needs. We take into consideration input from ALL stakeholder groups when deciding on what actions and services to implement into the LCAP. We believe that each and every student has the ability to achieve and we strive to employ teachers who share this idea. We ensure that our students are college and career ready by incorporating AVID, After School Program, Battle of the Books, Extended Day, History Day Competition, Migrant Education, Oral Language Festival, Summer and Winter Academies, STEM, and 21st Century Learning Skills.

On March 17, 2020, Lamont Elementary School District joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure has had a tremendous impact on our community. Students and their families rely on our schools, not only for childcare, meals, internet access, and education, but also for essential resources such as mental health services, connections to local resources, and for the life-giving community through after-school programs, sports, and clubs. While we quickly pivoted to an emergency distance learning plan, the community felt a sense of loss as the daily face-to-face interactions that we relied on to build relationships were cut short. Throughout school closure, we remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and continued social-emotional health services.

On Friday, July 17th, 2020, the Governor issued guidance for re-opening schools. The guidance stated that school districts residing in counties listed on the state COVID-19 monitoring list cannot offer in-person instruction until the county is off the list for 14 days. Kern County remained on the state's monitoring list. This guidance meant that LESD continued into the fall of 2020 in a 100% distance-learning format. This change in how we offered instruction and services to students deeply impacted all stakeholders. On March 4, 2021, we were able to bring back our Special Education Students for instruction and On March 15, 2021, we implemented a hybrid instructional program where students were able to receive in-person instruction in small cohorts two days a week and receive the remainder of their instruction through distance learning. Finally, on May 10, 2021, we were able to transition to an offering of in-person instruction for 5 days a week for all students. While our community continues to be resilient, our needs are evolving. As we met with stakeholders to create this Local Control and Accountability Plan, we were faced with the task of selecting actions and services that would support our students through a variety of instructional program offerings, including distance learning, in-person instruction, and hybrid learning options. We are grateful to our community of staff, students, and parents that have remained committed to the success of our students.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

### CALIFORNIA SCHOOL DASHBOARD INDICATORS:

LESD shows the following successes as reflected on the Dashboard State Indicator: SUSPENSION RATES

The following successes are shown in the 2019 Dashboard: 1) The Foster Youth subgroup declined in suspension rate by 5.9%, and Students with Disabilities declined by 2.9%, moving both subgroups to "Blue." 2) The English Learner subgroup declined by 1% in suspension rates, the socioeconomically disadvantaged declined by 1.4%, moving both subgroups to "Green." 3) The Homeless subgroup moved to "Yellow," declining by 1.4% in suspension rates. Overall, the suspension rate for all students went from "Orange" with an increase of 0.8% in 2018 to a decline in 2019 of 1.4% moving the district to "Green."

These data results show progress towards LCAP goal #1: Improve and/or increase services to support student attendance rates, improve school climate, the social, emotional, and physical well-being of students by implementing a multi-tiered system of support at all school sites. LESD is providing a healthy, safe, and welcoming environment to students to meet this goal. LESD will continue to build on the success made in this area through the LCAP process. The district will continue to maintain/increase the direct services for students via the Positive Behavior, Interventions and Supports (PBIS), school social workers, school psychologists/Behavior Management Specialists, behavioral intervention aides to work closely with site administrators and Family Resource Center staff to provide social-emotional supports to address the social-emotional needs of our students. The district nurse and the licensed vocational nurses, one at each site, will continue to support all four schools to address the health needs of students identified with medical alerts. Our schools and district will be a place where students of diverse cultural backgrounds who come from families with rich social and linguistic experiences will feel safe and welcomed. The Multi-Tiered System of Supports, School Social Workers will continue to identify, address and assist students to overcome barriers. School sites have established their PBIS committees and will continue to build a positive school culture by recognizing positive student behavior. Resources will be allocated to purchase student incentives and promote school pride.

We will continue to monitor the needs of English Learners, low socio-economic, Foster Youth, and Homeless through the Tier II meetings which target is to improve and/or increase services to support student attendance rates, improve school climate, the social, emotional, and physical well-being of students at all school sites. The team's makeup includes school site attendance advocate, school social worker, school psychologist, site administration, and family advocates, teachers, and parents. Tier II meetings will continue to identify attendance, discipline that may lead to a suspension, supports in place and or additional support needed. LESD student information system allows the team to identify unduplicated students and in this manner, any intervention identified by the Tier II team can be provided early on to maintain or build on this success.

Another success is reflected on the 2019 Dashboard State Indicator: ACADEMIC PERFORMANCE ELA The following successes are shown in the 2019 Dashboard: 1) The Homeless subgroup moves to "Yellow," increasing by 22.2 Points. 2) The English Learner subgroup moves to "Yellow," increasing by 7.6 Points. 3) The Socioeconomically Disadvantaged and Hispanic subgroups remained in "Yellow," even though the Socioeconomically Disadvantaged subgroup increased 10.1 Points, and the Hispanic subgroup increased 22.2 Points. Both subgroups increased in points even though they remained in the same color; however, they will be closer to reaching the next proficiency color. 4) The Students with Disabilities subgroup performing in "Orange." However, this subgroup increased by 14.1 Points. Overall, the academic

performance in English Language Arts for all students remained in "Yellow," with an increase of 4.9% points in 2018, moving up to 10.3 points in 2019.

LESD will continue to build on the success made in the area of English Language Arts by increasing professional learning for TK-8th grade teachers through the LESD 3-year AVID plan. The focus of professional learning will be to prepare teachers to create engaging and rigorous classrooms where students build language through culture and identity, cultivate their writing school-wide through note-taking, use questioning skills with sentence frames support. Teachers will be trained on how to foster highly rich collaborative classrooms cultivating discourse through Socratic Seminars. This language-rich approach will highly support our unduplicated student population.

Another success is reflected on the Dashboard State Indicator: ACADEMIC PERFORMANCE MATH. The following successes are shown in the 2019 Dashboard: 1) The Students with Disabilities subgroup increased 19.2 Points, even though the performance color remained in "Orange." 2) The English Learner subgroup maintained at 0.7 Points and also maintained "Orange." 3) The Hispanic subgroups moved to "Yellow," increasing 4.2 Points. 4) The Socioeconomically Disadvantaged subgroup increased 4 Points and remained in the same color; however, this will make it closer to reach the next proficiency color. Overall, the academic performance in Mathematics for all students remained in "Yellow," with an increase of 4 points in 2019.

LESD will continue to build on the success made in the area of mathematics by increasing professional learning for TK-8th grade teachers as a 3-year Professional Development Plan. The focus of the professional learning will be to facilitate a strong first instruction by supporting the mathematical practices via Math Talks. This facilitates discourse among students to build a shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. This language-rich teaching of mathematics is also rich in scaffolds that highly support English Learners and low socioeconomic students to support their academic vocabulary in mathematics; it also provides high levels of student engagement which will highly support Foster Youth and Homeless. Additional supports are the district Math TOSA and the site TOSA who will continue to provide modeling in the classrooms.

Another success is reflected in the academic performance of current English Learners in ELA and Math. The following successes are shown in the 2019 Dashboard: 1) Reclassified English Learners, a total of 505 students, increased 11.2 Points in ELA; compared to English Only students, 383 students, who increased 6.6 Points. 2) Reclassified English Learners, a total of 503 students, increased 8.9 Points in Mathematics; compared to English Only students, 381 students, who increased 3.1 Points.

These data results from the 2019 Dashboard for English Language Arts, Mathematics, and Reclassified English Learners data in ELA and Mathematics show progress towards LCAP goal #3: The Lamont Elementary School District will be a district of academic excellence that provides equity and access for all students in all subgroups, with an emphasis on our English Language Learners, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students are college and career ready. LESD will continue to build on the English Learner success made in the area of mathematics and ELA by the targeted Math and AVID professional development. Teachers will also continue to provide protected ELD instruction for 30 minutes daily.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

LESD will continue the stakeholder meetings, needs assessment LCAP process, to identify areas that need significant improvement.

California School Dashboard data analysis reflects the following needs:

1. For the suspension rate indicator, the white subgroup had a suspension rate of 4.1% with a performance color of "Orange" increasing 0.3%, while the "all student" suspension rate is 1.2%. The data shows the Homeless suspension rate indicator performing in "Yellow" even though it declined 1.4% from 2018, there is still a 3.6% of students suspended at least once with a total of 55 students, and in Chronic Absenteeism the Homeless group shows an increase of chronic absenteeism of 5% performing on "Red." The English Learner and Socioeconomically Disadvantaged subgroups are performing on "Yellow;" however, still maintaining. During the needs assessment review, the team of stakeholders identified the student's needs, analyzed discipline data, any supports already in place and identified the root cause, then they followed planning for support strategies. These strategies will include assigning students to a school social worker to receive one on one support. Vice principals will meet with the parents to communicate the supports and gather any additional information; and social workers will meet with the teacher and the behavior aide, share strategies to extend them to the classroom setting and during recess time.
2. In Mathematics, the academic indicator, shows the Homeless subgroup performing in "Red." The subgroup maintained a negative 1.6 Points. The steps taken to address this area as per the LCAP needs assessment stakeholder meetings were to identify the 27 homeless students by site, identify any basic needs such as shelter, food, clothing, transportation by the Lamont/Weedpatch Family Resource Center. The school site to identify academic needs and provide additional intervention supports. In addition, the school site Attendance Advocate monitors the attendance of Homeless students closely to make sure they are in school and if not, report to the Family Resource Center for additional home visits and support.
3. In English Language Arts, English Learners showed a decline of 7.4 Points, this reflects 804 students; compared to Reclassified students and English Only who increased in this area. According to the LCAP needs assessment, English Learners identified as "LTEL" will be identified by site and additional Reading and Math interventions will be provided to support students' performance in the CAASPP. Their progress will be monitored to make sure they are receiving additional supports as needed. In addition, language support will be provided depending on the domain of need to support students achieve a 4 on the ELPAC and be able to meet all criteria for Reclassification.
4. Another need is reflected on Chronic Absenteeism. The Homeless group shows an increase of chronic absenteeism of 5% and the White group an increase of 13.1% so they are both performing on "Red." The Students with Disabilities maintaining at 0% increase and performing "Orange." the English Learner, Hispanic, and Socioeconomically Disadvantaged subgroups are performing "Yellow;" however, still maintaining. The steps that will be taken to address this area are, the Family Resource Center will have weekly meetings with site attendance advocates to identify early in the year the students who are becoming truant. As identified by the LCAP needs assessment grade level data, Kindergarten and 1st grade have the most chronic absentees and having attendance parent meetings early in the year.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP was written after consulting members from each stakeholder group across the district. Our stakeholders agreed with the District's plan to continue the same four goals with some modifications to the goals that the Lamont Elementary School District (LESD) included in the previous LCAP. Including the four goals outlined below will allow LESD to continue our focus and efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and low-income students, which represent 91% of our total population. These four goals also address the eight state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards, and 8) Course Access.

The LESD LCAP goals are as follows:

Goal 1: Improve and/or increase services to support student attendance rates, improve school climate, the social, emotional, and physical well-being of students by implementing a Multi-Tiered Systems of Support at all school sites.

Goal 2: The Lamont Elementary School District will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.

Goal 3: The Lamont Elementary School District will be a district of academic excellence that provides equity and access for all students in all subgroups, with an emphasis on our English Language Learners, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students are college and career ready.

Goal 4: The Lamont Elementary School District will be a place where all students in all subgroups are actively engaged in a safe and positive school climate and provides the basic services and materials needed to participate successfully in a 21st Century educational experience.

Impact of the COVID-19 Pandemic:

On March 17, 2020, Lamont Elementary School District joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. LESD began the 2020-21 school year in a 100% distance-learning format and has slowly transitioned to a hybrid in-person and distance learning instructional model. Throughout this time, LESD has remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services. School closure impacted LESD in several key areas contained in the 2021-24 LCAP, including, training for teachers, technology for students and teachers, and student's academic and social-emotional needs arising from being thrust into both an asynchronous and synchronous style of learning.

While we do not anticipate the severe restrictions placed on public schools to be in place long-term, the pandemic and its effect on students and families understandably dominated our stakeholder conversations and skewed data trends that we had previously identified. As a result, the reader will note that some of our metrics contain baseline data from both 19-20 and 20-21. In these cases, a determination was made that data collected from both years presents a more accurate picture of where we are and where we need to be headed to meet the growing needs of our students.

Our ultimate goal as a LEA is to promote 21st Century Skills and to ensure that our students receive the best education possible so that they will be college and career ready.

## 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.

Our LEA does not have any schools 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.

Our LEA does not have any schools identified for CSI.

### Monitoring and Evaluating Effectiveness

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

Our LEA does not have any schools identified for CSI.



# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Lamont Elementary School District believes that stakeholder input drives the development of the LCAP. The District consulted parents, pupils, school personnel including principals and teachers, local bargaining units, and the community over the course of the year conducting meetings and administering surveys to all employees, students in grade 3 and above, and parents. The district also consulted with the District Parent Advisory Committee and the District English Learner Parent Advisory Committee, as well as the special education plan administrator (SELPA) in developing a plan. Translation services were provided at each virtual meeting as needed. The district made a solid effort to assure voices were heard from stakeholders throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students. At these meetings, the following information was shared by the district: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals/metrics, and the budget for each LCAP goal. Stakeholders were then given the opportunity to respond to each LCAP goal and give us input responding to the following four prompts for each goal: 1) Of what are you most proud? 2) What areas should we consider for improvement? 3) What are we doing well for English Learners, Foster Youth, and Low-Income Students? 4) How can we improve services for English Learners, Foster Youth, and Low-Income Students. In addition, the Superintendent meets with site administration twice a year to review the LCAP goals as they are aligned to each site's Single Plan for Student Achievement goals; they review each goal and outcome goals, the site needs assessments, and finalize their SPSA to be board approved.

