

## LCFF Budget Overview for Parents

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

CDS Code: 15-63560-000000

School Year: 2022-23

LEA contact information:

Lori Gonzalez

Superintendent

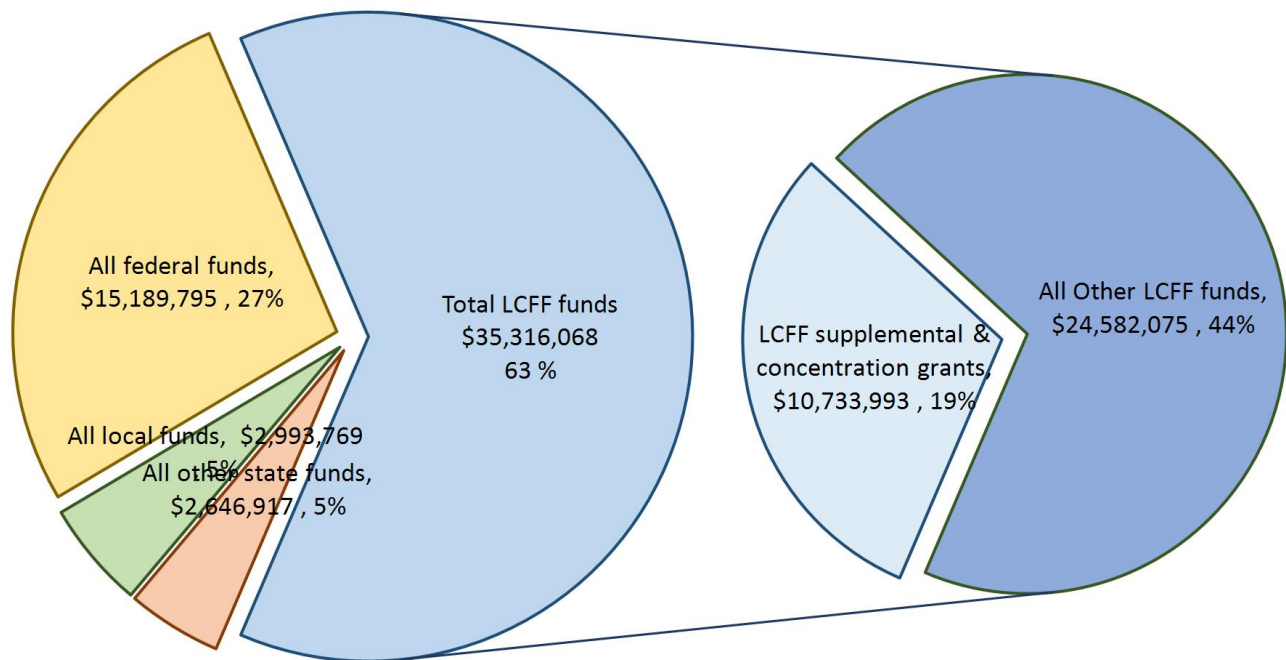
lgonzalez@lesd.us

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 2022-23 School Year

## Projected Revenue by Fund Source

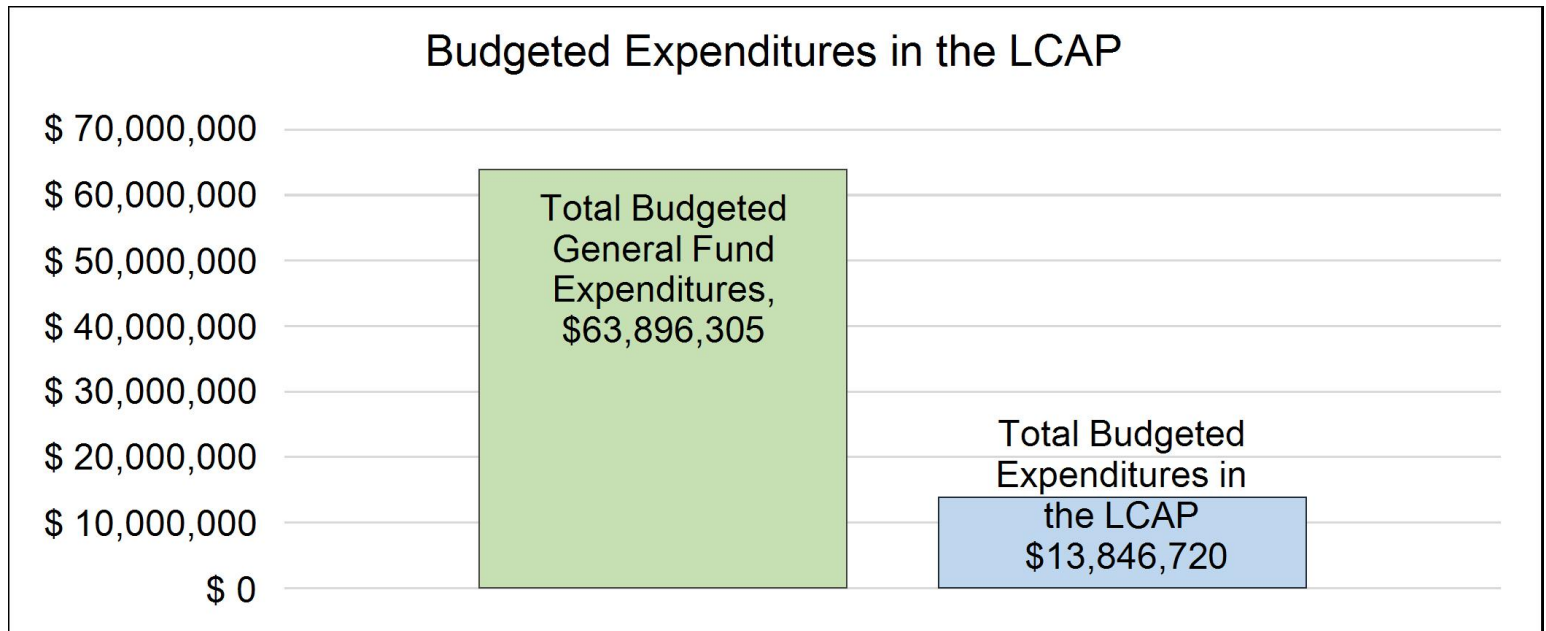


This chart shows the total general purpose revenue Lamont Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lamont Elementary School District is \$56,146,547.83, of which \$35,316,068.00 is Local Control Funding Formula (LCFF), \$2,646,916.65 is other state funds, \$2,993,768.50 is local funds, and \$15,189,794.68 is federal funds. Of the \$35,316,068.00 in LCFF Funds, \$10,733,993.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lamont Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lamont Elementary School District plans to spend \$63,896,304.53 for the 2022-23 school year. Of that amount, \$13,846,720.00 is tied to actions/services in the LCAP and \$50,049,584.53 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

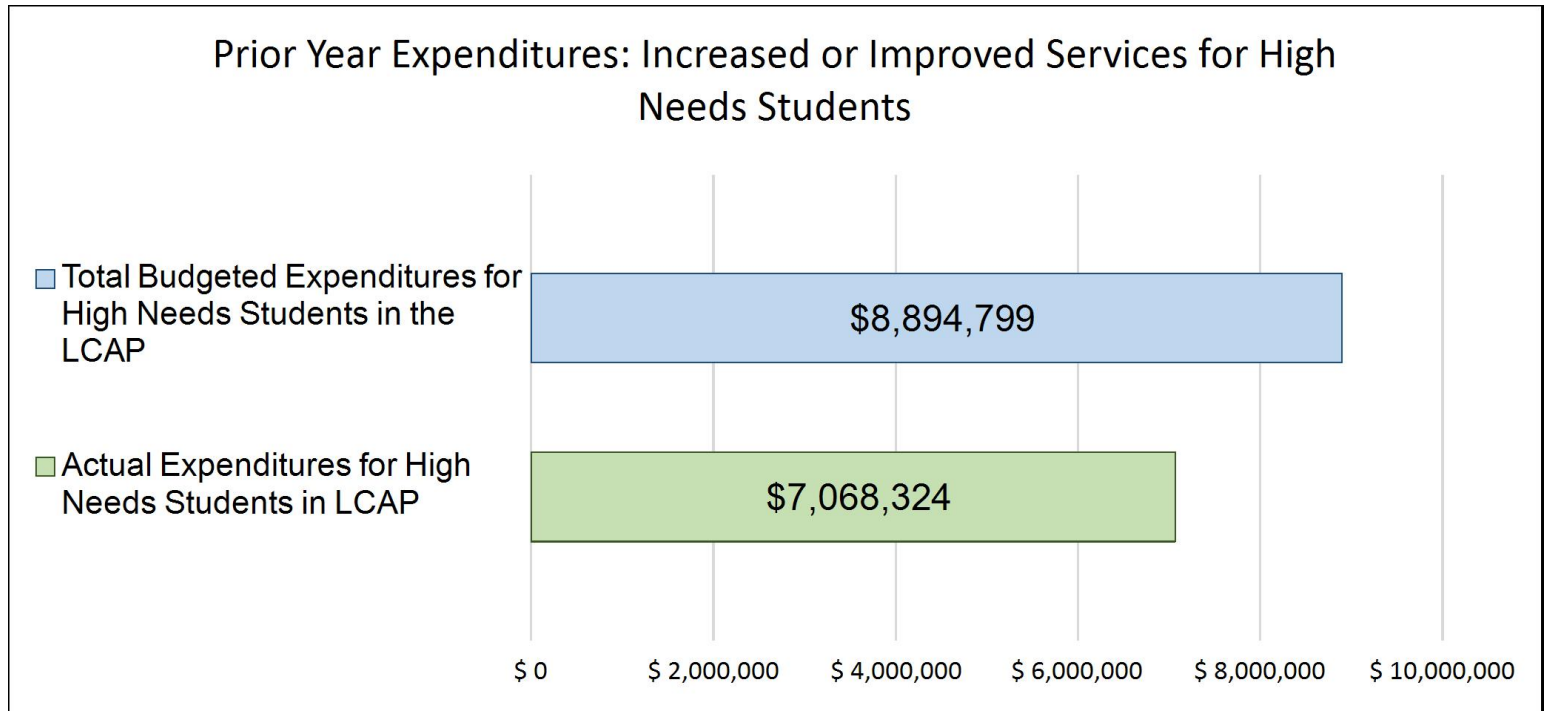
General Fund Budget Expenditures that are not included in the LCAP consist of salaries, benefits, utilities, instructional materials, classroom supplies, legal and audit services, custodial supplies, books, textbooks, general services, maintenance costs, and facilities repairs paid for by LCFF funds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