The District used the following process for stakeholder input:

1. Developed a Needs Assessment
  - a. Identified data elements to measure progress in each of the State Priority Areas and some locally defined areas within the categories of Conditions of Learning, Pupil Achievement, and Engagement.
  - b. Assembled available data into a user-friendly format to report trends with data including prior years, or to establish baseline data
2. Developed an LCAP Executive Summary document for sharing with stakeholder groups and seeking input on the Annual Update
3. Conducted meetings with bargaining units, Administrators, teachers, classified staff, DAC, DELAC, School Site Councils, ELACs, parents/community members, and students during which participants were asked to provide answers to guided questions. Answers were assembled in a database and categorized by themes. The following dates were for some of the stakeholder input meetings:
  - a. Student Surveys
  - b. LCAP Annual Review and Stakeholder Input meeting, including DAC and DELAC February 9 and 25, 2021
  - c. Community LCAP Review and Stakeholder Input meeting - South Valley Neighborhood Partnership Meeting March 4, 2021 and Lamont Lions Club March 10, 2021.
  - d. Consultation with certificated bargaining unit in May 2021
  - e. Consultation with classified bargaining unit in May 2021
  - f. School Principals discussed the LCAP with their school site councils bi-monthly 2020-2021.
  - g. Consultation with SELPA May 24, 2021
4. Stakeholders were provided qualitative and quantitative data on teacher credentialing, facilities conditions, instructional materials availability, test scores, student attendance, suspension and expulsion rates, parent participation on committees, volunteerism, school



connectedness surveys, and the California Dashboard (metrics addressing all of the eight state priority areas). This information was consolidated into our Executive Summary used at all the above-listed Stakeholder meetings.

5. Categorized stakeholder input into themes and analyzed for possible LCAP revisions. The following themes emerged as "High Value" for stakeholders:

- a. Accelerated Learning
  - b. Professional Development
  - c. Social-Emotional Learning Support
  - d. Strengthening Student Connectedness
  - e. Continued Implementation of Safety Protocols for In-Person Instruction
6. Advertised and conducted a public hearing to seek input on the LCAP at the June 8, 2021, Governing Board meeting
7. Adopted the LCAP at the June 22, 2021, Governing Board meeting.

Traditionally, LESD relies heavily on in-person community and parent events, staff meetings, and classroom instruction to ensure the collection of both paper and electronic surveys. In-person conversations and the distribution of paper surveys typically yield a high percentage of stakeholder engagement. This year, due to COVID-19 restrictions and concerns for personal health and safety, survey collection was completed exclusively through electronic means. As a result, survey collection is down from previous years. Once all the stakeholder feedback was collected, the district administration team analyzed the feedback and used it to draft the LCAP. The data were coded according to the topic. The most common topics of successes and needs were collected throughout the feedback process, and then given priority in the writing of the LCAP, although many other topics were addressed.

#### A summary of the feedback provided by specific stakeholder groups.

Lamont Elementary School District schools included parents, teachers, and school staff, all of whom share a common interest in creating a successful and sustainable supplemental instructional plan for all students that emphasized a prioritizing of the following pupil groups: homeless, of whom we have 0.06%, foster 0.04%, English learners 53%, students with disabilities 9.7%, students performing below grade level and socio-economically disadvantaged students 75%, PK-8th grades pupils without access to a computing device or high-speed internet access. LESD provided a Chromebook to every student in the district when we made the transition to distance learning in April of 2020. In addition, over 500 Hot Spots with high-speed internet service were distributed to our students in order to assure connectivity for all. In order to involve all stakeholders in the development of the plan, LESD conducted virtual bilingual family and community meetings on May 6th, 2021. Two separate meetings were held on that day, one from 9:00 – 10:30 am and another from 5:30-7:00 pm to capture input from all of our parents. The intent of the meetings was to solicit input from our parents and community stakeholders on our plan. The meetings were held virtually and input was gathered from parents adding comments in the "chat room" or verbally after each section of our plan. Additionally, all parents had an opportunity for their voices to be heard through a survey that was posted on our website, emailed, and/or texted to all our parents. The survey was also translated into Spanish to provide access to our Spanish-speaking parents. The following is a summary of our parents' and stakeholders' input that was captured through a variety of methods.

#### Feedback summary:

Teachers, other staff, and administrators' input were conducted in a needs assessment manner in staff meetings and administrative meetings. The input was solicited by our site administrators on how to mitigate our students' learning loss; staff analyzed their local STAR data and developed a mitigating learning loss site plan. Each site's plan was presented at admin meetings and in teams, the data was put together into the different areas of need.

LESD staff will continue to evaluate the services provided to identify effective strategies for students and magnify them throughout the district. Both certificated and classified staff would like LESD to continue to work on:

- a. Professional Development for every stakeholder that is involved in embracing 21st learning to prepare students for college and career.
- b. Professional development in reading, ELD, math, thinking maps, close reading, vocabulary development, small group instruction.
- b. Focus on English Language Learners to close the achievement gap.
- c. Keep technology equipment and devices up to date.
- d. Educational Field trips for all students and Camp Keep for all 6th-grade students.
- e. Provide workshops for parents that will provide training to assist their child with Social Emotional Learning, motivation, homework assistance, technology, etc.
- f. Vice-Principals at each school site.
- g. Professional Development to mitigate learning loss.
- h. Social Workers one at each site.

The District Parent Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), site English Language Advisory Committees (ELAC), and site School Site Councils (SSC) input:

1. Extending instructional learning time.

Parent Input:

- Extend access to a digital library that is accessible to students before, during, after, and on the weekends.
- Provide additional time for tutoring
- Extend learning time to after school.

2. Accelerating progress to close learning gaps.

Parent Input:

- Make sure Chromebooks are updated and are fully working as students come back to the new school year.
- Provide Summer School
- Provide staff development to all personnel on supporting students to close the achievement gap.

Provide training and/or workshops to parents in math and ELA to assist their student(s).

- By working together, we can help each student and our children close the achievement gap.

3. Integrated student supports to address other barriers to learning.

Parent Input:

- Add art classes, dance, cooking to the instructional day.
- Bring back PE and music to schools.
- Utilize research-based resources for the students.
- Provide support to students in their subject area of need.

- Provide personalized tutoring in a small group setting.

#### 4. Community learning hubs

##### Parent Input:

- Add art classes, dance, cooking to the day.
- Bring back PE and music to schools.
- Utilize research-based resources for the students.
- Provide support to students in their subject area of need.
- Provide personalized tutoring in a small group setting.

#### 5. Supports for credit deficient students to complete graduation.

##### Parent Input:

- Providing reading and math labs at the Middle School.

#### 6. Additional academic services for students

##### Parent Input:

- Music, art, chorus in the lower grades.
- More academic support rather than sports.

#### 7. Training for school staff on strategies

##### Parent Input:

- Assure that all training is research-based and that we acquire the necessary materials to implement them.

##### Student Input:

- A survey was administered to all students in grades 7th and 8th graders to get student input on school safety and connectedness; 300 students responded to the survey. The following is a summary of students' responses: 84% of students felt that the district and school provided appropriate education with plenty of support to meet their academic and emotional needs.

##### Bargaining Unit:

- Provide individualized support by creating an action plan for the specific student and collaborate with the parents to make sure it is followed. Also, monitor student progress by reviewing the action plan every few weeks or so to make sure the student is making an effort to come to school.
- Revisit the school culture. What is making the student disengaged and how can we make it better?
- Publish a district and/or school yearly calendar that has important dates of parent meetings, events, etc.
- Workshops that will provide realistic training for parents to assist their child. Social-Emotional Learning, motivation, homework assistance, technology.
- Parent nights that provide not just in-person meetings but a zoom or google meeting that allows flexibility for those parents that have difficulty with transportation or other reasons that they can't make it in person.

- Reach out to some of the local community businesses to see if they would assist by hanging a flyer of the important dates of parent meetings, events, etc.
- How will the district support teachers embrace 21st learning as they begin to move forward implementing this environment district-wide.
- Improve classroom technology by making sure teachers have what they need in order to implement the 21st learning environment that the district wants to embrace.
- How will it impact our instructional leadership (principals, vice-principals, other stakeholders) that will lead our schools forward to 21st learning?
- Curriculum, will the district be purchasing a new curriculum that correlates with 21st learning?
- Professional Development for every stakeholder that is involved in embracing 21st learning as we move forward.

#### Public Hearing:

An overview of the LCAP and the updates made this year were presented in draft form during the Open Session Board Meeting on June 8, 2021, during the Public Hearing. No feedback was given regarding the LCAP draft so the final draft of the LCAP and budget was approved on June 23rd at a regularly scheduled Board Meeting.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

During the needs assessment of the 7 Strategies from the Expanded Learning Opportunity Plan (ELO), the strategies were planned to be expanded to the LCAP 2021-2024 to be able to make it a multi-year plan and be able to successfully complete, evaluate, and re-strategize if needed. The following is the stakeholders' input and how the LCAP was influenced by it. Each section below addresses stakeholder feedback and how the feedback was used to develop the LCAP.

#### EXTENDING INSTRUCTIONAL TIME

##### Parent Input:

\* Provide Summer School (GOAL #3 Action #3)

##### Strategy #1 Summer School:

LESD Summer School program will be all In-Person, from 8:15 – 1:00 pm. Monday through Friday. The total instructional time will be PK-1st: 205 daily minutes, for 2nd – 4th: 210 minutes, and for 5th-8th grades: 215 minutes. This will include breakfast and lunch daily and transportation will be provided.

For grades PK-8, Summer School will integrate the Next Generation Science Standards and practices into reading, writing, vocabulary, and language, as well as math. Students will engage in daily writing through interactive journals, scientific practices which are the behaviors that scientists engage in as they investigate and build models and theories about the natural world. The eight practices of science that the Science Framework identifies as essential for all students to learn and describe are listed below:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations

4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

The Science program contains a variety of assessments: weekly written assessments as well as teacher anecdotal notes, student presentations, individual and group work.

Parent Input/Staff/Bargaining Unit: (Goal #3, Goal #4)

- Extend access to a digital library that is accessible to students before, during, after, and on the weekends, 21 Century strategy, mitigate reading learning loss by assigning/monitoring students' books according to their own reading level and monitoring reading progress.

Strategy #2 MyOn Digital Library:

LESD will be implementing Renaissance's digital literacy library to provide students with access and availability to a variety of digital books. Students will have access to the digital library through their Chromebooks. Teachers will be able to individualize each student's reading book list that will support the student's independent reading level set up; they will have access to the program during and after school. These programs will assist parents in supporting their children's learning during the summer and after school with resources, tips, and activities that will be part of the extended learning at home.

Parent/Staff Input (Goal #1 Action #8)

- Provide additional time for tutoring

Strategy #3 Expand the Reading and Math Intervention to the Afterschool Program:

LESD Reading and Math Intervention will be all from 3:00 – 5:00 pm. Monday through Friday for grades TK - 8th grades. This will expand from the regular day Reading and Math Intervention into the Afterschool Program. Currently, the Afterschool program has approximately 450-500 students enrolled and is available at all 4 school sites. The Afterschool program coordinator will collaborate with site Academic Coaches to review student data to target students that are falling below the grade level threshold. Local data will be used to target students. The program that will be implemented is a Response to Intervention that incorporates small group instruction. The assessment measures and instructs in skills most predictive of reading success such as listening comprehension, letter knowledge, vocabulary, phonological awareness, alphabetic decoding, self-selected reading, spelling, word analysis, comprehension, reading fluency, phonics, and written and response reading selections. Once students have been assessed using the diagnostic assessment, the program will then create an adaptive reading and math program per student so the student gets the instruction he/she needs according to his/her level. As the student engages with his/her personalized computer program, the intervention teacher creates focus intervention small groups no larger than 4-students to provide a high dose of intervention on a given skill. Formative assessments are given weekly to provide one on one or small group students' support. The afterschool reading and math intervention programs will be provided during the 2021-2022 school year.

Staff Input/Bargaining Unit: (Goal #3 Action #14)

Strategy #4 Expand Teacher-Directed Instruction After School:

Grade level teachers will be able to provide targeted intervention to their students in reading and/or math instruction 2- 5 days a week as needed. Teachers will use diagnostic assessments, grade-level classroom materials, and assignments. Support will be provided to students

through scaffolding and able to make the content accessible to students. Teachers will give frequent formative assessments to provide data-driven instruction. Even though the program will be offered throughout the 2021-2024 school year, the grouping will be prioritized to underserved subgroups and as they meet their goals they will be recognized and exited from the program. Teachers can offer additional support to individual students and provide support by creating an action plan for the specific student. Teachers will monitor student progress by reviewing the action plan every few weeks or so to make sure the student stays to receive this additional support provided.

#### ACCELERATE PROGRESS TO CLOSE THE LEARNING GAP

Parent/Staff input/Bargaining Unit: (Goal #3 Action 11)

ELO Strategy #1 Add an additional Intervention teacher to each school site to provide extended learning opportunities:

LESD will be hiring 4- Intervention Teachers to add to the existing site Academic Coaches. These intervention teachers will be providing reading-focused tutoring interventions for grades kindergarten – 2nd. We will focus on targeting the lower grades first and then we will shift our focus to grades 3rd-8th. The intervention teachers will be utilizing the districts' intervention program which is a research-based program and is aligned to the core classroom content and grade-level standards. The intervention teachers will address missed concepts and skills that are most critical to reading to ensure they build foundational skills while making connections to the content students are learning in class. They will work with no more than 3-4 students in a group which is suggested by the research for the most successful way to support students. The goal of the intervention teachers is to accelerate the learning progress, assist in closing the achievement gap of the students by targeting small group interventions. The intervention teaches will provide additional individualized support by creating an action plan for the specific student, monitor student progress, and communicate with parents.

Parent/Staff Input: (Goal #3 Action #5)

Strategy #3 Provide educator professional development on mathematics:

Professional Development will be provided for staff in mathematics that is targeted to improve their instructional practice and accelerate students' progress. We are partnering up with Kern County Superintendent of Schools Math Coordinators to provide our staff with a multi-year math professional development program. Their focus will be to provide support to our staff by using Fogarty and Pete's from "Staffroom to Classroom training model: Theory, demonstration, practice, and coaching". This will incorporate grade levels collaborating, modeling, walkthroughs, debriefing sessions, data analysis, and growth mindset.

Parent/Staff Input: (Goal #3 Action #5) (Goal #4 Action #2)

Strategy #4 Provide educator professional development on Close Reading, ELD, Writing, 21 Century skills: AVID WICOR

Professional development for staff in reading. We will be partnering with the Kern County Superintendent of Schools AVID Coordinator to target reading to accelerate student progress. Our focus will be Socratic Seminars. Reading/Deep reading strategies Writing/Note Taking, Inquiry/Costa's Level of Thinking, Collaboration/Listening/Speaking. This process will target English Language Development with a comprehensive reading focus.

Staff Input: (Goal #3 Action #11)

Strategy #5 Add additional ELA and Math support content experts to support instruction in the classroom.

Due to COVID-19 and the learning loss that transpired during the shutdown and distance learning. The LESD will be hiring 2-Content Expert Academic Coaches, one ELA, and one Math and 1 Professional Development Academic coach. These Academic coaches will augment support to our educators in ELA and Math by increasing the instructional capacity through research-based practices and professional



development. They will also assist site Academic Coaches with the coaches model and ensure that additional support will be available for staff.

Parent/Staff/ Bargaining Unit input: (Goal #3 Action 11) (Goal #4 Action 5)

The district will hire a district Professional Development TOSA to target 21st-century learning professional development as the district begins to move forward implementing this environment district-wide, support with technology. In addition, an ELA and Math TOSA will support digitize lessons, support technology, ELA and Math professional development teacher support. These district TOSAs will support site leadership teams in the development of the district's 21-century Academies: Dual Immersion, Environmental Science, Visual and Performing Arts, STEM, and the Middle School that would have all strands of the academies.

## INTEGRATED STUDENT SUPPORT TO ADDRESS OTHER BARRIERS TO LEARNING

Staff Input: (Goal #1 Action #4)

Strategy #1 – To provide additional health support services to our students:

The district will hire two additional LVNs (Licensed Vocational Nurses) to expand from 1 to 3 in order to provide additional support to students and assist our nursing staff in identifying any health problems and/or trauma our students have faced during the pandemic that may affect their learning such as the need for glasses, any chronic diseases that may have not been addressed, self-care issues, contacting parents to find out more information and make a referral to the services students may need such as mental health support.

Parent/Staff/Bargaining Unit Input/Students: (Goal #1 Action #1)

Strategy #2 – Provide additional social-emotional and mental health support to our students:

The district will be hiring two additional Social Workers to enhance our services in the areas of self-awareness, social awareness, decision-making process, self-management, and relationship skills. In addition, the social workers will be providing professional development support to all classified and certificated staff so they can provide students with SEL support while in the classroom, playground, cafeteria, and in the classroom. Social Workers will work with grade-level PLCs to identify student social-emotional needs, brainstorm existing and new practices that support students and staff. Our additional Social workers will strengthen our development of our Positive Behavior Intervention Support System Tier Structures. They will enhance our Tier I & II components during Student Study teams sessions, IEPs, and leadership team meetings. Their focus will be to support the needs of students performing below grade level, English Learners, students with disabilities, foster and homeless youth, students at risk of abuse, neglect, and exploitation, disengaged students, and in collaboration with the Family Resource Center working with truant students. Through the Tier II systems of interventions, the team will develop student support plans to provide targeted interventions, progress monitoring, daily CICO process, and identify additional services the students might need. For example, home visits, parent supports such as referral to the LESD Parent Center, Clinica Sierra Vista referrals, etc.

Staff Input: (Goal #1 Action #3)

Strategy #2 To provide additional mental health support to our students and support with parent collaboration to mitigate learning loss:

The district will hire additional Vice Principals to have one at each school site in order to provide additional support to students and assist in identifying any health problems and/or trauma our students, meet with the MTSS team: school Nurses, district Social Workers, PBIS Coordinator, Special Education Director, School Psychologists, Family Resources Center Director, and Migrant Coordinator to identify



services to mitigate learning loss via providing mental health services to support first the social-emotional/mental health of our students.

## COMMUNITY LEARNING HUBS

Parent/Bargaining Unit input: (Goal #2)

Strategy #1 – Expand services to our families through the Lamont Elementary School District Parent Center:

The LESD Parent Center will serve as a community learning hub. In our stakeholder meetings, parents asked for additional training so they could support their students in mathematics and reading. Our parent center liaisons will be adding these pieces of training to the services they already provide. The training will be offered during the mornings and evenings to accommodate all parent needs.

Updates to our computer lab in the parent center to make sure all computers all functional in case students need to complete homework and or projects. Purchase additional printers and supplies to have them available to our parent community and students. Provide additional computer literacy skills classes to parents and students.

In addition, parents asked for social-emotional workshops. Our social workers will provide morning and evening workshops to support our parents so they can have the tools to support their children.

All parent support will be provided in English and Spanish.

Parent Input: (Goal #2)

Strategy #2 Inform parents about additional supplemental services:

School sites will keep parents informed of the supplemental services through their ELA and Math Academic Parent Meetings, Back to School Night, Coffee with the Principal, DELAC, ELAC, School Site Council, Coffee with the Principal, Family Movie Nights, GATE parent meetings, Dual Immersion Parent Meetings, etc.

## SUPPORTS FOR CREDIT DEFICIENT STUDENTS

Parent Input: (Goal #3 Action #14)

Strategy #1 – Middle School Support to 8th graders

Utilize teachers in their area of content specialty to provide before school or after school Teacher-Directed interventions to encourage a broad course development and interest.

## ADDITIONAL ACADEMIC SERVICES

Staff Input: (Goal #3)

Strategy #1 – Use STAR Reading and Math assessments to identify additional academic supports needed for English Learners and Students with Exceptional Needs:

We will use the STAR assessments to provide a comprehensive overview of each students' academic achievement and growth. Each diagnostic comprehensive assessment will indicate which skills a student has mastered, which ones need additional work, how close the student is to mastery of a specific skill, and whether additional instruction and practice need to be provided. In addition, these assessments

will be utilized to monitor progress. The assessments will assist and guide teachers in the creation of targeted instructional plans and set individualized goals for students who need additional support as well as those who are meeting or exceeding benchmarks.

- Establish additional tutoring in a small group setting (no more than 4 students per group) for students as indicated by the data.
- Provide SEL

# Goals and Actions

## Goal

Goal #	Description
1	Improve and/or increase services to support student attendance rates, improve school climate, the social, emotional, and physical well-being of students by implementing a Multi-Tiered Systems of Support at all school sites.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. After reviewing CA Dashboard data and realizing that 7.4% (a performance level of orange) of our students are chronically absent our stakeholder groups identified the importance of the following areas when considering the development of learning goals with a focus on the whole child.

The need for targeted services and supports was high and had been increased during school closures and distance learning. These services are critical for ensuring that students can remain fully engaged in school in terms of attendance and receiving the social, emotional, and health supports they need to focus on their academics. In addition, targeted academic supports are critical for ensuring that students can fully access core instruction. This goal aligns with the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to providing effective Tier 2 and 3 supports that are specific to identified student needs. In order to improve student attendance and school climate, the district will provide additional staff to implement a multi-tiered system of support and an after school athletics program. The metrics described below will be used to measure progress towards our goals.

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

1. Increase the percentage of students that report a sense of safety and school connectedness as measured by the California Healthy Kids Survey
2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates
3. Improve district attendance rate and decrease chronic absenteeism - Ensuring students are in school will allow staff to check in with them, offer necessary support and services, and allow the teachers to support their academic success. When students are absent, the district attendance procedures include a home visit conducted by the truancy advocate.
4. Maintain or increase the support for mental health services and counseling services - will provide a platform to address social - emotional issues, an opportunity for students and teachers to discuss social emotional topics, and monitor students' well-being. In addition, students will have an outlet to address their concerns and seek help from social workers as needed.
5. Provide supplemental and intensified support to students who require more academic, behavioral, and/or emotional support (Multi-Tiered Systems of Support) - The goal speaks to providing effective Tier 2 and 3 supports that are specific to identified student needs. Effectively using data to identify specific student needs and connecting them to the appropriate resources/services must ensure their access to standards-aligned instruction

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Pupil Engagement: (A) School attendance rates as measured by CALPADS and CA Dashboard.	In 2020-21, LESD's district attendance rate was at 93.97 as measured by CALPADS Data.				Maintain the District attendance rate at or above 95%.
Priority 5 Pupil Engagement: (B) Chronic absenteeism rates as measured by CALPADS.	Prior to school closure, 2019 data for chronic absenteeism was 8.1%.				Decrease Chronic Absenteeism rate to at least 3% as measured by the California School Dashboard .
Priority 5 Pupil Engagement: (C) Middle School drop out rates	2019 Drop out rate for Mt.View Middle School is 0%.				Maintain the district drop out rate of 0%.
Priority 5 Pupil Engagement: (D) High School drop out rates	N/A				N/A
Priority 5 Pupil Engagement: (E) High School graduation rates	N/A				N/A
Priority 6 School Climate: (A) Pupil suspension rates	While the CA School Dashboard did not report suspension data for the 2019-20 school year, internal data showed that the district reduced suspensions of All				Maintain the District's suspension rate of 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students to 0%. 2018-2019 Dashboard data showed pupil suspension rate at 1.2%. *Due to COVID-19 rate is extremely low.				
Priority 6 School Climate: (B) Pupil expulsion rates	In 2020-21, 0% students were expelled. *Due to COVID-19 rate is extremely low.				Maintain the District's expulsion rate of 0%.
Priority 6 School Climate: (C) Other local measures on sense of safety and school connectedness.	Current California Healthy Kids Survey results were not available at the time this document was submitted. Baseline data was based on 2018-2019 data which indicated that 78.71% students felt safe while in school.				85% of students will feel safe while in school.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Staff	Employ PBIS /Intervention Coordinator (1), Social Workers (2), Certificated Psychologist/Behavioral Management Specialist (4) and Behavioral Intervention Aides (4) to work closely with Site Administrators, Family Resource Center staff, teachers, families, and District Nurse to provide academic and behavioral supports to address the social and emotional learning needs of students and to work with	\$625,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>low socio-economic students, Foster Youth, and English Learners, and parents toward College and Career Readiness. PBIS is a powerful tool to support students and to help promote a positive school climate by encouraging positive student behaviors. A PBIS Coordinator will provide support for schools to effectively implement a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction rather than punitive discipline.</p> <p>1 ) PBIS Implementation at each school site. School sites will maintain Multi-Tiered Systems of Support (MTSS) in the general and special education programs for unduplicated students needing academic interventions and struggling with grade level mastery.</p> <p>2) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students</p>		
<b>2</b>	MTSS Professional Development	<p>Provide professional development for Classified and Certificated staff on Multi-Tiered Systems of Support, behavioral improvement programs; school connectedness, and other student well-being programs. Professional development will include implementation strategies which will include benefits for low socio-economic students, Foster Youth, and English Learners.</p> <p>1) Consulting Fees for additional districtwide training for administrators, academic coaches, teachers, and instructional aides to better meet the academic needs of low socio-economic students, Foster Youth, and English Learners.</p> <p>2) Purchase supplies for Professional Development and Implementation</p>	\$10,000.00	Yes
<b>3</b>	Vice-Principals for all school sites	Employ Vice Principals to provide additional 1 on 1 services to students needing additional support to succeed, including low socio-economic students, Foster Youth and English Learners.	\$163,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1) Increase services to low socio-economic students, Foster Youth, and English Learners who are struggling with truancy and behavioral issues.</p> <p>2) Increase communication with parents of low socio-economic students, Foster Youth and English Learners to coordinate services for students.</p> <p>3) Provide parents and staff with professional development on best practices to meet the needs of our low socio-economic students, Foster Youth, and English Learners.</p>		
4	Nursing Staff	<p>Employ Nursing staff to provide health services for students in accordance with periodic workload distribution analysis and needs assessments to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities. Access to services has always been a challenge in our community due to lack of transportation, the distance of travel to receive care, and the length of time a family has to wait for the referral to be processed. We have also seen a significant increase over the years in the numbers of crisis response our teams have been called to do and it has only increased during COVID. The needs of our students upon return to school will be unknown, however, based on the needs prior to COVID, we know that mental health and social-emotional support was a high priority need.</p> <p>1) Funding for district .5 Nurse (TK-8) for all school sites, 1 LVN for Lamont School (TK-3) and 2 LVN's for all school sites.</p> <p>2) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities and link them to services within the community.</p>	\$180,000.00	Yes
5	Truancy Advocates	The Attendance Truancy Advocates will support school sites in focused efforts to reduce chronic absenteeism. Best practices supported include the regular meeting of attendance advocate and	\$66,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>family advocate teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. They will develop and implement a comprehensive student attendance improvement plan and conduct outreach services and workshops creating a bridge to link families to district or community services and with a goal of creating a plan to get students to school every day. Truancy Advocates will work closely with Family Advocates, Site Administrators, teachers and parents to target attendance.</p> <p>1) Attendance Truancy Advocates for overseeing attendance improvement and reduction of chronic Absenteeism</p> <p>2) Regular data analysis to identify issues early</p> <p>3) Increased focus on chronic absentee students to monitor and track progress</p> <p>4) Increased monitoring and support for Foster Youth, Homeless and low socio-economic students.</p> <p>5) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals</p>		
6	Athletics	<p>On-going funding for Athletics at Alicante, Myrtle Ave and Mt. View Schools and intramural sport activities K-3. This will provide a safe environment for UP's and for students to stay connected to the regular day and improve student attendance. Students will be allowed to demonstrate not only their academic abilities but also their athletic abilities.</p> <p>1) Uniforms for athletic teams</p> <p>2) Sport equipment</p> <p>3) Participation Fees</p> <p>4) Coaching staff stipend</p>	\$120,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
7	School Safety/License fees for Raptor	Employ a Campus Supervisor for Mt.View Middle School with an emphasis on our low socioeconomic students, Foster Youth, and English Learners. Research has shown that students tend to do better in school and attend school when they feel safe and secure. The LEA will continue to enhance security features at all school sites by renewing on-going license fees for the current Raptor Machines and cameras. The need to purchase emergency kits/supplies for students in the classroom.	\$100,000.00	Yes
8	Expanded Learning-ASES Staff	Employ 2 Academic Liaisons for the After School Educational Safety Program. The Academic Liaisons will principally direct their attention to low socioeconomic students, Foster Youth, and English Learners. They will provide them with a connection between regular day and extended day. There will be an emphasis on the social/emotional aspect of our UP's and provide them with a safe environment after school.	\$50,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the LESD community and promote educational success for their children. This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. This goal speaks to get parents involved in their child's education and to feel welcomed and engaged when attending school activities. A District translator will be available to provide services for communications that will be sent home or for in-person translating and Parent Liaisons will provide parents with classes that will assist them with working with their child while at home with homework. Our stakeholder groups identified the importance of the following areas when considering the development of learning goal with a focus on the whole child:

1. Increase parent participation in programs
  2. Seek parent input for the decision-making process at the district and site level for all students including unduplicated students and students with exceptional needs as measured by number of parents participating in district and site committees and meeting minutes
  3. Strengthen home to school connection
  4. More parent education workshops on how to support their children
- The metrics described below will be used to measure progress towards our goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Parent Involvement: (A) Efforts to seek parent input in making decisions for district and school sites as	Full Implementation according to the local indicator self-reflection tool 2020-2021.				Full Implementation and Sustainability according to the 2024 local indicator self reflection tool Fall 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the Local indicator Self Reflection Tool.					
Priority 3 Parent Involvement: (B) How district promotes participation of parents for unduplicated pupils as measured by parent surveys and sign-in sheets.	0% of parents of unduplicated students attended parent conferences and/or back to school night. Currently that data is not collected.				50% of parents of unduplicated students attended parent conferences and/or back to school night.
Priority 3 Parent Involvement: (C) How district promotes participation of parents for pupils with exceptional needs as measured by parent sign-in sheets.	The LEA conducted/completed a 100% of IEP's with parent input.				100% of IEP's will be completed with parent input.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Kindergarten Orientation	Kindergarten orientation, registration and preparation for parents. The LEA would like to prepare the parents of of low socioeconomic students, Foster Youth and English Learners entering Kindergarten and provide them with assistance and community resources (Family Resource Center) prior to entering school. 1) Personnel cost 2) Materials and supplies	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Parent Engagement Liaisons	Employ 2 Parent Engagement Liaisons, will provide classes that will build capacity in efforts to assist their child while at home with a focus principally direct to our parents of low socioeconomic students, Foster Youth, and English Learners.	\$38,000.00	Yes
3	Parent Involvement	Provide funds to all 4 school sites to recognize parents for attending Parent meetings or school related functions with a focus on our parents of low socioeconomic students, Foster Youth and English Learners. Materials purchased must be Educational materials that parents can use with their child at home while assisting with homework. Parents will receive training on how to use the educational materials provided to them (Ex: Chromebooks, E-readers, chapter books, etc.).	\$4,000.00	Yes
4	Parent Professional Development/Conferences	<p>Provide professional development workshops, conferences that are parent focused, coordinate community resources, and expand use of electronic and face-to-face methods for parents to connect and engage within the school community including parents of low socioeconomic students, Foster Youth and English Learners.. A variety of parent classes and training based on stakeholder feedback. These classes will be coordinated with the school sites and offered across the district and at multiple sites with the intent of increase their ability to:</p> <ol style="list-style-type: none"> <li>1) Assist students in ELA, math, and homework , even if they do not speak the language</li> <li>2) Develop life and parenting skills</li> <li>3) Understanding equity and diversity</li> </ol> <p>Trainers will include district staff, consultants from the county and community partners, and parent experts from within the district recommended by site administrators, and other parents.</p> <ol style="list-style-type: none"> <li>A) Personnel cost</li> <li>B) Conference Fees</li> <li>C) Materials and Supplies</li> <li>D) Transportation cost</li> </ol>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Parent/Family Non-Academic activity	<p>Schools will increase the opportunities available for parent engagement within the school community. These opportunities will include Family Nights such as Family Math Night, Family Game Night, and Family Movie night. The schools will offer make and take events such as Paint Night, where they can paint a picture with their child. They will also facilitate AVID Parent Nights, Literacy Nights, Science Fairs, History Fairs, Young Authors Day, and more. This will give parents the ability to connect and engage within the school community relations and build school culture.</p> <p>1) Funding is split between the 4 school sites: ex. \$500 for Lamont and Myrtle and \$750 for Mt.View School and Alicante School.</p> <p>A) Personnel costs B) Materials and Supplies Cost</p>	\$2,500.00	Yes
6	District Translator	Employ a District Communication/Parent Translator & Interpreter to provide services principally directed for the parents of low socioeconomic students, Foster Youth and English Learners at board meetings, IEP's, parent conferences, parent meetings, and social media.	\$75,000.00	Yes
7	Cene Con Sus Hijos Dinner	<p>Fund a District Cene Con Sus Hijos Dinner for our parents of low socioeconomic students, Foster Youth and English Learners.</p> <p>1) This dinner promotes the importance of family and the importance of communicating with your child while at home.</p> <p>2) Strategies and modeling is provided to parents to show/guide them what suppertime should look like (no electronic devices) and guiding questions to ask their child are provided.</p> <p>3) Supplies may included but not limited to, food, guest speaker, pens, pencils, paper, etc. and rental equipment if necessary.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	District and School site Websites	Funds will be principally directed for parents of low socioeconomic students, Foster Youth and English Learners. It is imperative that the LEA maintain a functioning updated website as a resource for parents. Computers are available for parents to use to access the districts website along with hot-spots.	\$5,000.00	Yes
9	Mt.View Middle School Orientation	Allocated funds so parents of our low socioeconomic students, Foster Youth and English Learners can attend a beginning of the school year orientation at Mt.View Middle School. 1) Personnel costs 2) Materials and Supplies 3) Transportation for parents and students	\$5,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**





# Goals and Actions

## Goal

Goal #	Description
3	The Lamont Elementary School District will be a district of academic excellence that provides equity and access for all students in all subgroups, with an emphasis on our English Language Learners, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students are college and career ready.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below. 100% of our students do not currently meet or exceed their grade-level standards in English Language Arts and Mathematics. Specifically, the California School Dashboard Data shows that an achievement gap exists for English Language Learners and Students with Disabilities in both ELA and math. This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of learning focused goal:

1. Assure the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.
2. Increase the annual rate of reclassification of English Learner students to English Proficient and improve our reclassification rate and continue the implementation of the California English Learner Roadmap.
3. Continue to see an increase in state and local student assessment data, especially in the area of literacy across all content areas.
3. Increase support and improve learning outcomes for students with disabilities.
4. Provide instructional materials and professional development for content areas such as ELA, Mathematics, History Social Science, and NGSS.
5. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9.
6. Improve the district's Academic Performance as measured by CAASPP data and demonstrate growth for each student group.
7. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT).
9. Provide supplemental and intensified supports to student who require more academic support.

In order to ensure that all students are college and , the district will provide a rigorous Summer School Program, Professional Develop for the implementation of Designated ELD, Academic Coaches at the school level and district level and Music/Band teachers. The metrics described below will be used to measure progress towards our goal. Through our Core Values, we are committed to providing students with individualized opportunities that respond to the uniqueness of our learners, rigorous academic standards that ask for the best that each student can offer, and having a shared responsibility for the learning of all students. While the metrics selected are aggressive over the next three years, we believe, with the appropriate supports for students and teachers, that our students will excel and move closer to closing the

achievement gap. We have identified students with the greatest deviations from the standard, but we have also included actions that we believe will help our students achieve the desired success.

Despite our district's best efforts to support students in distance learning, the impact of the COVID on all students is significant. As we resume instruction in the upcoming school year, we will need to address the significant social and emotional toll that the crisis has taken on our students and the widespread unfinished learning and learning losses sustained in the wake of school closures. Research on distance learning demonstrated that it was most effective when students had consistent access to the internet, which in many cases, was a challenge in our area. Students also received reduced teacher-led learning time and were expected to learn more independently or from their parents. An increase in chronic absenteeism rates, a lack of camera use when students were in attendance, and high levels of disengagement among students. And perhaps the biggest reason we need to focus on student achievement is that our district has been historically underperforming. However, we have pockets of excellence demonstrating that students in our district can excel with the right environment, right instruction, and high expectations. We will become the "Best at Getting Better" because our students deserve nothing less.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services: (A) Teachers appropriately assigned and fully credentialed.	In 2020-21, 93% of teachers were fully credentialed according to an H.R. audit and the number of misassignments was 0%. Rate of teachers teaching EL's without authorization is 3% for 2020-21.				95% of teachers will be fully credentialed. 100% teachers teaching with EL authorization.
Priority 1 Basic Services: (B) Pupil access to standards-aligned materials.	100% Compliance on the Williams requirement that our students do have standard-aligned materials.				100% of students will have access to standards-aligned instructional materials.
Priority 1 Basic Services: (C) School	All facilities had an overall rating of Good/Exemplary as				All facilities will be maintained in "good or exemplary" repair as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
facilities maintained in good repair.	indicated on the FIT report rating the LEA at 100%.				rated by the annual Facilities Inspection Tool (FIT).
Priority 2 Implementation of CCSS: (A) Implementation of CA academic and performance standards.	In 2020-21, State standards were fully implemented as verified by data collection obtained through routine classroom walk-through and Google Classroom Observations.				State standards will be fully implemented as verified by data collection obtained through routine classroom walk-through.
Priority 2 Implementation of CCSS: (B) How programs/services enable EL's to access CCSS and ELD standards for academic content knowledge and English language proficiency.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-through and Google Classroom observations.				100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-through.
Priority 4 Student Achievement: (A) Statewide Assessments	2019 CAASPP results for "all students" that scored at Met or Exceeded Standard for:  ELA 33.76% Math 22.88%				5% increase of students who have scored at Met or Exceeded Standard.  All Students: ELA 38.76% Math 27.88%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Science 14.94%</p> <p>2019 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for:</p> <p>ELA 10.04% Math 8.31% Science 0.85%</p>				<p>Science 34.93%</p> <p>ELL: ELA 15.04% Math 13.31% Science 7.90%</p>
Priority 4 Student Achievement: (B) A-G Requirements	N/A				N/A
Priority 4 Student Achievement: (C) Percentage of pupils who have successfully completed CTE pathways.	N/A				N/A
Priority 4 Student Achievement: (D) Percentage of pupils who have successfully completed both B & C.	N/A				N/A
Priority 4 Student Achievement: (E) Percentage of EL pupils making progress toward English proficiency.	Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators, including EL progress towards English proficiency, on the 2019 Dashboard.				Increase the percent of EL progress to 55%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50.9% made progress towards English language proficiency.				
Priority 4 Student Achievement: (F) English Learner reclassification rate.	In 2020-21 based on Data Quest 149 students (9.3%) English Learners were reclassified.				Increase the percent of reclassification to 15%.
Priority 4 Student Achievement: (G)Percentage of pupils passing AP exam with 3 or higher.	N/A				N/A
Priority 4 Student Achievement: (H) Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).	N/A				N/A
Priority 7 Course Access: (A) Extent to which pupils have access to and are enrolled in a broad course of study as measured by master schedules.	100% of students, including unduplicated pupils had access to all required areas of broad coursework as measured by master schedules as stated by Ed Code 51210 and 51220.				All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.
Priority 7 Course Access: (B) Programs and services	100% of low income, English learners and foster youth pupils				100% of low income, English learners and foster youth pupils