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Lamont Elementary School District is projecting it will receive \$10,733,993.00 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 \$13,846,720.00 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Lamont Elementary School District's LCAP budgeted \$8,894,799.00 for planned actions to increase or improve services for high needs students. Lamont Elementary School District actually spent \$7,068,324.00 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$1,826,475.00 had the following impact on Lamont Elementary School District's ability to increase or improve services for high needs students:

Some of the actions which the district was not able to complete were due to extenuating circumstances surrounding COVID-19 and a limited operating environment. For instance, the district allocates \$100,000 to field trips and \$100,000 to Camp KEEP. These activities were canceled during 21-22 due to uncertainty surrounding COVID-19. The district made significant progress on completing as many actions as it could in the operating environment it faced. The impact in the difference in spending on the district's ability to increase or improve services for high needs students was limited because additional one-time resources not included in the LCAP were provided to district and it focused these resources on these high needs students.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lamont Elementary School District	Lori Gonzalez Superintendent	lgonzalez@lesd.us 661-845-0751 ex:8225

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

For the Educator Effectiveness Block Grant, funds not included in the LCAP are: 1) The district will utilize these funds to expand and maintain an effective staff development program that integrates our current staff. A strong ongoing professional development program is vital to keeping LESD educators’ professional skills relevant and learning new teaching techniques in order to mitigate the learning loss caused by the pandemic.

2) LESD will use the funds to maintain additional School Social Workers (SSW) to enhance school site support via strategies to support social-emotional learning, and trauma caused by the pandemic.

Providing one School Social Worker per site maximizes access to mental health services for our students and other approaches that improve their well-being as a whole.

Through the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however, this feedback has been considered in the use of additional funds received.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following sites have an enrollment of unduplicated student groups greater than 55%, Alicante Elementary has a 94%, Lamont Elementary has 93%, Myrtle Avenue Elementary 94%, and Mountain View Middle School has 95%. Lamont Elementary School District will use the concentration grant add-on funding to increase the number of staff who will provide direct services to students at all four school sites by providing additional intervention time after school to expand the day. Lamont Elementary School District will use concentration grant add-on funding to retain intervention teachers, and certificated staff providing additional intervention after school, (s) so that direct services to students are uninterrupted.

Four additional Intervention Teachers to each school site to provide extended learning opportunities: LESD will be hiring 4- Intervention Teachers to add to the existing site Academic Coaches. The intervention teacher will support by expanding the day for students who need the extra support until 5:30 pm. These intervention teachers will be providing reading-focused tutoring interventions for grades kindergarten – 8th grades, according to their school sites. They will focus on targeting the lower grades first and then we will shift the focus to the upper grades. The intervention teachers will be utilizing the district's 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 as the most successful way to support students. The goal of the intervention teachers is to accelerate the learning progress and assist in closing the achievement gap of the students by targeting small group interventions.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however, this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

Efforts during ESSER III plan development to determine the ESSER III expenditure plan development, expenditures of other federal resources, and Expanded Learning Opportunities Grant, Lamont Elementary School District(LESD) embarked on extensive outreach to stakeholders which included the following: district-level staff such as Migrant Education Coordinator, Family Resource Center Director, After School Program Coordinator, English Language Development/DUAL Immersion Academic Coach, our PBIS team, Special Education Director, who also conducted staff meetings with special education staff such as school psychologists, speech pathologists, and special education teachers and paraprofessionals. Another group of stakeholders included, site-level staff, District Nurse, School Administrators, which include principals and vice-principals, who facilitated many ongoing staff meetings in order to conduct a thorough needs assessment to identify needs and strategies that would support a safe reopening and informed strategies to meet the needs of students related to COVID-19. Staff meetings included teachers, TOSAS, and classified staff. Another stakeholder group that was consulted through different means included the parents and the community of Lamont. LESD conducted town hall meetings, DELAC meetings, school sites conducted school site council meetings, and English Language Advisory committees. The special education director gathered input from parents who have students in special education through virtual parent meetings. Migrant education consulted with the Parent Advisory Committee, and lastly, the Family Resource Center conducted home visits to identify the needs of foster and homeless youth. LESD also consulted with certificated and classified bargaining units and the local school board to determine COVID-19 needs. In addition, LESD reviewed and analyzed data from local and state, and local health authorities.

Every stakeholder group was presented with documented data analysis presentation regarding the pandemic to determine the needs of our students. We focused on 2 goals, to identify the unique needs of our district to meet the needs of our underserved student groups: students with disabilities, low-income students, migrant, immigrant, English learners, homeless, and foster youth, and to give perspectives and input as to how to utilize ESSER funding to identify strategies for continuous and safe In-Person learning and addressing lost instructional time. In this manner, the LESD created a comprehensive plan that addresses stakeholders' input, using the most effective strategies to prevent and mitigate the academic impact. The group of stakeholders shared a common interest in creating a successful and sustainable ESSER III plan for underserved students that emphasized a prioritizing of the following pupil groups: homeless, of whom we have 0.06%, foster youth 0.02%, English learners 54.5%, students with disabilities 9.7%, students performing below grade level and socio-economically disadvantaged students 82.4%.

\* Notifications about meetings were broadly communicated through social media, flyers that are sent home, automated phone calls, Aeries parent portal automated texts and emails, also all notifications and messages are sent in English and Spanish.

The priorities that arose at these meetings were reviewed and the staff considered how to most efficiently and effectively use the ESSER III funding to meet both academic and safety needs of underserved students caused by COVID-19. Through these discussions, the schools and the various stakeholder groups identified supplemental instruction and support strategies that would best serve students.

The district used the following process for educational partners' 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.

c. Community LCAP Review and Stakeholder Input meeting - South Valley Neighborhood Partnership Meeting and Lamont Lions Club.

d. Consultation with certificated bargaining unit.

e. Consultation with classified bargaining unit.

f. School Principals discussed the LCAP with their school site councils bi-monthly.

g. Consultation with SELPA once a year.

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 description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of the Lamont Elementary School District to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. To this end, Lamont Elementary School District has provided access to all necessary student materials and PPE, ongoing professional development focused on engaging students during this challenging time and being able to provide additional support for those who need it after school hours an adding intervention teacher at each school site. We are also excited to know that the ESSER III funds allow us to provide additional staff supports such as professional development Math Talks and AVID through the fall of 2024.

Lamont Elementary School District has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully implemented professional development throughout the 4 school sites in the district. Mathematics county experts have presented math talks theory during PLC through different grade level ranges, they have modeled in every classroom at the TK-6 elementary and for the Middle School for all Math and Special Education classrooms. We have also experienced challenges to implementation such as having grade-level teams collaborate due to the lack of substitute teachers to cover classrooms. These challenges; however, have modified our plans and we will continue with the one-to-one modeling and will pick up the teacher grade-level collaboration as the COVID-19 numbers lower the following school year.

#### Successes

- Professional development
- COVID-19 mitigation strategies
- Vaccination clinics
- Weekly testing
- Students in school daily

#### Challenges

- Staffing shortages
- Student absences increased due to COVID Omicron surge
- Increased academic needs and need for intervention
- Increased mental health needs

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Lamont Elementary School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are through stakeholder engagement. 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.

In addition,

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 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 provide 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 students' 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.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## 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	Lori Gonzalez Superintendent	lgonzalez@lesd.us 661-845-0751

## Plan Summary [2022-23]

### General Information

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

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, 1% 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." The District strives to unlock the potential of tomorrow by building confident, innovative learners today. We continue to realize this vision through a personalized learning environment. We have 1:1 iPad devices for all students supporting them in acquiring 21st Century Learning Skills. We have reliable connectivity in all of our schools to support student learning. This year we have also provided access beyond the classroom to support student learning in students' homes and allow them to learn from home. The District has four preschool programs, a parent education program, Transitional Kindergarten, and a wide variety of after-school programs. The Lamont Elementary School District is committed to a continuous improvement process throughout the organization, including promoting a strong student-centered learning environment by securing active partnerships with local organizations to promote high student achievement.