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
developed and provided to low income, English learner and foster youth pupils.	<p>have access to programs and services developed for them and for target intervention and support the percent of students receiving services as measured by Aeries:</p> <p>SUMMER SCHOOL English Learners 52.30% Low Income 81.63% Foster Youth 1%</p> <p>AFTER SCHOOL PROGRAM English Learners 55.50% Low Income 92.33% Foster Youth .035%</p> <p>INTERVENTION ACADEMY English Learners 60.70% Low Income 91.87% Foster Youth 0%</p>				<p>have access to programs and services developed for them and a 5% increase in the following programs as measured by Aeries:</p> <p>SUMMER SCHOOL English Learners 57.30% Low Income 86.63% Foster Youth 6%</p> <p>AFTER SCHOOL PROGRAM English Learners 60.50% Low Income 97.33% Foster Youth 5.35%</p> <p>INTERVENTION ACADEMY English Learners 65.70% Low Income 96.87% Foster Youth 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 Course Access: (C) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.	100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.				100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.
Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, Physical Fitness Testing, various participation rates etc).	<p>The KIDS Dashboard for Renaissance STAR data indicates the following End of the Year results for ELA and Math At/Above Benchmark:</p> <p>ELA: MATH:</p> <p>3rd - 14% 21% 4th - 21% 23% 5th - 17% 28% 6th - 15% 27% 7th - 18% 25% 8th - 16% 26%</p>				<p>Increase STAR results by 5% in each subject area to the following:</p> <p>ELA: MATH:</p> <p>3rd - 19% 26% 4th - 26% 28% 5th - 22% 33% 6th - 20% 32% 7th - 23% 30% 8th - 21% 31%</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Education Fieldtrips for all grade levels	Provide funding for low socio-economic students, Foster Youth, and English Learners, to attend an Educational Field-trip and for the opportunity to experience art, science, and environmental education first hand. Funding will include transportation and admission fees.	\$100,000.00	Yes
2	Camp Keep for 6th grade	Provide funding for Camp Keep to provide an educational experience (environmental education) outside of the classroom for low socio-economic students, Foster Youth, and English Learners.	\$100,000.00	Yes
3	Summer School Program	Operate a Summer Academy Program to promote learning recovery for students adversely impacted by the COVID-19 pandemic; including low socio-economic students, Foster Youth and English Learners by providing academic intervention services with integration of digital resources. 1) Personnel Salaries 2) Materials/Software for program 3) Transportation Costs	\$150,000.00	Yes
4	Instructional Assistance	Provide 5 Instructional Assistants for General Education classrooms to promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction in ELA and Math.  1) Provide support for English Learner students in literacy and all content areas in English language acquisition under the direction of a certificated teacher. 2) Provide support for Unduplicated Pupils students in literacy and mathematics under the direction of a certificated teacher.	\$435,000.00	Yes
5	Professional Development- ELA, ELD, Math, Tech	1) Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common	\$130,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>Core State Standards and to enhance learning for low socio-economic students, Foster Youth, and English Learners.</p> <p>2) Provide Supplemental Professional Development to support the implementation of Designated ELD for teachers, administrators, and instructional classified staff with an emphasis on the ELA/ELD framework, ELD standards, and effective instructional strategies that support language acquisition to support the implementation of ELD.</p> <p>a) Teachers will provide protected Designated English Language Development instruction for 30 minutes daily to English learners that focuses on the explicit teaching of English syntax, grammar, vocabulary, and text structures correlated to Common Core State Standards.</p> <p>b) Ensure that all EL students are placed appropriately and are being served a minimum 30 minutes daily as noted on the instructional schedule.</p> <p>3) Onsite Professional Development support for K-8th teachers around designated and integrated ELD using district TOSA's. This additional support and teaching strategies are principally directed to assist our and English Learners, and with classwork and homework.</p> <p>4) Additional Supplemental Professional Development for Spanish teachers to support/intervene our ELL's students in the Dual Language Immersion Program (DLI).</p> <p>5) Technology Professional Development for both certificated and classified staff. Staff will also attend Google Certification Courses. Staff will use what they learn from this PD back to the classroom and prepare our UP's for 21st Century learning.</p>		
6	Common Core chapter books for students	Purchase classroom Supplemental sets of Common Core chapter books principally directed for low socio-economic students, Foster Youth and English Learners to utilize while reading in class and while at home.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>7</b>	Enrichment/Intervention Math Teacher	Employ a Math Intervention/Enrichment Teacher to provide small group instruction and to meet the needs of students needing additional 1 on1 support to succeed; including low socio-economic students, Foster Youth and English Learners.	\$95,000.00	Yes
<b>8</b>	Before and After School teacher/s for Mt.View Middle School	Employ Before and After School teacher/s at Mt.View Middle School to meet the needs of students needing additional academic and SEL support to succeed; including low socio-economic students, Foster Youth and English Learners.	\$25,000.00	Yes
<b>9</b>	Physical Education Teachers	Employ 4 Elementary Physical Education Teachers, 1 at Lamont Elementary School, 1 at Myrtle Ave School, and 2 at Alicante School. These teachers will principally direct their focus on low socio-economic students, Foster Youth and English Learners to emphasize the importance of exercise and making healthy choices while in school and at home.	\$406,000.00	Yes
<b>10</b>	Classroom Size Reduction Teachers	Employ Staff in grades 4-6 to maintain 26/1 (4 teachers) and funding for Staff grades K-3 20:1 Classroom Size Reduction (12 teachers) to help support our low socio-economic students, Foster Youth, and English Learners. This will provide more opportunities for teachers to develop relationships with students and provide individualized instructional support.	\$2,092,000.00	Yes
<b>11</b>	Academic Coaches	Employ Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed; including low socio-economic students, Foster Youth and English Learners. 1) Partial funding for 5 Academic School Site Coaches and 6 Academic District Coaches	\$629,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>12</b>	District Buy Back Day	Funding for Academic Buy Back Day for both Certificated and Classified Staff. Professional Development will provided that will assist staff with meeting the needs of low socio-economic students, Foster Youth and English Learners.	\$125,000.00	Yes
<b>13</b>	Library Staff and supplies	Employ additional Library Support Staff at Lamont, Alicante, Myrtle, and Mt.View Middle School to assist low socio-economic students, Foster Youth and English Learners when working on school projects such as research and extra-curricular academic activities.  1) Allocate Funds to Purchase new library books.	\$290,500.00	Yes
<b>14</b>	Enrichment/Intervention Support	Provide Enrichment/Intervention Support for all students including low socio-economic students, Foster Youth and English Learners at ALL school sites for ELA and Math. (Ex. Extended Day/TDIA, Teacher Directed Instructional Assistance, Math/Reading Labs, Winter Academy, and Saturday School).	\$80,000.00	Yes
<b>15</b>	Music/Band Teachers	Employ 3 Band Teachers, 1 for Mt.View Middle School , 1 Myrtle Ave School and 1 for Alicante School with a focus on our low socio-economic students, Foster Youth and English Learners.  1) Provide funds to purchase instruments, uniforms, music, supplies, etc.	\$333,000.00	Yes
<b>16</b>	ELD Support Staff	Funds will be principally directed for additional support to our ELL parents to assist them in understanding the reclassification process and will assist with tracking data for our English Language Learners.	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
17	Dual Immersion Teacher	Employ a Dual Immersion teacher for 7th grade students at Mt.View Middle School to continue the program beyond 6th grade.	\$127,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	The Lamont Elementary School District will be a place where all students in all subgroups are actively engaged in a safe and positive school climate that provides the basic services and materials needed to participate successfully in a 21st Century educational experience.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this goal and subsequent actions as priorities for the district. Goal 4 is a broad goal focused on improving performance across the wide range of metrics listed below. Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards-aligned instructional materials and a safe and clean environment maximizes student learning. The goal speaks to engage students and to participate successfully in a 21st Century educational experience by leasing modular buildings, providing a Distance Learning teacher, and by implementing AVID at all school sites. Students will also have access to up to date technology, devices, software and Technology staff to ensure students are college and career ready. The metrics described below will be used to measure progress towards our goals.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services: (A) Teachers appropriately assigned and fully credentialed.	In 2020-21, 93% of teachers were fully credentialed according to an H.R. audit and the number of misassignments was 3%. Rate of teachers teaching EL's without authorization is 3% for 2020-21.				95% of teachers will be fully credentialed. 100% teachers teaching with EL authorization.
Priority 1 Basic Services: (B) Pupil	100% Compliance on the Williams requirement that our				100% Compliance on the Williams requirement that our

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access to standards-aligned materials.	students do have standard-aligned materials as measured by the textbook sufficiency report.				students do have standard-aligned materials as measured by the textbook sufficiency report.
Priority 1 Basic Services: (C) School facilities maintained in good repair.	All facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.				All facilities will be maintained in "good or exemplary" repair as rated by the annual Facilities Inspection Tool (FIT).
Priority 4 Student Achievement: (A) Statewide Assessments	<p>2019 CAASPP results for "all students" that scored at Met or Exceeded Standard for:</p> <p>ELA 33.76% Math 22.88% Science 14.94%</p> <p>2019 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for:</p> <p>ELA 10.04% Math 8.31% Science 0.85%</p>				<p>5% increase of students who have scored at Met or Exceeded Standard.</p> <p>All Students: ELA 38.76% Math 27.88% Science 34.93%</p> <p>ELL: ELA 15.04% Math 13.31% Science 7.90%</p>
Priority 4 Student Achievement: (B) A-G Requirements	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Student Achievement: (C) Percentage of pupils who have successfully completed CTE pathways.	N/A				N/A
Priority 4 Student Achievement: (D) Percentage of pupils who have successfully completed both B & C.	N/A				N/A
Priority 4 Student Achievement: (E) Percentage of EL pupils making progress toward English proficiency.	Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators, including EL progress towards English proficiency, on the 2019 Dashboard. 50.9% made progress towards English language proficiency.				Increase the percent of EL progress to 55%.
Priority 4 Student Achievement: (F) English Learner reclassification rate.	In 2020-21 based on Data Quest 149 students (9.3%) English Learners were reclassified.				Increase the percent of reclassification to 15%.
Priority 4 Student Achievement: (G) Percentage of pupils passing AP exam with 3 or higher.	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Student Achievement: (H) Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).	N/A				N/A
Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, Physical Fitness Testing, various participation rates etc).	<p>The KIDS Dashboard for Renaissance STAR Reading shows the following End of the Year ELA and Math test results: At/Above Benchmark.</p> <p>ELA: MATH 3rd - 14% 21% 4th - 21% 23% 5th - 17% 28% 6th - 15% 27% 7th - 18% 25% 8th - 16% 26%</p>				<p>Increase STAR results by 5% in each subject area to the following:</p> <p>ELA: MATH 3rd - 19% 26% 4th - 26% 28% 5th - 22% 33% 6th - 20% 32% 7th - 23% 30% 8th - 21% 31%</p>

## Actions



Action #	Title	Description	Total Funds	Contributing
1	Modular Buildings - Classroom size reduction	Lease modular buildings to reduce class sizes in General Education to help support our low socio-economic students, Foster Youth, and English Learners. This will provide more opportunities for teachers to develop relationships with students and provide individualized instructional support.	\$20,400.00	Yes
2	AVID	<p>Implement AVID Elementary at Alicante and Myrtle Ave. Schools and AVID Secondary at Mt.View Middle School, which is principally directed for our low socio-economic students, Foster Youth, and English Learners. AVID's Mission Statement addresses goals that are well-aligned with Common Core State Standards and AVID provides inquiry strategies and tools for all teachers and students. AVID also prepares our students to be college and career ready and highly promotes college for first generation students. AVID also promotes the use of organizational and study skills that support increased academic achievement.</p> <p>1). AVID Tutors 2). AVID Consortium KCSOS 3. University Educational Field Trip/s</p> <p>increase and improve student achievement</p>	\$150,000.00	Yes
3	Technology Devices and Infrastructure	<p>Provide digital network devices and pathways to optimize access to technology resources that support classroom instruction and optimize staff productivity by:</p> <p>1) Providing a digital device for every student to use daily for classroom instruction and to take on-line assessments; including low socioeconomic students, Foster Youth and English Learners; and for teachers and classified instructional staff to support student learning.</p> <p>2) Providing Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and</p>	\$600,399.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Instructional resources and materials to supplement core curriculum for all students; including low socio-economic students, Foster Youth and English Learners.</p> <p>3)Providing a robust, reliable, secure, and scalable digital network to continually enhance and improve the instructional program, available resources, and staff productivity; and to enhance learning for low socio-economic students, Foster Youth and English Learners.</p> <p>4)Maintain funding a technology reserve to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete</p> <p>5) Upgrade network equipment to take advantage of the latest cybersecurity and communication protocols, and innovative instructional strategies.</p>		
4	Technology Support Staff	<p>Provide technology support for all students including low socio-economic students, Foster Youth and English Learners to have the most opportunity for continued academic growth according to the most current state and local assessments. Computer skills will be provided to overcome barriers that our students face due to the lack of technology at home. The LEA will provide technology support to ensure staff and students have access to working technology for learning.</p> <p>1 )Provide 1 Director of Technology Technology to plan and coordinate provision of digital resources for teachers and students</p> <p>2) Provide funding for 5 IT Support Staff to adhere to 21st Century learning.</p>	\$480,000.00	Yes
5	21st Century	Funds will be principally directed to support the needs of our low socio-economic students, Foster Youth, English Learners, and low	\$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income students creating 21st Century Classrooms. The LEA wants to expose the barriers that the students are faced with since many students do not have internet or computers at home. The LESD is affording them the learning experience to be college and career ready. Chromebook carts, hot spots, flexible seating, document cameras, and promethean boards will be purchased.		
6	Student Academics	<p>The LEA will principally direct funds for low socio-economic students, Foster Youth and English Learners to increase student academic achievement and learning through collaboration, critical thinking, creativity and communication through county, state, or national competitions. Funds will be used to pay for teacher stipends to assist and prepare students with academic competitions. The majority of students that win local events typically do not have the resources to pay for out of town expenses to compete at state level competition, therefore, the funds allocated will be utilized to pay for entry fees, supplies, and travel expenses.</p> <ol style="list-style-type: none"> <li>1) Personnel Cost</li> <li>2) Entry Fees</li> <li>3) Travel Expenses</li> <li>4) Materials and Supplies Cost</li> </ol>	\$5,000.00	Yes
7	STEM Teacher	Employ a STEM teacher for Mt.View Middle School, this position will provide students with extended learning time, learning activities and assist with learning gaps that student's may have for our low socio-economic students, Foster Youth, and English Learners and prepare them for 21st Century Learning.	\$113,000.00	Yes
8	Distance Learning Teacher	Employ a Distance Learning Teacher to provide instructional support to students whose parents/guardians prefer this option over traditional, in-person instruction due to COVID-19.	\$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.67%	\$8,894,799