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 educational partners 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.

## 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, and 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 in the Dashboard State Indicator: ACADEMIC PERFORMANCE MATH. The following successes are shown in the 2019 Dashboard: 1) The Students with Disabilities subgroup increased by 19.2 Points, even though the performance color remained in "Orange." 2) The English Learner subgroup maintained 0.7 Points and also maintained "Orange." 3) The Hispanic subgroups moved to "Yellow," increasing 4.2 Points. 4) The Socioeconomically Disadvantaged subgroup increased by 4 Points and remained in the same color; however, this will make it closer to reaching 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 the 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 by 11.2 Points in ELA; compared to English Only students, 383 students, who increased by 6.6 Points. 2) Reclassified English Learners, a total of 503 students, increased by 8.9 Points in Mathematics; compared to English Only students, 381 students, who increased by 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.

Local Data Successes measured by the STAR Test on KIDS Unduplicated Student Data:

3rd grade End of the Year STAR reading shows growth in the percentage of students performing meeting or exceeding from 2021 to 2022: EL students show a 10% growth from 4% to 14% and Socioeconomic Disadvantaged students show an 11% growth from 13% to 22%.

5th grade End of the Year STAR reading shows growth in the percentage of students performing meeting or exceeding: Socioeconomic Disadvantaged students show a 4% growth from 16% in 2021 to 20% in 2022.

6th grade End of the Year STAR reading shows growth in the percentage of students performing meeting or exceeding: Socioeconomic Disadvantaged students show a 8% growth from 7% in 2021 to 15% in 2022.

LESD will continue to build on the success made in the area of Reading by increasing professional learning for TK-8th grade teachers through the District TOSAS and site TOSAS and their support with Reading Labs, the 3-year Professional Development Reading AVID plan, and promoting reading with Common Core Chapter books.

In the area of STAR Mathematics, the KIDS Unduplicated Student Data shows the following successes:

3rd grade English Learners show a 14% increase of students performing on or above grade level from 2020-2021 End of the Year scores, and 3rd grade socio-economically disadvantaged show a 12% increase, 4th grade ELs show 11% growth and SED students show a 9% growth, 5th grade also shows 4% growth for ELs and 3% growth for SED students.

LESD will continue to build on the successes by continuing Math Talks professional Development for TK-8th classrooms and will monitor unduplicated students' growth.

## 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, and 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 by 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. 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, and 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 support and gather any additional information, and social workers will meet with the teacher and the behavior aide and share strategies to expand 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 and identify any basic needs such as shelter, food, clothing, and 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 Advocates monitor the attendance of Homeless students closely to ensure they are in school. 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 support as needed. In addition, language support will be provided depending on the domain of need to support students to achieve a 4 on the ELPAC and be able to meet all criteria for Reclassification.
4. Another need is reflected in Chronic Absenteeism. The Homeless group shows an increase in chronic absenteeism of 5% and the White group an increase of 13.1% so they are both performing on "Red." The Students with Disabilities performed on "Orange" still maintaining a 0% increase. The English Learner, Hispanic, and Socioeconomically Disadvantaged subgroups are performing "Yellow;" however, still maintaining. The overall performance of the district in Chronic absenteeism shows "Orange" increasing by 0.5%. The steps that will be taken to address this area are that the Family Resource Center will have weekly meetings with site attendance advocates to identify the students

who are becoming truant early in the year. As identified by the LCAP needs assessment grade level data, Kindergarten and 1st grade have the most chronic absentees so parent meetings to make them aware of the importance of school attendance will start early in the year.

Local Data Successes measured by the STAR Test on KIDS Unduplicated Student Data:

As students came back from Distance Learning to In-Person instruction, instructional transitions continued to affect learning as classroom quarantines took place due to COVID-19 infections.

The End of the Year 2022 STAR reading shows over 60% of English Learners performing on Red: In 4th grade 60%, in 5th grade 63%, 6th grade 69%, 7th grade 67%, and 8th grade 74%. Their reading progress will be monitored to make sure they are receiving additional support as needed, promoting daily reading with classroom sets of Common Core Chapter Books and continuing professional development in reading through AVID Strategies, additional support before and After School teacher/s for Mt. View Middle School. In the area of STAR mathematics, 6th, 7th, and 8th grades do not any growth for English Learners and the socioeconomically disadvantaged. LESD will target mathematics professional development for the upper grades and will monitor the implementation of Math Talks and unduplicated student growth.

## 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 0.4%, English Learners 57.7%, and 93.2% of low-income students 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 highlights 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 System of Support at all school sites.

- Provide a Multi-Tiered Systems of Support (MTSS) staff
- Provide MTSS Professional Development
- Maintain Attendance Truancy Advocates
- Maintain a Vice Principal at each site
- Maintain athletics

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.

\* Maintain Parent Engagement Liaisons

- Maintain parent involvement through training on how to use the educational materials
- Maintain Parent Professional Development/Conferences
- Maintain Parent/Family Non-Academic activity
- Provide District and School site Websites

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.

\* Camp Keep for 6th grade

\* Summer School Program

\* Professional Development- ELA, ELD, Math, Tech

\* Enrichment/Intervention Math Teacher

\* Enrichment/Intervention Math Teacher

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.

\* AVID

\* Technology Devices and Infrastructure

\* 21st Century

\* Distance Learning teacher

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 slowly transitioned to a hybrid in-person and distance learning instructional model. Throughout this time, LESD 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. School closure impacted LESD in several key areas contained in the 2021-24 LCAP, including, training for teachers, technology for students and teachers, and students' 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 district 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.



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the LCAP development process, LESD receives input on a variety of district programs and services provided to students. This process consists of two objectives: 1) To inform educational partners of progress towards meeting the district's LCAP goals and, 2) To determine changes or additions needed to meet current goals. The process provides a broad group of educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback is gathered using the following strategies: surveys, school site meetings, and parent/partnership committees.

Lamont Elementary School District believes that engaging educational partners will provide a better understanding of the current needs of the district. Together we can identify informed decisions and develop a shared responsibility. This will, in turn, provide a positive outcome by building trust, and transparency. The input derived from educational partners drives the development of the LCAP.

In order to begin the process of engaging our educational partners, we gathered data from various sources: Metrics in the LCAP which include local data such as STAR English Language Arts and Math reports, baseline data from the 2019 dashboard, and Local Indicators which include the state priorities:

Basic Conditions of Learning (Priority 1)

Implementation of State Academic Standards (Priority 2)

Parent and Family Engagement (Priority 3)

School Climate, as measured by a local climate survey (Priority 6)

Access to a Broad Course of Study (Priority 7)

In addition, other data provided to educational partners are the California Healthy KIDS survey data results, attendance reports which include truancy, and behavior reports identifying types of behaviors and those that may lead to suspensions.

Once we gathered the data, we consulted with educational partners, reviewed the data, and asked for advice about how to address the identified needs. Educational Partners were given the opportunity to respond to each LCAP goal and give us input by responding to the following four prompts for each goal: 1) What are the areas of strength 2) Identify the root causes for the areas of strength 3) What areas should we consider for improvement?

4) Identify root causes for the improvement areas. During these needs assessments, we analyzed the following student groups: 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 consulted parents through various parent groups such as the District Parent Advisory Committee and the District English Learner Parent Advisory Committee meetings 3 times a year. Other means of parent input were parent surveys - once a year, parents and



members of the public were given the opportunity to submit written comments in regards to the actions and expenditures proposed in the LCAP during two district town hall meetings. All notifications to our parents are translated to Spanish since 53.7% of our student population are English Learners and overwhelmingly over 15% are Spanish Speaking. In addition, during the public hearing, LESD solicited the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The agenda was posted 72 hours in advance and included information on where the LCAP was available for public inspection. The public hearing meeting is in addition to the LCAP adoption meeting by the governing board.

- \* The district consulted with SELPA on all aspects of LCAP goal actions.

- \* The district met with bargaining units to solicit feedback. These meetings are held once a year.

- \* Four times a year, beginning of the year, and after every trimester (3), school site staff, including teachers, principals, and other school personnel participated in grade-level data analysis and decision making.

- \* Student focus groups, through breakfast with the Superintendent, were held in the Spring with a focus on low-income students, English Learners, and Foster and Homeless Youth with 6th -8th graders from each school site.

- \* Additional community input is through the annual LCAP presentation meeting to the South Valley Neighborhood Partnership Meeting through the Family Resource Center and outside student support agencies.

This information was consolidated into our Executive Summary used at all the above-listed educational partner group meetings. During needs assessments, teams categorized all the input into themes and analyzed for possible LCAP revisions. The following themes emerged as "High Value" for educational partners:

- 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

The district has advertised and will be conducting a public hearing to seek input on the LCAP on June 7, 2022, during the Governing Board meeting.

The adoption of the LCAP will take place on June 21, 2022, Governing Board meeting.

#### A summary of the feedback provided by specific educational partners.

The following is a summary of our educational partners' input:

Administrators, principals, vice-principals, teachers, and other staff would like LESD to continue to work on:

- a. Professional Development for staff members to embrace 21st-century learning to prepare students for college and careers.
- b. Professional development in AVID, reading, ELD, math, thinking maps, close reading, vocabulary development, and 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 and Emotional Learning, motivation, homework assistance, technology, etc.
- f. Vice-Principals at each school site.
- g. 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:

Parents and community:

- 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.

Parent and community:

- 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.

Parent and community:

- Add art classes, dance, and 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.

\* Supports for credit deficient students to complete graduation by providing reading and math labs at the Middle School.

Parent and community:

- Add art classes, dance, and 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.

\* Provide additional academic services for students such as music, art, and chorus in the lower grades.

#### Parent and Community Input: Training

- 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 Units:

- Provide individualized support by creating an action plan for the specific student and collaborating 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 year 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, and 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 and Adoption:

The district has advertised and will be conducting a public hearing to seek input on the LCAP on June 7, 2022, during the Governing Board meeting.

The adoption of the LCAP will take place on June 21, 2022, Governing Board meeting.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

During the needs assessment, educational partners identified many strategies as important. After going through the strategies, educational partners would then add or discuss why it was important to keep or change. Once the process was completed, the information was consolidated into categories. 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 educational partners' input and how the LCAP was influenced by it. Each section below addresses educational partners' feedback and how the feedback was used to develop the LCAP.

From the educational partners' parent input, GOAL #3 Action #3 in the LCAP was influenced by providing Summer School. LESD Summer School program was provided In-Person, from 8:15 – 1:00 pm. Monday through Friday. The total instructional time is PK-1st: 205 daily minutes, for 2nd – 4th: 210 minutes, and for 5th-8th grade: 215 minutes. This includes breakfast and lunch daily and transportation is also provided. For grades PK-8, Summer School integrates the Next Generation Science Standards and practices into reading, writing, vocabulary, language, and math. Students will engage in daily writing through interactive journals and 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 as follows: 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, and individual and group work.

Another area influenced by parents, staff, and the Bargaining Unit was Goal #3, Action #4 by extending 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, LESD purchased MyOn Digital Library. Staff 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 to support the student's independent reading level setup; 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.

Educational partners, parents, and staff, also influenced Goal #1 Action #8 of the LCAP by providing additional time for tutoring. LESD expanded the Reading and Math Intervention to the Afterschool Program: LESD Reading and Math Intervention are from 3:00 – 5:00 pm. Monday through Friday for grades TK - 8th grades. This expands 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 collaborates with site Academic Coaches to review student data to target students that are falling below the grade level threshold. Local data is used to target students. The program being 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 student support.

Staff Input/Bargaining Unit influenced Goal #3 Action #14 by Expanding Teacher-Directed Instruction After School:

Grade level teachers are able to provide targeted intervention to their students in reading and/or math instruction 2- 5 days a week as needed. Teachers use diagnostic assessments, grade-level classroom materials, and assignments. Support is provided to students through scaffolding and able to make the content accessible to students. Teachers give frequent formative assessments to provide data-driven instruction. Even though the program is offered throughout the 2021-2024 school year, the grouping will be prioritized to underserved subgroups as they meet their goals and are recognized for their success. Teachers offer additional support to individual students and provide support by creating an action plan for the specific student. Teachers 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.

Another area influenced by educational partner input is accelerated progress to close the achievement gap; parent, staff, and Bargaining Unit, Goal #3 Action 11. LESD added an additional Intervention teacher to each school site to provide extended learning opportunities; this is adding to the existing site Academic Coaches. These intervention teachers provide reading-focused tutoring interventions for grades kindergarten – 2nd. The focus is on targeting the lower grades first and then shifting focus to grades 3rd-8th. The intervention teachers utilize the district's intervention program which is a research-based program and is aligned to the core classroom content and grade-level standards. The intervention teachers 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 work with no more than 3-4 students in a group which is suggested by the research as the most successful way to support students. The goal of the intervention teachers is to accelerate the learning progress and assist in closing the achievement gap of the students by targeting small group interventions. The intervention teachers provide additional individualized support by creating an action plan for the specific student, monitoring student progress, and communicating with parents.

LCAP Goal #3 Action #5 was influenced by the input of parents and staff including administrators, principals, and vice principals by providing educators with professional development in mathematics:

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

Another area in the LCAP influenced by parent and staff input is Goal #3 Action #5 and Goal #4 Action #2: Provide educator professional development on Close Reading, ELD, Writing, 21 Century skills: AVID WICOR

Professional development for staff in reading. We have partnered with the Kern County Superintendent of Schools AVID Coordinator to target reading to accelerate student progress. Our focus is Socratic Seminars. Reading/Deep reading strategies Writing/Note Taking,

Inquiry/Costa's Level of Thinking, Collaboration/Listening/Speaking. This process targets English Language Development with a comprehensive reading focus.

Input from teachers, administration, and other staff has influenced Goal #3 Action #11 by adding additional ELA and Math support content experts to support instruction in the classroom. The district hired 3 Academic Coaches to augment support to our educators in ELA, math, and professional development by increasing the instructional capacity through research-based practices and professional development. They also assist site Academic Coaches in modeling lessons ensuring that additional support is available for staff.

Another area influenced by parents, staff, and the Bargaining Units' input was Goal #3 Action 11 and Goal #4 Action 5. The district hired a district Professional Development TOSA to target 21st-century learning professional development as the district began to move forward implementing the integration of curriculum and technology. In addition, this TOSA works together with the ELA and Math TOSA to support digitizing lessons, support technology, and ELA and Math professional development teacher support. These district TOSAs 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.

Goal #1 Action #4 by providing additional health support services to our students. The district hired 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, and student input influenced Goal #1 Action #1 by providing additional social-emotional and mental health support to our students. The district hired two additional Social Workers to enhance our services in self-awareness, social awareness, decision-making process, self-management, and relationship skills. In addition, the social workers provide professional development support to all classified and certificated staff so they can provide students with SEL support while in the classroom, playground, and cafeteria. Social Workers work with grade-level PLCs to identify student social-emotional needs, and brainstorm existing and new practices that support students and staff. Our additional Social workers have strengthened the development of our Positive Behavior Intervention Support System Tier Structures. They have enhanced our Tier I & II components during Student Study teams sessions, IEPs, and leadership team meetings. Their focus is 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, and disengaged students, and in collaboration with the Family Resource Center working with truant students. Through the Tier II systems of interventions, the team has developed student support plans to provide targeted interventions, progress monitoring, daily CICO (check-in and check-out) 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 has influenced Goal #1 Action #3 by providing additional mental health support to our students and support with parent collaboration. The district hired 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.

Parent and Bargaining Unit input influenced Goal #2 by Expanding services to our families through the Lamont Elementary School District Parent Center. The LESD Parent Center serves as a community learning hub. In our educational partners' meetings, parents asked for additional training so they could support their students in mathematics and reading. Our parent center liaisons have added parenting classes on "How to support My Child in Reading and Math" also "Computer Skills classes," "How to Support my Child with Homework," The classes are offered during the mornings and evenings to accommodate all parents' needs. Parents also provided input to update the computer lab in the parent center to make sure all computers are functional in case students need to complete homework and or projects. LESD has purchased additional computers to update the parent center with all working computers and additional printers, and supplies to have them available to our parent community and students. In addition, as the parents asked for social-emotional workshops, LESD social workers provide morning and evening workshops to support our parents so they can have the tools to support their children.

Lastly, additional input from staff, parents, teachers, and administrators that influenced Goal #3 Action #14 was to add additional Middle School Support to 8th graders by utilizing 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. LESD allocated funding to support in this area.



# 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. SB 98 and AB 130 suspended the reporting of performance indicators in the California Dashboard for 2020-21 and 2021-22, therefore the following information is based on our local and state data and input from our educational partners. We provide our local and state metrics in an Executive Summary to share with our educational partners and used for LCAP input.

After reviewing Kern Integrated Data System (KiDS) and realizing that 47% of our students are chronically absent our educational partner 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.	2021-22 attendance rate was at 88.43% as measured by Kern Integrated Data System (KiDS).			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%.	2021-22 chronic absenteeism as of June 6, 2022 was at 46% and end of year data indicates 47% as measured by the Kern Integrated Data System (KiDS).			Decrease Chronic Absenteeism rate to at least 3% as measured by the Kern Integrated Data System (KiDS).
Priority 5 Pupil Engagement: (C) Middle School drop out rates	2019 Drop out rate for Mt.View Middle School is 0%.	2021-22 Drop out rate for Mt.View Middle School was 0.15% as measured by the Kern Integrated Data System (Kids).			Decrease the district drop out rate to 0%.
Priority 5 Pupil Engagement: (D) High School drop out rates	N/A	N/A			N/A
Priority 5 Pupil Engagement: (E) High	N/A	N/A			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School graduation rates					
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 Students to 0%. 2018-2019 Dashboard data showed pupil suspension rate at 1.2%. *Due to COVID-19 rate is extremely low.	2021-22 suspension rate was at 1.68% as measured by the Kern Integrated Data System (KiDS).			Maintain the District's suspension rate of 0%.
Priority 6 School Climate: (B) Pupil expulsion rates	In 2020-21, 0% students were expelled. *Due to COVID-19 rate is extremely low.	2021-22 expulsion rate was 0%.			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%	2021-22 California Healthy Kids Survey results indicate that only 58.5% of students feel safe while in school.			85% of students will feel safe while in school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students felt safe while in school.				