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions designed, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Lamont Elementary School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. The description of each specific action’s language is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a school-wide or district-wide basis in order to increase their overall efficiency and effectiveness.

GOAL 1: Improve and/or increase services to support student attendance rates, improve school climate, the social, emotional, and physical well-being of students by implementing a Multi-Tiered System of Support at all school sites.

A review of our data shows: In 2020-21, LESD's district attendance rate was at 93.97 as measured by CALPADS Data; 2019 Chronic Absenteeism rate shows “all students” have a 7.4% chronic absenteeism rate, an increase of .5%, and a performance color of orange. During the same year, Foster Youth had a 28.6% chronic absenteeism rate, while socioeconomically disadvantaged students had a 7.5% chronic absenteeism rate (maintaining .4%) In school climate, the Current California Healthy Kids Survey baseline data is based on 2018-2019 data which indicated that 78.71% students felt safe while in school. In response to the identified performance gaps, and lower than

desired student sense of safety, the district will implement the following actions to increase or improve services for English Learners, low socioeconomic students, Foster Youth and the Homeless.

#### Goal 1 Actions:

##### Action 1 and 2: MTSS STAFF and PROFESSIONAL DEVELOPMENT

1) Provide social worker service for all students with a focus on unduplicated count students. This action is focused on improving the number of students feeling safe and reporting school connectedness since the District has experienced a decline in the sense of safety and a lower than the desired level of school connectedness. The social workers focus on providing social/emotional learning to improve student outcomes.

2) The district-wide allocation of social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Social workers can set up learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students and do academic goal setting for English Learners. This increases the number of adults available to support all unduplicated count students. Expanding social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Effective counseling programs are important to the school climate and a crucial element in improving student achievement. Some studies have shown that students in schools that provide counseling services indicated their classes were less likely to be interrupted by other students and that their peers behaved better in school according to Mullis, F. & Otwell, P. (1997).

##### Action 3: VICE-PRINCIPALS

Vice principals play an important role in promoting diversity, equity, and inclusion in their schools and work to ensure all students can succeed academically, regardless of their physical, cognitive, social, racial, or emotional differences. We believe a strong administrative team that includes a principal and a vice-principal at our schools with high needs will ensure we are meeting the needs of our unduplicated students. Vice Principals will provide additional one-to-one services to students needing additional support to succeed, including low socio-economic students, Foster Youth, English Learners as follows:

1) Increase services to low socio-economic students, Foster Youth, English Learners who are struggling with truancy and behavioral issues.

2) Increase communication with parents of low socio-economic students, Foster Youth, English Learners, and students with disabilities and coordinate services for all students.

3) Provide parents and staff with professional development on best practices to meet the needs of our low socio-economic students, Foster Youth, English Learners. Vice principals will be supporting the multi-tiered system of supports that identifies any social-emotional student needs in collaboration with parents that may be impeding learning for our unduplicated student population.

##### Action 4: NURSING STAFF

Due to their limited access to health-related services, low-income students, English Learners, and foster youth are at greater risk of trauma, especially during and after the pandemic. More than ever, they require coordinated mental health assistance, family outreach, and referrals to district and community resources. Needs assessment data for unduplicated students are analyzed annually and unduplicated students continue to need appropriate and timely health care services, staff, and supplies to achieve academic success. The LEA will continue to

provide appropriate and timely health care services, staff, and supplies to unduplicated students. This action will secure the well-being of all aspects of school success.

#### Action 5: TRUANCY ADVOCATES

Develop and implement a comprehensive student attendance improvement plan. The District uses data to highlight students showing early signs of chronic absenteeism in order to intervene, disrupt this trend, and ensure students are regularly present at school. This is done through the use of Student Attendance Review Teams and the Student Attendance Review Board. This action tends to focus more on Foster Youth, Homeless, low-socioeconomic students since these groups usually exhibit a higher rate of chronic absenteeism than the average.

#### Action 6: ATHLETICS

Sports are popular by community organizations which most of the time are costly and our LESD low socioeconomic students can not afford them. Research shows that physical activity improves academic performance

#### Action 7: SCHOOL SAFETY

Currently, 78.71% of students report feeling safe while at school. Research has shown that students tend to do better in school and attend school when they feel safe and secure. The LEA will continue to enhance security features at all school sites by employing a campus supervisor at Mt.View Middle School, renewing ongoing license fees for the current Raptor Machines and cameras, and supply emergency kits/supplies for students in the classroom.

**Action 8: AFTER SCHOOL PROGRAM STAFF:** As mentioned in action 6 ATHLETICS, research shows that high-quality afterschool programs improve students' educational outcomes, school attendance, and social and emotional learning.

We believe these actions will support unduplicated students by making them feel safe while at school and will make them want to be at school; in return, this will improve attendance rates and decrease suspension rates for the LEA as described in our Expected Annual Measurable Outcomes for LCAP Goal 1.

Actions 1-6 and 8 have been carried over from the 2019-20 LCAP and have been determined to be effective based on the following data:

**Suspension Rates:** The English Learner subgroup declined by 1% to 1.2% in 2019 and the socioeconomically disadvantaged student group declined by 1.4% to 1.2%.

**Chronic absenteeism:** The socioeconomically disadvantaged maintained by 0.4% in 2019 and English learners maintained -0.2%.

**GOAL 2:** The LEA will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.

A review of our data shows performance gaps between “all students” and English learners and socioeconomically disadvantaged students. We believe by increasing the involvement of parents in the school community and empowering them to be more engaged with their child's education, student academic achievement will improve. The district believes in the importance of working with families as partners in

education and this partnership is incredibly important for families of unduplicated count students. Parental involvement in education has been shown to be a factor in improving the student's social/emotional development and learning outcomes (Young, Austin, & Growe, 2013).

The following performance gaps have been identified through an analysis of our 2019 academic data:

In English language arts, "all students" are performing at 39.7 points below standard, while socioeconomically disadvantaged students are performing 41.5 points below standard. English learners are performing 53.1 points below standard and current English learners are performing 89 points below standard.

In Mathematics, "all students" are performing 69.1 points below standard with a performance color of yellow, while English learners are scoring 80.2 points below standard with a performance color of orange. Current English learners are demonstrating a wider gap, performing 107.1 points below standard. Socioeconomically disadvantaged students are also demonstrating a lower performance level than the "all student" group at 70.6 points below standard. In Science, 14.94% of "all students" in 5th and 8th grades met or exceeded standards, but only 0.85% of English learners met or exceeded standards.

In consideration of the performance gap in mathematics, English Language Arts, and Science for some unduplicated students, LESD plans to do implement the following actions:

## Goal 2 Actions

### Action 1 and 9: KINDERGARTEN ORIENTATION and MT.VIEW MIDDLE SCHOOL ORIENTATION

1) Provides parents of Kindergarten students an insight into the students' academic and social skills needed for successfully entering Kindergarten. The district believes in offering early school experiences to support all students and especially our unduplicated students This will support our unduplicated pupils who tend to have less access to early school experiences.

2) The transition from elementary to middle school is difficult for many students. The transition from elementary to middle school has been characterized as one of many "normative life crises" that involve both an increased opportunity for psychological growth and a heightened vulnerability to psychological disturbance. Middle school students are generally expected to be more independent and responsible for their own assignments as well as other commitments. LESD provides an opportunity for parents and students to visit and meet with staff prior to the 1st day of school. Family support and parental involvement are also critical in making the transition to middle school a smooth one. This action will support the need to close achievement gaps since students with moderate levels of parental involvement have higher grade point averages and achievement test scores than do students with low levels of parent involvement.

### Action 2: PARENT ENGAGEMENT LIAISONS

Low-income students, English Learners, and foster youth have historically experienced significant trauma and had limited access to social, emotional, and behavioral health-related services in their communities. Their families have also had the greatest needs in terms of engagement, particularly when it comes to language access, and familiarity with During the needs assessment for unduplicated students, stakeholders rated increased parent education opportunities as a high priority for student success that will lead to increased academic achievement on state and local assessments for unduplicated students. LESD will continue to provide parent education so our unduplicated students can have accessible supports and academic resources to eliminate substantial barriers to full educational participation.

### Action 3, 5 and 7: PARENT INVOLVEMENT, FAMILY NON-ACADEMIC ACTIVITY, and CENE CON SUS HIJOS DINNER



LESD will continue to facilitate parent engagement, support services, and supplies in order to engage parents in helping to increase academic achievement on state and local assessments for unduplicated students.

Providing parents recognition for attending parent meetings or school-related functions, supplying materials so parents can use with their children at home while assisting with homework, providing parents classes to provide parents tools to support their children with reading, the use of Chromebooks, math, and non-academic activities for parents to connect and engage within the school community. Provide parents a Cene Con Sus Hijos Dinner to promote the importance of family communication during mealtime, strategies, and modeling is provided to parents to show/guide them what suppertime should look like (no electronic devices), and guiding questions to ask their children is provided. The district believes in the importance of providing additional supports to the parents of our unduplicated students since our low-income families, Foster Youth guardians, and English learner parents lack the resources to support the academic achievement of their children. All these supports and materials are also bilingual. Parental involvement in education has been shown to be a factor in improving the student's social/emotional development and learning outcomes. This action is designed to decrease barriers inhibiting parents of unduplicated students from being fully engaged in their students' learning.

Our unduplicated students are at a greater risk of disengagement and learning loss than their peers are, so getting their parents to be more involved can improve academic outcomes and a higher level of student achievement.

#### Action 4: PROFESSIONAL DEVELOPMENT FOR PARENTS AND CONFERENCES

Provide professional development, community resources, send parents to conferences, and opportunities for parents to become partners within the school community. Schools are provided funding to pay for endeavors they believe will be successful in increasing parent engagement. This action tends to focus more on Foster Youth, the homeless, English Learners, low-socioeconomic students, since parents for students in these groups require additional support and resources due to their unique needs such as limited community resources and few opportunities to support their students academically. This action will lead to increased academic achievement on state and local assessments for unduplicated students.

#### Action 6 and 8: DISTRICT TRANSLATOR/COMMUNICATION TECH and WEBSITES

Survey data for unduplicated students are analyzed annually and stakeholders continue to rate school-to-home communication as a high priority for student success. LESD will continue to provide multiple methods of parent communication for parents. Aeries Communication, District and School websites will be used to facilitate school-to-parent communication which leads to increased academic achievement on state and local assessments for unduplicated students.

We believe these actions will support parents of unduplicated students by making them feel welcome in the decision making and participation of parent activities at their school sites and at the district level with the ultimate goal of improving the academic outcomes of unduplicated pupils as described in our Expected Annual Measurable Outcomes in Goal 3.

Actions 1-9 have been carried over from the 2019-20 LCAP and have been determined to be effective based on the following data:

According to the 2019 Dashboard, Socioeconomically disadvantaged students increased 4 points in the SBAC Mathematics and 10.1 points in ELA.

English learners increased 7.6 points in ELA and 0.7 points in Mathematics and 50.9% of all English Learners making progress towards English proficiency.

GOAL 3: The Lamont Elementary School District will be a district of academic excellence that provides equity and access for all students in all subgroups, with an emphasis on our English Language Learners, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students are college and career ready.

A review of our data indicates the following:

In English language arts, “all students” are performing at 39.7 points below standard, while socioeconomically disadvantaged students are performing 41.5 points below standard. English learners are performing 53.1 points below standard and current English learners are performing 89 points below standard.