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS Staff	<p>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 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>	\$655,000.00	Yes
1.2	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 that will include benefits for low socioeconomic students, Foster Youth,</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and English Learners. This action was underfunded, and additional funds were allocated.</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 socioeconomic students, Foster Youth, and English Learners.</p> <p>2) Purchase supplies for Professional Development and Implementation.</p> <p>3) Students from each school site are given good behavior cards when caught following school rules and directions. Students then redeem these cards for educational incentives from a PBIS store. This action was underfunded and funded by another source last school year; therefore, more funds were added to this action to purchase supplies needed for each school site.</p> <p>4) In addition, this year we want to provide: Restorative Attendance and Behavior Support Practices Framework professional development for our MTSS team. This framework lays out what supports and interventions we should be providing for attendance issues and behavior support to our low socioeconomic students, Foster Youth, and English Learners. The MTSS team includes Social Workers, Family Advocates, Vice Principals, Special Education staff, site attendance advocates, Family advocates, and Family Resource Center staff.</p>		
1.3	Vice-Principals for all school sites	<p>Employ Vice Principals to provide additional 1 on 1 services to students needing additional support to succeed, including low socioeconomic students, Foster Youth and English Learners. 50% of the salary of 4 VP's will be paid and additional funds were added to this action due to the fact that this action was underestimated.</p> <p>1) Increase services to low socioeconomic students, Foster Youth, and English Learners who are struggling with truancy and behavioral issues.</p>	\$320,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2) Increase communication with parents of low socioeconomic 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 socioeconomic students, Foster Youth, and English Learners.</p>		
1.4	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>	\$195,000.00	Yes
1.5	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 family advocate teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
1.6	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
1.7	School Safety/License fees for Raptor	Employ two Campus Supervisors for Mt.View Middle School and Alicante School with an emphasis on our low socioeconomic students, Foster Youth, and English Learners. Research has shown that	\$255,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		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.		
1.8	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. This action will be paid out of the Expanded Learning Opportunity Program Grant (ELOP).	\$0.00	No

## 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.

There were substantive differences in the implementation of the following actions:

Action 1.1: The MTSS staff were readily available at each school site to assist students with SEL after returning full time from the pandemic (COVID-19). Many students were suffering from social-emotional stress and with social workers at each site they were immediately accessible to assist students as needed.

Action 1.5: Truancy Advocates played an intricate role in getting students back to school. Many families were not sending their child back to school due to fear of COVID-19. Advocates made home visits and meet with families to get students either back to school or enrolled in Independent Study classes.

Action 1.6: Athletics was difficult to fully implement due to COVID-19 restrictions, safety precautions and decisions made by our local school board. Chronic absenteeism rate increase significantly and we hoped that by implementing sports in January of 2022 students would want to return to school. Sports only returned for our Middle School but they will be fully implemented for the 22-23 school year.

Action 1.7: School Safety, the Campus Supervisor position was not filled due to job description not being approved by our local school board. Due to recent events and the safety of our students, the job description is currently up for approval and this position will be filled for the 22-23 school year.

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

Lamont School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 1 was \$1,314,000.00. The estimated actual expenditures for 2021-22 LCAP Goal 1 was \$1,272,662.16. This a difference of \$41,337.84. The substantive differences were over spending in Action 3 and under spending in Actions 6 through 8. Action 3 spending difference was due to preliminary spending estimates being inaccurate and Actions 6 through 8 spending difference is attributed to the uncertainty surround COVID-19.

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

In 2020-21, the district's attendance rate was at 93.97 as measured by CALPADS Data compared to the 2021-22 attendance rate of 88.43% as measured by Kern Integrated Data System (KiDS). We decreased in attendance by 5.54%; our goal for 2022- 23 is to increase the district's attendance rate at or above 95%. We believe that the following actions will support reaching our goal since we are fully in-person and classroom quarantines have decreased significantly: 1) employing MTSS Staff to provide academic and behavioral support to address the social and emotional learning needs of students and to work with low socio-economic students, Foster Youth, and English Learners, 2) having Vice-Principals for all school sites to increase supervision and enhance positive behaviors, 3) nursing staff to support with any medical needs that may keep students at home, 4) truancy advocates to re-engage students who are missing schools, 5) athletics to motivate students to be in school every day and enhance positive behavior, 6) School Safety/License fees for Raptor to provide a safe school environment for students and parents. These actions will also support to maintain or decrease our 2021-22 suspension rate shown as 1.68% as measured by the Kern Integrated Data System (KiDS). In addition to the added funding to strengthen the actions as we add Restorative Attendance and Behavior Support Practices Framework professional development to our PBIS Tier II and III teams. This framework lays out what supports and interventions we should be providing for attendance issues and behavior support to our low socioeconomic students, Foster Youth, and English Learners. MTSS teams include Social Workers, Family Advocates, Vice Principals, Teachers, Special Education staff, site attendance advocates, Family advocates, and Family Resource Center staff. These actions show that we are making progress according to the data.

LESD's 2021-22 chronic absenteeism as of June 6, 2022, was at 46% and end-of-year data indicates 47% as measured by the Kern Integrated Data System (KiDS). However, prior to school closures, the 2019 data for chronic absenteeism shows 8.1%. Even though the actions in this goal do not show growth as planned, we believe that it was the COVID-19 effects and now that school is back in-person, we believe that chronic absenteeism will reduce as these actions take place throughout the year.

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.

Based on an analysis of Goal 1, the following changes to metrics will be made for the 2022-2023 school year. After reading survey data students felt that it was still unsafe to return to school during COVID-19 and did not feel safe. We added funds to action 1.2 to provide professional development, including supplies, for the implementation of our Multi-Tiered framework. The MTSS team includes Social Workers, Family Advocates, Vice Principals, Special Education staff, site attendance advocates, Family advocates, and Family Resource Center staff. In addition to the added funding, we added support for students' positive behavior through the use of behavior cards when caught following school rules and directions. Students then redeem these cards for educational incentives from a PBIS store. Also, we added Restorative Attendance and Behavior Support Practices Framework professional development for our MTSS team. We underestimated the salaries for VP's for action 1.3 and will be adding funds to this action to cover 50% of their salaries. Funds will be added to action 1.7 to ensure that our schools are safe and hire campus supervisors for two of our higher populated campuses. Since COVID-19 we did see a decrease in athletic participation and we do plan to expand our athletic program in the coming years. Funding for action 1.8 will no longer be paid out of the LCAP and will now be paid out of the ELOP funds.

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

# 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	Full Implementation according to the local indicator self-reflection tool 2020-2021.	Full Implementation according to the local indicator self-reflection tool 2021-2022.			Full Implementation and Sustainability according to the 2024 local indicator self

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and school sites as measured by the Local Indicator Self Reflection Tool.					reflection tool Fall 2024.
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.	2021-22 data indicates 61.4% of parents of unduplicated students attended back to school night as indicated by sign in sheets.			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.	2021-22 data indicates that 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
2.1	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
<b>2.2</b>	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.	\$40,000.00	Yes
<b>2.3</b>	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
<b>2.4</b>	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. Project Inspire, Parent University and a variety of other parent classes and trainings based on our educational partners feedback will be made available. These classes will be coordinated with the school sites and will be offered across the district and at multiple sites with the intent of increasing 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> <li>4) Offer parent education to enhance home and school partnerships as well as cater to parental interests.</li> <li>5) Provide education on: restorative practices; trauma-sensitive schools; learning and behavior; U.S. school system; and other topics</li> </ol>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>selected by educational partners (i.e., from parent meetings, surveys and LCAP meetings.  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> <p>A) Personnel cost  B) Conference Fees  C) Materials and Supplies  D) Transportation cost</p>		
<b>2.5</b>	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
<b>2.6</b>	District Translator	<p>Employ a District Communication/Parent Translator &amp; 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.</p>	\$80,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>2.7</b>	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 supertime 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
<b>2.8</b>	District and School site Websites	<p>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.</p>	\$5,000.00	Yes
<b>2.9</b>	Mt.View Middle School Orientation	<p>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.</p> <p>1) Personnel costs</p> <p>2) Materials and Supplies</p> <p>3) Transportation for parents and students</p>	\$5,000.00	Yes
<b>2.10</b>	Parent Involvement TOSA	<p>Employ a Parent Involvement Academic Coach (TOSA), that will provide classes that will build parent 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.</p> <p>Offer parent education to enhance home and school partnerships as well as cater to parental interests</p> <p>*Provide education on: restorative practices; trauma-sensitive schools;</p>	\$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums)</p> <p>*Provide translation as needed for all events</p> <p>*Continue transportation to and from school and community leadership opportunities</p> <p>*Expand parent/community volunteer and leadership and educational (college and career readiness) opportunities</p>		

## 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.

There were substantive differences in implementation of the following actions:

Action 2.1: Kindergarten Registration and preparation for parents was a great success. We were able to enroll approximately 90 Kindergarten students. The Family Resource Center and staff from the Migrant Education Office were on hand to share/offer services that are provided by the district. The After School Program also had an opportunity to share with parents the program and handed out applications to interested families. There was a mobile immunization clinic on hand offering immunizations and dental services were also available.