In Mathematics, “all students” are performing 69.1 points below standard with a performance color of yellow, while English learners are scoring 80.2 points below standard with a performance color of orange. Current English learners are demonstrating a wider gap, performing 107.1 points below standard. Socioeconomically disadvantaged students are also demonstrating a lower performance level than the “all student” group at 70.6 points below standard. In Science, 14.94% of “all students” in 5th and 8th grades met or exceeded standards, but only 0.85% of English learners met or exceeded standards.

In consideration of the performance gap in mathematics, English Language Arts, and Science for some unduplicated students, LESD plans to implement the following actions in Goals 3 and 4

#### Goal 3 Actions

##### Action 1 and 2: GRADE LEVEL FIELD TRIPS and CAMP KEEP

1) Field trips enrich and expand the curriculum, strengthen observation skills by immersing children into sensory activities, increase children's knowledge in a particular subject area and expand children's awareness of their own community. Educational Field Trip plays a vital role in the school curriculum, which serves a wide range of benefits in several ways including learning and teaching. One of them is that they help students to learn through authentic experience and can be an interesting way to explore new things for both the learners and teachers. Educational trips also contribute to better student outcomes in school and beyond. Without this action/funding, it is most likely that the students of LESD would not have the opportunity to explore educational topics, including STEM-related topics outside of the classroom.

2)The Kern Environmental Education Program (KEEP) was developed in response to the desire to offer an environmental education opportunity for students of Kern County. In most school settings in the United States, elementary students have limited opportunities to learn in outdoor settings, yet recent research has demonstrated several positive benefits associated with such opportunities. Previous research has shown connections between frequent outdoor learning experiences and enhanced science achievement in students. Guided by a properly trained teacher, outdoor learning opportunities can result in greater student engagement and higher science achievement. Often, these outdoor learning experiences serve as a means to increase scientific content knowledge and develop environmentally-conscious students. Many of our low-income, foster youth, and English learners cannot afford private camps. Camp KEEP allows access and opportunities to these students who otherwise could not participate.

##### Action 3: SUMMER SCHOOL

1) During the summer, a 4-week session is offered to unduplicated count students to receive additional instructional support in all academic areas to reach their unique potential. This action is based on our need to improve outcomes for student groups that performed at a lower

level than all students in ELA and Mathematics and represent a performance gap. Unduplicated count students invited to this program receive English Language Arts and Mathematics instruction integrated through the curriculum to maintain skills. Research studies have found that summer learning loss disproportionately affects low-income students. Low-income students lose substantial ground in reading during the summer.

#### Action 4: INSTRUCTIONAL ASSISTANCE

In general, LESD's achievement gap has negatively impacted low-income students, English Learners, and foster youth -- something that has been exacerbated by the pandemic. Learning opportunities during standard instruction are insufficient in closing the gap. Extended, targeted supports are necessary. services provided by Instructional Aides and other in-class staff members have been identified as important resources principally for unduplicated pupils and other high-need students.

- 1) Instructional Aides and other instruction-related staff members are tasked to work with teachers in classrooms where the achievement gap is the hardest to close. They help provide more individualized instruction and targeted interventions to low-income students, English Learners, foster youth, and others who are struggling and require additional attention. They also free up the teachers' ability to devote more instructional time directed at the needs of unduplicated pupils.
- 2) The district will employ instructional assistants to support our Language Arts Specialists and provide site supplemental academic supports under the direction of the certificated teacher. They will provide support for individuals and groups of students under the direction of the specialist teacher.
- 3) The district believes instructional assistants are key members of the school staff supporting teachers and providing targeted support for students under the direction of the certificated teacher. Instructional Assistants will participate in ongoing training by site and district certificated staff. These additional adults may prove to support students as they become more independent and effective learners.

#### Action 5: PROFESSIONAL DEVELOPMENT

- 1) This action is based on our need to improve outcomes for student groups that performed at a lower level than all students and represent a performance gap. Specifically, Socioeconomically Disadvantaged, and English Learners performed below standard on CAASPP and local assessments in ELA and Mathematics. Each year, during the development of a comprehensive professional development plan, the District considers the needs of unduplicated count students and the achievement status of these groups in relation to all students in order to offer evidenced-based professional development opportunities targeted towards improving their achievement. For 2021-22, this includes training for new teachers, ELA teachers, and workshops focused on Guided Language Acquisition Development (GLAD) strategies. Teachers will respond to identified learning and language needs through differentiation of instruction by content, process, or product. Differentiation will provide flexibility in the ways in which students access and engage in learning, and provide varied opportunities for students to demonstrate their learning. In addition to differentiation, teachers will scaffold instruction to facilitate access to content standards based on language and learning needs. Providing clear and actionable feedback to students enhances learning by reducing discrepancies between student understanding and the learning objective. Finally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles are connected to academic content. Our staff has been engaging in professional learning around using culturally responsive teaching methods and we will continue this work to build capacity throughout the district. The district will also continue the professional learning focused on Cognitive Guided Instruction to support improving student outcomes in mathematics. Each year we have a cohort of teachers that engage in a 3-year learning cycle to improve their mathematical instructional practice. This work supports closing the performance gap for our unduplicated count students.

2) The District believes these actions increase the capacity of staff to address the specific needs of unduplicated count students. Professional development using the ELD standards will be conducted as part of our core ELA/ELD curriculum and professional development for mathematics instruction. Professional Learning Community time will be used for teachers to analyze student data, make instructional decisions, research effective instructional strategies, engage in collaboratively planning with peers, and develop methods for personalizing learning for unduplicated count students. Our comprehensive professional development plan is based on supporting these specific student groups and analyzed for effectiveness. The district offers evidence-based professional learning and monitors implementation and student progress.

#### Action 6: COMMON CORE CHAPTER BOOKS FOR STUDENTS

Each school receives supplemental funds to purchase class sets of chapter books to meet the needs of their unduplicated count students beyond the districtwide core and supplemental curriculum. The school identifies, studies, and implements evidence-based curriculum supports depending on their student needs and school context as stated in their SPSA. Low socioeconomic students, Foster Youth, and English Learners come from households that lack the means to provide access to a rich literature environment at home. Having class sets of chapter books will allow students to take them home and have access to literature, enjoy books, change books as they complete them, and increase their reading levels which will enhance their academic achievement.

#### Action 7, 8, and 14: ENRICHMENT/INTERVENTION MATH TEACHER, BEFORE AND AFTER SCHOOL TEACHERS FOR MT.VIEW MIDDLE SCHOOL and ENRICHMENT/INTERVENTION SUPPORT

Unduplicated pupils have generally fallen behind their peers in English Language Arts and Mathematics -- an issue that tends to persist throughout the TK-8 grades. Low-income students, English Learners, and foster youth require not just additional time to achieve grade-level standards, but also individualized support from highly trained teachers. Furthermore, they need extended learning opportunities beyond the school day to accelerate academic progress, especially after the challenges of the pandemic. Such interventions have been among the top priorities for stakeholders.

#### Action 9: PHYSICAL EDUCATION TEACHERS

Research shows that a high-quality physical education program offers children opportunities to develop the skills, concepts, and dispositions needed to be physically active for life. Sufficient, regular physical activity not only helps prevent major diseases but also promotes learning; reduces stress, anxiety, and depression; and improves overall student wellness. It doesn't matter if the child excels in every other subject in school and grows up to become successful, with poor health any professional achievement becomes secondary. Based on stakeholder feedback giving our students the skills to play sports as they move on to junior high and high school, promotes a healthy lifestyle starting at a young age that otherwise, they would not have the opportunity as their families lack the income to provide with additional sports programs after school or weekends. This will promote higher levels of academic achievement and a positive image.

#### Action 10: CLASSROOM SIZE REDUCTION TEACHERS

1) Many studies show that maintaining reduced class sizes, especially in the first years of elementary school, can positively affect student achievement. Although studies suggest that all students benefit from reduced class sizes, the positive influence on achievement is strongest for minority students and students from high-poverty backgrounds. Reducing class size also improves teacher morale and increases the amount of class time devoted to instruction. Additionally, the positive effect of smaller class sizes in the early grades appears to follow

students throughout their education; these students graduate and go on to post-secondary education at higher rates than their peers who experience larger class sizes (ACSD Research Brief 2003).

2) The district believes this strategy of temporary class size reduction is a way to increase and improve services for students that experienced some educational challenges due to the COVID-19 pandemic that impacted students over two school years. While class size has a demonstrable cost, it may prove to raise achievement levels and improve student outcomes in regards to broader life outcomes as well (e.g. student connectedness, building independence, and resilience).

#### Action 11: ACADEMIC COACHES

Academic Coaches will provide professional learning opportunities and coaching for teachers to improve skills necessary for distance learning and hybrid in-person instruction. The District believes this action increases the number of academic coaches available to support all unduplicated count students. Academic coaches provide additional supports such as interventions, collaboration and engagement strategies, sentence frames, note-taking, student presentation strategies, and guiding questions, within the context of the CORE curriculum. All these additional scaffolds or supports primarily support our unduplicated students to have access to the core material and in turn perform well academically.

#### Action 12: DISTRICT BUY BACK DAY

The district will provide a comprehensive professional District Buy Back Day based on our need to improve outcomes for student groups that performed at a lower level than all students and represent a performance gap. Specifically, Homeless, Foster Youth, Socioeconomically Disadvantaged, and English Learners performed below standard on CAASPP and local assessments in ELA and Mathematics. Professional development using the ELD standards will be conducted as part of our core ELA/ELD curriculum. Teachers will be released for professional learning. Providing clear and actionable feedback to students enhances learning by reducing discrepancies between student understanding and the learning objective. Finally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles are connected to academic content so that students can build on and legitimize their experiences and what they know.

#### Action 13: LIBRARY STAFF

Literacy support and library education support employ instructional strategies and approaches that are tailored to the needs of unduplicated pupils. They are also structured and scheduled in ways that extend learning opportunities beyond the school day, which respond to stakeholder feedback and reflect research-based methods that have proven to accelerate progress for low-income students, English Learners, and foster youth. Many of the services are also concentrated in high-need schools, where those who have historically struggled get the highest priority for support.

#### Action 15: MUSIC/BAND TEACHERS

Unduplicated pupils have historically seen lower rates of engagement and fewer opportunities to participate in enrichment activities that ultimately lead to improved academic performance. These challenges are linked to social-emotional learning, since music, art, and other such endeavors can enhance the well-being of low-income students, English Learners, and foster youth. Stakeholder recommendations have highlighted these non-academic educational experiences as a way to address chronic absenteeism and



disengagement. It promotes the healthy growth and development of children through the study, practice, and performance of music, and develops motor skills, brain functions, study habits, self-esteem, and teamwork – all at a time when they are enduring trauma at higher rates than their peers.

#### Action 17: DUAL IMMERSION TEACHER

In dual-language education, two languages are used in the classroom for instruction and learning. Biliteracy is as much an aim as full bilingualism, with literacy being acquired in both languages either simultaneously or with an initial emphasis on native language literacy (Baker, 1996). The LESD has implemented the Dual Language Immersion Program for 20 years now (K-6) and with great success towards closing the achievement gap. Last school year was the first year that the programs at the Junior High level and the LEA would like to continue and grow the program K-8. The promise of dual language education has spurred a movement in the field of bilingual education to shift from remedial programs to enrichment forms of bilingual education. Research supports the effectiveness of such programs, many programs do to maintain their level of implementation. The research also indicates that elementary campuses that implemented a 2-way dual language program for more than a decade show pedagogical equity, qualified bilingual teachers, active parent–home collaboration, and knowledgeable leadership contributed to the program's success. Unduplicated students have access to broad educational opportunities that would only be accessible if offered at the school site as a choice, such as access to learn a second language, academic benefits due to comprehensible input as they use their first language to access academic content, and then transfer it into the second language, expanding their cultural knowledge and appreciation for cultures and diversity. All of our Dual Immersion students fall in one of the categories of unduplicated students. In addition, research shows how students who participate in Dual Immersion programs outperform their peers who do not take part in such programs.

The following actions from Goal 3 are being carried over from the 2019-20 LCAP 1-7, 9-10, 12-17 and they have been determined to be effective based on the following data:

The academic performance of unduplicated students reflect the following increase in English Language Arts as shown in the 2019 Dashboard: The Homeless subgroup moved to "Yellow," increasing by 22.2 points, the English Learner subgroup also moved to "Yellow," increasing by 7.6 points, and even though the Socioeconomically Disadvantaged remained in "Yellow," still shows an increase of 10.1 points.

According to the 2019 Dashboard, Socioeconomically disadvantaged students increased 4 points in the SBAC Mathematics and 10.1 points in ELA.

#### Goal 4 Actions

##### Action 1: MODULAR BUILDINGS FOR CLASSROOM SIZE REDUCTION

1) The district has determined the ability to reduce class sizes as a strategy to give students more inclusive academic, behavioral, and social-emotional support and provide the differentiation necessary to accelerate learning. this will also allow more adult interaction with students during the school day.

2) The district believes this strategy of class size reduction is a way to increase and improve services for students that experienced some educational challenges due to the COVID-19 pandemic that impacted students over two school years. While class size has a demonstrable cost, it may prove to raise achievement levels and improve student outcomes in regards to broader life outcomes as well (e.g. student connectedness, building independence, and resilience).