Actions 2.4, 2.5, 2.7, 2.9 Parent Involvement activities were difficult to implement due to pandemic restrictions. The District cancelled most in-person parent workshops, back to school night, and parent conferences. Online opportunities were provided but were not well attended. Due to pandemic restrictions, in person parent conferences, Back to School Night, and parents not being allowed on campus to volunteer as has been done in the past. The District ordinarily appreciates and welcomes parents to participate in various volunteer opportunities and their child's learning. These restrictions have made it difficult to continue improving parent engagement, the District conducted a communications survey with both staff and parents to determine the effectiveness of current communication strategies and identify areas for improvement.

Action 2.8: Educational Partners had express that the district website was too difficult to navigate. With this in mind, the district and school site websites were redesigned, updated and are now user friendly for our families.

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

Lamont School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 2 was \$149,500.00. The estimated actual expenditures for 2021-22 LCAP Goal 2 was \$122,789.34. This a difference of \$26,710.66. The substantive differences were over spending in Action 1 and under in Actions 4, 5, 7, and 9. Action 1 required more staff than budgeted. Actions 4, 5, 7, and 9 under spending is mostly attributed to the uncertainty surrounding COVID-19.

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

In 2021-22, the data indicates that 61.4% of parents of unduplicated students attended back to school night as indicated by sign-in sheets and 50% of parents of unduplicated students attended parent conferences and/or back to school night. In addition, in 2020-21, the district conducted and completed a 100% of IEPs with parent input and the 2021-22 data indicates the same outcome; our goal is to maintain 100% for the 2022-23 school year. As students and staff came back to in-person instruction, the actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. Parent Involvement: (A) Efforts to seek parent input in making decisions for district and school sites as measured by the Local indicator Self Reflection Tool, remained at full implementation from 2020 to 2021 school year, the goal is to improve it to Full Implementation and Sustainability.

Therefore, the following actions: Kindergarten Orientation, Parent Engagement Liaisons, funds to all 4 school sites to recognize parents for attending Parent meetings, Parent Professional Development/Conferences, Parent/Family Non-Academic activity, District Translator, Cene Con Sus Hijos Dinner, District and School site Websites, and Mt. View Middle School Orientation show that even though we will continue to increase over 50% of our district parents are coming back to integrate themselves into the district's parent engagement activities. In addition, the district will add a parent involvement TOSA to provide additional services to enhance and expand support to parents of unduplicated students.

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

Our educational partners and metrics in the Reflections/Identified Need section of the LCAP continue to indicate the importance of parent and family engagement. For 2022-23, the District plans to offer Project Inspire and Parent University assist parents in their role and develop their understanding of the instructional program and how they can help their child(ren) to succeed, therefore additional funds were added to Action 2.4. In addition, the District will continue to employ the Parent Engagement Liaisons and District Communication Translator & Interpreter to expand and improve communication with parents, staff, and the community. The District will also include a Parent Involvement TOSA, Action 2.10, to lead parent involvement classes and activities in the Parent Center along with the Parent Engagement Liaisons. This new action was based on feedback from our Educational Partners.

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

# 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, consultation with educational partners, 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. Specifically, the 2019 California School Dashboard Data showed 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 educational partner 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.	For 2021-22, 85% 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 was 0%.			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.	For 2021-22 100% 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	2021-22 all facilities had an overall rating			All facilities will be maintained in "good or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
facilities maintained in good repair.	Good/Exemplary as indicated on the FIT report rating the LEA at 100%.	of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.			exemplary" repair as 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.	In 2021-22, 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.	For 2021-22 100% 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%	2020 and 2021 CAASPP data is not available. Due to COVID-19, the LEA did not administer the assessment. STAR data for students that			5% increase of students who have scored at Met or Exceeded Standard.  All Students: ELA 38.76%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math 22.88% Science 14.94%  2019 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for:  ELA 10.04% Math 8.31% Science 0.85%	scored At/Above Benchmark is listed below:  ELA: MATH: 3rd - 25% 35% 4th - 19% 31% 5th - 21% 28% 6th - 17% 31% 7th - 14% 25% 8th - 10% 17%			Math 27.88% Science 34.93%  ELL: ELA 15.04% Math 13.31% Science 7.90%
Priority 4 Student Achievement: (B) A-G Requirements	N/A	N/A			N/A
Priority 4 Student Achievement: (C) Percentage of pupils who have successfully completed CTE pathways.	N/A	N/A			N/A
Priority 4 Student Achievement: (D) Percentage of pupils who have successfully completed both B & C.	N/A	N/A			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	For the 2020-21 school year KiDS Data reports that 33.29% of ELL students made progress towards EL 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.	Based on 2021-2022 KiDS Data 5.98% of English Language 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			N/A
Priority 4 Student Achievement: (H) Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).	N/A	N/A			N/A
Priority 7 Course Access: (A) Extent to which pupils have access to and are enrolled in a broad	100% of students, including unduplicated pupils had access to all required areas of broad coursework as	For 2021-22 100% of students, including unduplicated pupils had access to all required areas of			All students have access to a broad course of study that includes all subject areas defined in Ed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
course of study as measured by master schedules.	measured by master schedules as stated by Ed Code 51210 and 51220.	broad coursework as measured by master schedules as stated by Ed Code 51210 and 51220.			Code 51210 and 51220 as measured by master schedules and course offerings.
Priority 7 Course Access: (B) Programs and services developed and provided to low income, English learner and foster youth pupils.	<p>100% of low income, English learners and foster youth pupils 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>2021-22 data indicates that 100% of low income, English learners and foster youth pupils 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 57.98% Low Income 89.64% Foster Youth 2.24%</p> <p>AFTER SCHOOL PROGRAM English Learners 55.50% Low Income 88.52%</p>			<p>100% of low income, English learners and foster youth pupils 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 60.00% Low Income 90.00% Foster Youth 6%</p> <p>AFTER SCHOOL PROGRAM English Learners 60.50% Low Income 97.33% Foster Youth 5.35%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	INTERVENTION ACADEMY English Learners 60.70% Low Income 91.87% Foster Youth 0%	Foster Youth 2.52%  INTERVENTION ACADEMY English Learners 67.79% Low Income 93.84% Foster Youth 0.28%			INTERVENTION ACADEMY English Learners 68.00% Low Income 96.00% Foster Youth 5%
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.	For 201-22 100% 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).	The KIDS Dashboard for Renaissance STAR data indicates the following End of the Year results for ELA and Math At/Above Benchmark:  ELA: MATH: 3rd - 14% 21% 4th - 21% 23%	Based on 2021-22 the KIDS Dashboard for Renaissance STAR data indicates the following End of the Year results for ELA and Math At/Above Benchmark:  ELA: MATH: 3rd - 25% 35%			Increase STAR results by 5% in each subject area to the following:  ELA: MATH: 3rd - 19% 26% 4th - 26% 28% 5th - 22% 33% 6th - 20% 32%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th - 17% 28% 6th - 15% 27% 7th - 18% 25% 8th - 16% 26%	4th - 19% 31% 5th - 21% 28% 6th - 17% 31% 7th - 14% 25% 8th - 10% 17%			7th - 23% 30% 8th - 21% 31%

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	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
<b>3.2</b>	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
<b>3.3</b>	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 the program 3) Transportation Costs	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.4</b>	Instructional Assistance	<p>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.</p> <p>1) Provide support for English Learner students in literacy and all content areas in English language acquisition under the direction of a certificated teacher.</p> <p>2) Provide support for Unduplicated Pupils students in literacy and mathematics under the direction of a certificated teacher.</p>	\$415,000.00	Yes
<b>3.5</b>	Professional Development- ELA, ELD, Math, Tech	<p>1) Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common 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</p>	\$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
3.6	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
3.7	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
3.8	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
3.9	Physical Education Teachers	Employ 5 Elementary Physical Education Teachers, 1 at Lamont Elementary School, 1 at Myrtle Ave School, 2 at Alicante School and 1 at Mt.View Middle School. These teachers will principally direct their focus on low socio-economic students, Foster Youth and English	\$555,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		Learners to emphasize the importance of exercise and making healthy choices while in school and at home.		
<b>3.10</b>	Classroom Size Reduction Teachers	Employ Staff in grades 4-6 to maintain 26/1 (5 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. 1 teacher was added to grades 4-6. This will provide more opportunities for teachers to develop relationships with students and provide individualized instructional support.	\$2,145,000.00	Yes
<b>3.11</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	\$475,000.00	Yes
<b>3.12</b>	District Buy Back Day	Funding for Academic Buy Back Day for both Certificated and Classified Staff. Professional Development will provide that will assist staff with meeting the needs of low socio-economic students, Foster Youth and English Learners.	\$125,000.00	Yes
<b>3.13</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.	\$320,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.14</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).	\$30,000.00	Yes
<b>3.15</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.	\$370,000.00	Yes
<b>3.16</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.	\$70,000.00	Yes
<b>3.17</b>	Dual Immersion Teacher	Employ a Dual Immersion teacher for 7th grade students at Mt.View Middle School to continue the program beyond 6th grade.	\$135,000.00	Yes
<b>3.18</b>	Academy/ELOP Academic Liaisons	The District will provide additional teacher and student support through the curriculum department by developing a system of continuous support to address low student achievement and other academic, social, and emotional needs of students, with an emphasis on on-site training to support unduplicated pupils, particularly low income and EL students, at the three elementary schools. These Liaisons will then transition to ELOP program and will be considered the site lead for that site.	\$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1) 3 Academic Liaisons 50% funding, other 50% funding will come from ELOP		

## 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.

### Successes:

- \* 100% Compliance on the Williams requirement that our students do have standard-aligned materials.

- \* All facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%. 2021-22 all facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.

- \* State standards were fully implemented as verified by data collection obtained through routine classroom walk-through and Google Classroom Observations.

- \* 100% of English Learners received designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk- through and Google Classroom observations.

There were substantive differences in implementation of the following actions:

Actions 3.1 and 3.2: Educational field trips and Camp Keep were impossible to implement as planned due to COVID-19. The district experienced delays in implementing Educational Field trips and the traditional weeklong Camp Keep trip. The Board of Trustees were not allowing students to take fieldtrips at the beginning of the school year, however, students will be able to experience educational field trips next year as planned.

Action 3.3 will continue however, ESSR funds were used to implement this action and for the 2022-23 school year the LEA will use ELOP funds for this action.

Action 3.4 was fully implemented, and instructional aides were able to provide learning recovery due to the COVID-19 pandemic. They were able to provide support for English Learner students in literacy and all content areas in English language acquisition under the direction of a certificated teacher.

Actions 3.5 and 3.12: Professional Development and District Buy Back Day were difficult to implement due to the challenge of substitute shortage and COVID-19. During high periods of staff COVID related illnesses, the district was forced to cancel or postpone some PD opportunities.

Action 3.6 Chapter Books were purchased, however, not all school sites depleted their LCAP funds and other funds were used to purchase books. This action will continue for the 2022-23 school year.

Action 3.7 The Math Intervention teacher was fully implemented at Mt. View Middle School. The Intervention teacher was able to provide small group instruction and was able to meet the needs of students needing additional 1 on 1 support to succeed.

Action 3.8 this action was implemented and ESSR funds were allocated for this action. The LEA will continue to fund this action using LCAP funds.

Action 3.9: 4 Elementary Physical Education teachers were hired, and this action was fully implemented. They were able to emphasize the importance of exercise and making healthy choices while in school and at home.

Action 3.14 Enrichment/Intervention Support was limited due to the fact that staff unwilling to stay after school to work with students due to COVID-19. Many staff members were willing to take safety precaution measures and only worked their contracted hours.

All other actions were implemented as planned.

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

Lamont School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 3 was \$5,197,500.00. The estimated actual expenditures for 2021-22 LCAP Goal 3 was \$4,273,787.54. This a difference of \$923,712.46. The substantive differences were under spending in Actions 1, 2, 3, 5, 6 ,8,11 and 12. Actions 1, 2, 5, 12 under spending was due to uncertainty surrounding COVID-19. Action 3 was covered by other new one-time funding sources. Action 6 and 8 were under spent and school sites will spend their allocation this school year for both actions. Action 11 under spending was due to the fact that several Academic Coaches were funded from a different funding source and not from LCAP.

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

The percentage of ELL, Low Income, and foster youth students that received intervention support has increased for all three programs. This is specifically supported by Actions 3.3, 3.7, 3.8, and 3.14.

Teachers on Special Assignment have provided effective coaching and instructional support to teachers throughout the school district. They coach teachers effectively using lesson study, just in time instructional feedback, and grade level PLCs to support improving student learning and outcomes. We have taken numerous steps in our Professional Development plan to increase the opportunity for teachers to learn, synthesize ideas, and put these ideas into practice. These new learning opportunities translate into better student outcomes.

Several of our metrics weren't reported, nevertheless, these along with our local assessments show that we still have a ways to go to improve student outcomes. In a time where student needs are so varied and plentiful, the commitment to diverse learning models are critical to overall success of our programs. We are focused on the work our certificated and classified staff give to our English Language Learners, Low Income and Foster Youth needed for academic success. We are sure these strategies will prove beneficial in all metrics related to our students' academic success to assist them in being college and career ready.

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.

Based on an analysis of Goal 3, the following changes to actions will be made for the 2022-2023 school year. Although very successful and students showed progress, Action 3.3 will now be funded under the Expanded Learning Opportunity Program (ELOP) and will continue through 2024. One additional Physical Education teacher will be added to Action 3.9 and one classroom size reduction teacher will be added to Action 3.10 to meet the needs of our ELL's, Low Income, and Foster Youth students, therefore, funding was increased to both of these actions.

Funding was decreased from Action 3.11, Academic Coaches, other funding sources will be used for this action. After meeting with our Educational Partners it was noted that there were many outdated books in our school libraries and some school libraries had limited selections. With that in mind, funds were added to Action 3.13 to purchase more books and supplies to all four school libraries.

Enrichment/Intervention Support after school, Action 3.14 will be partially funded with ELOP funds. Funds for this action were decreased. Educational Partners were concerned with the lack of instruments and the fact that students were unable to take them home. Additional funds were added to Action 3.15 so that additional instruments and supplies can be purchased for our English Language Learners, Low Income and Foster Youth students. Action 3.18 was included to assist sites with intervention, the transition to academies, and to support the ELOP program.

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

# 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.	In 2021-22, 85% 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 0%.			95% of teachers will be fully credentialed. 100% teachers teaching with EL authorization.
Priority 1 Basic Services: (B) Pupil	100% Compliance on the Williams	For 2021-22 100% Compliance on the			100% Compliance on the Williams

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access to standards-aligned materials.	requirement that our students do have standard-aligned materials as measured by the textbook sufficiency report.	Williams requirement that our students do have standard-aligned materials as measured by the textbook sufficiency report.			requirement that our 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%.	For 2021-22 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>2020 and 2021 CAASPP data is not available. Due to COVID-19, the LEA did not administer the assessment.</p> <p>STAR data for students that scored At/Above Benchmark is listed below:</p> <p>ELA: MATH: 3rd - 25% 35% 4th - 19% 31% 5th - 21% 28%</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>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		6th - 17% 31% 7th - 14% 25% 8th - 10% 17%			
Priority 4 Student Achievement: (B) A-G Requirements	N/A	N/A			N/A
Priority 4 Student Achievement: (C) Percentage of pupils who have successfully completed CTE pathways.	N/A	N/A			N/A
Priority 4 Student Achievement: (D) Percentage of pupils who have successfully completed both B & C.	N/A	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.	For the 2020-21 school year KiDS reports 33.29% of ELL students made progress towards EL proficiency.			Increase the percent of EL progress to 55%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Student Achievement: (F) English Learner reclassification rate.	In 2020-21 based on Data Quest 149 students (9.3%) English Learners were reclassified.	Based on 2021-2022 KiDS Data, 5.98% of English Language 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			N/A
Priority 4 Student Achievement: (H) Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).	N/A	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%</p>	<p>The 2021-22 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: 3rd - 25% 35% 4th - 19% 31% 5th - 21% 28%</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%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th - 15% 27% 7th - 18% 25% 8th - 16% 26%	6th - 17% 31% 7th - 14% 25% 8th - 10% 17%			8th - 21% 31%