## Action 2: AVID

AVID is an in-school academic support program for grades K through twelve. The purpose of the program is to prepare students for college eligibility and success. AVID places academically average students in advanced classes; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families; and targets students in the academic middle--B, C, and even D students--who have the desire to go to college and the willingness to work hard. We believe continuing this program at the junior high school level will provide our unduplicated students with continued access and opportunities to activities they may not otherwise be able to participate in. Unduplicated pupils have historically seen lower rates of high school, college, and career readiness. In part, this opportunity gap stems from financial barriers confronted by low-income students, English Learners, and foster youth. But, perhaps just as important during the COVID-19 pandemic, it is tied to their social-emotional well-being, whereby trauma and other such issues significantly hinder their preparation for rigorous learning. AVID's Mission Statement addresses goals that are well-aligned with Common Core State Standards and AVID provides inquiry strategies and tools for all teachers and students. AVID also prepares our students to be college and career-ready and highly promotes college for first-generation students.

## Action 3, 4, and 5: TECHNOLOGY DEVICES, TECHNOLOGY SUPPORT STAFF, AND INFRASTRUCTURE FOR 21st LEARNING

1) This action is based on our need to improve outcomes for specific student groups that perform at a lower level than all students and this action provides access and equity for all student groups. This action allows us to personalize the learning environment for all students through our digital 1:1 learning program. These devices give all students by grade span access to online resources, digital instructional materials, and software applications to improve their learning, spark wonder and awe as well as creativity. Our objectives are to personalize learning for each student based on standards and individual needs using technology devices. Unduplicated count students benefit from individualized applications and software specific to their instructional needs.

2) This action is based on our need to provide a robust, reliable, and scalable digital network to support instructional technology. It includes setting aside funds in a Technology Reserve to replace end-user devices for students, teachers, and instructional assistants when they become obsolete; and to replace and upgrade network equipment and pathways, when necessary, to ensure the digital network remains functional, reliable, robust, and able to adapt to changes prompted by revised industry standards, new instructional strategies, and innovative ideas. Since the District's LCAP has several actions emphasizing the use of instructional technology resources to improve student learning and outcomes, it is imperative that the District have a long-term plan to protect its investment in these resources and ensure their availability for students, teachers, and staff well into the future.

3) Since the District's LCAP has several actions emphasizing the use of instructional technology resources to improve student learning and outcomes, it is imperative that the District have a long-term plan to protect its investment in these resources and ensure their availability for students, teachers, and staff well into the future.

4) As evidenced in multiple studies, the use of computing devices in the classroom has led to increased student achievement (Kulik, 1994). These achievement gains have occurred in both regular and special needs children (Bialo & Sivin-Kachala, 1996). Learning through mobile devices also allows for consistent involvement with others. This involvement increases engagement and leads to authentic activities by participants (Beckmann, 2010). Furthermore, students tend to learn more in less time when they are receiving computer-based instruction (Kulik, 1994). When using computer-supported learning environments, such as Edmodo, students have shown an increased depth of understanding, reflection, and overall achievement (Scardamalia & Bereiter, 1996). With this in mind, it is imperative to have Technology support staff that is knowledgeable and up to date on the current technology trends and are accessible to our students and staff.

#### Action 6: STUDENT ACADEMICS

- 1) Provide academic incentives for students competing in school, county, and state competitions.
- 2) Each school will determine how the academic funds will be allocated for their unique student population. The school identifies, studies, and implements evidence-based programs depending on their student needs and school context as stated in their SPSA. They evaluate these programs through a continuous improvement process that involves individual student goal setting, progress monitoring, and making adjustments based on student needs. The implementation of incentives based on outcomes and growth as integral pieces of differentiated instruction to motivate and reward students for efforts and academic gains. LESD stakeholders understand that this type of positive encouragement will motivate our unduplicated student population. It is expected that this action will support continued growth for unduplicated students as parents and staff mentioned how the acknowledgment of students drives to focus on academic achievement. This continued growth and motivation will help students achieve higher levels in reading and math and in turn, close the achievement gap.

We believe these actions will support all unduplicated students in improving their performance on the Smarter Balanced ELA and Math as measured by the CAASPP as described in our Expected Annual Measurable in LCAP Goal 3.

Actions 1-3 and 5-7 have been carried over from the 2019-20 LCAP and have been determined to be effective based on the following data:

In ELA the Homeless subgroup moves to "Yellow," increasing by 22.2 points, also the English Learner subgroup moves to "Yellow," increasing by 7.6 points, and the Socioeconomically Disadvantaged subgroup increased 10.1 Points.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In summary, as described in detail above, the district is increasing/improving services for unduplicated pupils by providing high-quality instruction, supporting staff to provide services primarily directed toward unduplicated pupils. Our LEA has demonstrated that it has met the 36.67% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan. LESD student population as of 2020 Dashboard data is 2951; it includes 82.4% of Socioeconomically Disadvantaged, 54.5% are English Learners, and 0.2% Foster Youth.

In addition to the actions described above being provided district wide, the following actions are being provided to English learners in order to increase or improve services.

#### Goal 3 Action 16: ELD SUPPORT STAFF

English Language Learners have seen some growth, specifically with increased redesignation rates in recent years, their progress toward English language proficiency continues to lag behind the state average. Their multifaceted needs range from direct academic services, family support, and enhanced capacity for teachers. English Learner services are specifically designed to address the unique needs of students who face language barriers. They are based on assessments that are deployed a few weeks into the school year after



English Learners have reacclimated to the school setting, and the assessments include interviews/surveys with EL students and families to support differentiation. LESD focuses on evidence-based effective pedagogy (instructional strategies with an emphasis on formative assessment practices), curricula (core subject content and English language development), assessment, interventions, and primary/heritage language development and instruction.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$8,894,799.00				\$8,894,799.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$6,723,425.00	\$2,171,374.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	MTSS Staff	\$625,000.00				\$625,000.00
1	2	English Learners Foster Youth Low Income	MTSS Professional Development	\$10,000.00				\$10,000.00
1	3	English Learners Foster Youth Low Income	Vice-Principals for all school sites	\$163,000.00				\$163,000.00
1	4	English Learners Foster Youth Low Income	Nursing Staff	\$180,000.00				\$180,000.00
1	5	English Learners Foster Youth Low Income	Truancy Advocates	\$66,000.00				\$66,000.00
1	6	English Learners Foster Youth Low Income	Athletics	\$120,000.00				\$120,000.00
1	7	English Learners Foster Youth Low Income	School Safety/License fees for Raptor	\$100,000.00				\$100,000.00
1	8	English Learners Foster Youth Low Income	Expanded Learning-ASES Staff	\$50,000.00				\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Kindergarten Orientation	\$5,000.00				\$5,000.00
2	2	English Learners Foster Youth Low Income	Parent Engagement Liasions	\$38,000.00				\$38,000.00
2	3	English Learners Foster Youth Low Income	Parent Involvement	\$4,000.00				\$4,000.00
2	4	English Learners Foster Youth Low Income	Parent Professional Development/Conferences	\$5,000.00				\$5,000.00
2	5	English Learners Foster Youth Low Income	Parent/Family Non-Academic activity	\$2,500.00				\$2,500.00
2	6	English Learners Foster Youth Low Income	District Translator	\$75,000.00				\$75,000.00
2	7	English Learners Foster Youth Low Income	Cene Con Sus Hijos Dinner	\$10,000.00				\$10,000.00
2	8	English Learners Foster Youth Low Income	District and School site Websites	\$5,000.00				\$5,000.00
2	9	English Learners Foster Youth Low Income	Mt.View Middle School Orientation	\$5,000.00				\$5,000.00
3	1	English Learners Foster Youth Low Income	Education Fieldtrips for all grade levels	\$100,000.00				\$100,000.00
3	2	English Learners Foster Youth Low Income	Camp Keep for 6th grade	\$100,000.00				\$100,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Summer School Program	\$150,000.00				\$150,000.00
3	4	English Learners Foster Youth Low Income	Instructional Assistance	\$435,000.00				\$435,000.00
3	5	English Learners Foster Youth Low Income	Professional Development- ELA, ELD, Math, Tech	\$130,000.00				\$130,000.00
3	6	English Learners Foster Youth Low Income	Common Core chapter books for students	\$15,000.00				\$15,000.00
3	7	English Learners Foster Youth Low Income	Enrichment/Intervention Math Teacher	\$95,000.00				\$95,000.00
3	8	English Learners Foster Youth Low Income	Before and After School teacher/s for Mt.View Middle School	\$25,000.00				\$25,000.00
3	9	English Learners Foster Youth Low Income	Physical Education Teachers	\$406,000.00				\$406,000.00
3	10	English Learners Foster Youth Low Income	Classroom Size Reduction Teachers	\$2,092,000.00				\$2,092,000.00
3	11	English Learners Foster Youth Low Income	Academic Coaches	\$629,000.00				\$629,000.00
3	12	English Learners Foster Youth Low Income	District Buy Back Day	\$125,000.00				\$125,000.00
3	13	English Learners Foster Youth Low Income	Library Staff and supplies	\$290,500.00				\$290,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	14	English Learners Foster Youth Low Income	Enrichment/Intervention Support	\$80,000.00				\$80,000.00
3	15	English Learners Foster Youth Low Income	Music/Band Teachers	\$333,000.00				\$333,000.00
3	16	English Learners	ELD Support Staff	\$65,000.00				\$65,000.00
3	17	English Learners Foster Youth Low Income	Dual Immersion Teacher	\$127,000.00				\$127,000.00
4	1	English Learners Foster Youth Low Income	Modular Buildings -Classroom size reduction	\$20,400.00				\$20,400.00
4	2	English Learners Foster Youth Low Income	AVID	\$150,000.00				\$150,000.00
4	3	English Learners Foster Youth Low Income	Technology Devices and Infrastructure	\$600,399.00				\$600,399.00
4	4	English Learners Foster Youth Low Income	Technology Support Staff	\$480,000.00				\$480,000.00
4	5	English Learners Foster Youth Low Income	21st Century	\$750,000.00				\$750,000.00
4	6	English Learners Foster Youth Low Income	Student Academics	\$5,000.00				\$5,000.00
4	7	English Learners Foster Youth Low Income	STEM Teacher	\$113,000.00				\$113,000.00
4	8	English Learners Foster Youth Low Income	Distance Learning Teacher	\$115,000.00				\$115,000.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$8,894,799.00	\$8,894,799.00
<b>LEA-wide Total:</b>	\$5,544,399.00	\$5,544,399.00
<b>Limited Total:</b>	\$5,000.00	\$5,000.00
<b>Schoolwide Total:</b>	\$3,345,400.00	\$3,345,400.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	MTSS Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$625,000.00	\$625,000.00
1	2	MTSS Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	3	Vice-Principals for all school sites	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,000.00	\$163,000.00
1	4	Nursing Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	\$180,000.00
1	5	Truancy Advocates	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,000.00	\$66,000.00
1	6	Athletics	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	\$120,000.00
1	7	School Safety/License fees for Raptor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Expanded Learning-ASES Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
2	1	Kindergarten Orientation	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Alicante School and Lamont School K	\$5,000.00	\$5,000.00
2	2	Parent Engagement Liasions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	\$38,000.00
2	3	Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	\$4,000.00
2	4	Parent Professional Development/Conferences	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	5	Parent/Family Non-Academic activity	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00
2	6	District Translator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$75,000.00
2	7	Cene Con Sus Hijos Dinner	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	8	District and School site Websites	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	9	Mt.View Middle School Orientation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School 7th grade	\$5,000.00	\$5,000.00
3	1	Education Fieldtrips for all grade levels	LEA-wide	English Learners Foster Youth	All Schools	\$100,000.00	\$100,000.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	2	Camp Keep for 6th grade	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Myrtle Ave.	\$100,000.00	\$100,000.00
3	3	Summer School Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
3	4	Instructional Assistance	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$435,000.00	\$435,000.00
3	5	Professional Development- ELA, ELD, Math, Tech	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	\$130,000.00
3	6	Common Core chapter books for students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
3	7	Enrichment/Intervention Math Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School	\$95,000.00	\$95,000.00
3	8	Before and After School teacher/s for Mt.View Middle School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School	\$25,000.00	\$25,000.00
3	9	Physical Education Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$406,000.00	\$406,000.00
3	10	Classroom Size Reduction Teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante School and Lamont School	\$2,092,000.00	\$2,092,000.00
3	11	Academic Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$629,000.00	\$629,000.00
3	12	District Buy Back Day	LEA-wide	English Learners Foster Youth	All Schools	\$125,000.00	\$125,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	13	Library Staff and supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$290,500.00	\$290,500.00
3	14	Enrichment/Intervention Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
3	15	Music/Band Teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Myrtle Ave. and Mt.View 4th -8th Grades	\$333,000.00	\$333,000.00
3	16	ELD Support Staff	LEA-wide	English Learners	All Schools	\$65,000.00	\$65,000.00
3	17	Dual Immersion Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School 7th grade	\$127,000.00	\$127,000.00
4	1	Modular Buildings - Classroom size reduction	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante School	\$20,400.00	\$20,400.00
4	2	AVID	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
4	3	Technology Devices and Infrastructure	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,399.00	\$600,399.00
4	4	Technology Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$480,000.00	\$480,000.00
4	5	21st Century	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$750,000.00	\$750,000.00
4	6	Student Academics	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	7	STEM Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt. View Middle School	\$113,000.00	\$113,000.00
4	8	Distance Learning Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	\$115,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.



- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal 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.

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

***Broad Goal***

**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.

**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***

**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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**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.

### **Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**



Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.