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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
4.2	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>	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Technology Devices and Infrastructure	<p>Funding for this action was increase due to the fact that the district plans to provide each student with 2:1 devices, 1 while at school and one to use while at home for homework. Teachers are also in need of new devices, the current devices that they are using as a teaching tool are slowly becoming outdated and unuseable. The LEA also plans on purchasing 1:1 Ipads for grades TK-1 to use supplemental teaching applications for intervention. The LEA will also 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 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>	\$2,329,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	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  2) Provide funding for 5 IT Support Staff to adhere to 21st Century learning.</p>	\$565,000.00	Yes
4.5	21st Century and Staff	<p>Funding for this action has significantly increased due to the fact that some of our current classrooms do not support 21st Century learning opportunities for students. Funds will be principally directed to support the needs of our low socioeconomic students, Foster Youth, English Learners, and low-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. Due to our location in a small, rural community, our students, especially our low-income students, English Learners, and Foster Youth, often lack access to opportunities that expose them to science, technology, engineering, arts, and mathematics in the application.</p> <p>1) LESD will be expanding our STEM classes at Mt. View and will purchase Chromebook carts, hot spots, flexible seating, document cameras, 3-D printers, and multi-Promethean boards around the classrooms; these will add learning sections where students can explore and formulate their own learning.</p>	\$3,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2) Learning sections will also require flexible sitting so students can move from whole-group learning to small-group as needed for their learning to take place.</p> <p>3) LESD will be adding the same technology as the multi-Promethean panels and flexible sitting to all classrooms not only STEM classrooms in order to expand the services to all low socioeconomic students, Foster Youth, English Learners, and low-income students in each classroom and all schools.</p> <p>4) School libraries will also be updated with flexible sitting and book collections. English and Spanish books to serve as a 21st Century community hub. Adding book displays by sections and book collections.</p> <p>5) LESD will be adding certificated and classified personnel to provide additional 21-century strategies. For example, adding book nights will require additional personnel.</p> <p>6) Maker Spaces for all 4 schools to provide different experiences during their day to our unduplicated pupils. LESD will purchase Makey Makeys, all the supplies required for the banana piano, pencil pacman controller, and cardboard guitars. Also, LEGO kits, Cubelets, Bloxels, Ozobots, Squishy Circuits, Hyper Duino kits, Little Bits, and Polar 3Ds. If rooms are not available, we will lease 1 portable per school site.</p>		
<b>4.6</b>	Student Academics	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,	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		therefore, the funds allocated will be utilized to pay for entry fees, supplies, and travel expenses. 1) Personnel Cost 2) Entry Fees 3) Travel Expenses 4) Materials and Supplies Cost		
4.7	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 students may have for our low socio-economic students, Foster Youth, and English Learners and prepare them for 21st Century Learning.	\$130,000.00	Yes
4.8	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.	\$0.00	Yes
4.9	Independent Study Teachers	3 Independent Study teachers to provide instructional support to students whose parents/guardians prefer this option over traditional, in-person instruction due to COVID-19, health, safety, and social-emotional issues due to the pandemic.	\$405,000.00	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.

There were substantive differences in implementation of the following action:



Action 4.1 the lease of modular buildings allows for LEA to continue to have class room size reduction which allows students to have more individualized time with their teacher.

Action 4.2 Advancement via Individual Determination (AVID), it was difficult to fully implement this action because at the beginning of the school year and due to COVID-19 staff was not attending conferences and students were not attending field-trips. At this time, twenty-five staff members will be attending Summer Institute and hopefully we will be able to host a Pathway session in our district if there is availability to substitutes.

Action 4.3 the LEA was able to purchase devices, hotspots and supplemental educational software. We are now a 1 to 1 device district which allows our students to work remotely when their classroom is on quarantine.

Action 4.4 was not fully implemented due to the fact that we were unable to fill one of the Technology Support staff positions. We did have applicants however, they were unqualified for the position and the position is still posted on Ed Join.

Action 4.5 twenty-first century classroom supplies. With the influx of other funds tended to address learning loss the LEA used those one-time funds for this action.

Action 4.8 Distance Learning Teacher was not hired for the 2021-2022 school year due to the suspension of "distance learning" and the transition of distance learning through "independent study." The district did hire 4 independent study teachers however, they were compensation with other funds provided to the district for learning loss.

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

Lamont School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 4 was \$2,233,799.00. The estimated actual expenditures for 2021-22 LCAP Goal 4 was \$1,398,829.58. This a difference of \$834,969.42. The substantive differences were under spending in Actions 2, 4, 5, 8. Action 2 was due to uncertainty surrounding COVID-19. Actions 4 and 8 were due to not being able to fill a position. Action 5 was partially covered by other funding sources and the district continues to wait for additional facilities funding to become available from the state.

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

The LEA continues to have 100% Compliance on the Williams requirement that students do have standard aligned materials and textbooks. The percentage of students scoring At/Above Benchmark in STAR reading and math increase in most grade levels. This is specially supported by Actions 4.2, 4.3, 4.4, and 4.5.

STAR data as measured by the KiDS dashboard showed some increase by certain grade levels in ELA (grades 3,5, and 6) and Math (grades 3 and 6) and 5th and 7th grade maintained the same percentage. This was partially due to the implementation of AVID strategies being implemented in all subject areas specially ELA and Math. These strategies make students think outside the box and to organize their classroom notes, assignments and homework. AVID is now implemented at all four school sites and we will eventually become an AVID district which promotes college and career ready learning.

Students had access to digital network devices while at school and at home which assisted them with learning. Hot spots were made available to students that did not have internet at home while completing homework assignments or having to work remotely. Students were able to access Google Classroom, Clever, and Google meets when their classroom was put on quarantine. The learning continued regardless if in the classroom learning or during remote learning (only when class was quarantined).

Some classrooms were updated with state of the art teaching tools which assist teachers with their direct instruction and 21st Century learning.

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.

Based on an analysis of Goal 4, the following changes to the actions will be made for the the2022-2023 school year. Funding increased dramatically for Action 4.3 Technology Devices and Infrastructure. The LEA has transitioned to 1 to 1 devices and it is imperative that our English Language Learners, Low Income, and Foster Youth students have access to the internet while at home working on homework and a functional device. Due to the COVID-19 the LEA quickly transitioned to 1 to 1 devices for students and staff. Our educational partners felt that it is necessary to have one Technology Support Staff at each school site to assist with technology issues immediately as they arise. Additional funds have been added to Action 4.4 to hire additional Technology staff. Additional funds will be allocated to Action 4.5 21st Century classrooms to expand our STEM classes at Mt. Miew, purchase Chromebook carts, hot spots, flexible seating, document, cameras, 3-D printers, and multi Promethean boards around the classrooms. Flexible sitting to create learning sections. The district will be adding the same technology as the multi-Promethean panels and flexible sitting to all classrooms in the district in order to expand the services to all low socioeconomic students, Foster Youth, English Learners, and low-income students in each classroom and all schools. School libraries will also be updated with flexible sitting and book collections. The district will be adding certificated and classified personnel to provide additional 21-century strategies. Lastly, the district will be adding Maker Spaces for all 4 schools to provide different experiences during their day to our unduplicated pupils. Funds for Action 4.6 were also increased due to the fact they were underfunded. This action gives students the opportunity to attend academic competitions which typically take place out of town and that they otherwise can not afford. Action 4.8 Distance Learning Teacher was not hired for the 2021-2022 school year due to the suspension of "distance learning" and the transition of distance learning through "independent study." Therefore, funds will not be allocated to this action and instead Action 4.9 was added to hire Independent Study teachers for those families that still have concerns about the ongoing pandemic, health or safety concerns, and students will social emotional issues. This action will definitely support our English Language Learners, Low Income and Foster Youth students.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$10,733,085.00	\$1,423,071.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.23%	12.83%	\$3,113,635.00	57.07%

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

The actions included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis and are consistent with 5 CCR Section 15496(b). As described in the instructions to the 2021-24 LCAP, these actions are 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.

Input from educational partners was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with educational partners to ensure the focus and determination of effectiveness remain centered on outcomes 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 2021-22, LESD’s district attendance rate was at 88.43% as measured by KiDS; the Chronic Absenteeism rate shows “all students” have a 46% chronic absenteeism rate, an increase of 37.9%. During the same year, Foster Youth had a 100% chronic absenteeism rate, while socioeconomically disadvantaged students had a 47.37% chronic absenteeism rate. For school climate, current California Healthy Kids Survey data that 58.5% of 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, and Foster Youth.

**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.

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.

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, & Gowe, 2013).

The following performance gaps have been identified through an analysis of our 2019 academic data which is the most recent data available on the California School Dashboard:

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.

#### Action 10: PARENT INVOLVEMENT TOSA (PIT)

LESD will enhance support for parents by adding a Parent Involvement TOSA to provide additional academic support classes to continue to build parent 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. The PIT will provide education on: restorative practices; trauma-sensitive schools; learning and behavior; the U.S. school system; and other topics selected by parents and families and expand parent/community volunteer and leadership and educational (college and career readiness) opportunities. This action will lead to increased parental engagement of unduplicated students as they learn about the educational system in the United States, and as they learn about ways to support their children with restorative practices.

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 by 4 points in the SBAC Mathematics and 10.1 points in ELA.

English learners increased by 7.6 points in ELA and 0.7 points in Mathematics and 50.9% of all English Learners made 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 most recent California Dashboard data available 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 in 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 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 support 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 2022-23, 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 by 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 educational partners.

#### 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 regard 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 support 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 in 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 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 into 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.

#### Action 18: ACADEMIC/ELOP ACADEMIC LIAISONS

The District will provide additional teacher and student support through the curriculum department by developing a system of continuous support to address low student achievement and other academic, social, and emotional needs to support unduplicated pupils, particularly

low-income and EL students, at the three elementary schools. These Liaisons will then transition to ELOP program and will be considered the site lead for that site.

**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 that provides the basic services and materials needed to participate successfully in a 21st Century educational experience.

In an analysis of local assessment data identified in goal 3 and the yearly Williams Act report data, the district has identified the following needs to improve performance across the needs of unduplicated students. Maximizing fully credentialed teachers who are effectively supported to increase students' educational success. According to the report, California's Positive Outliers: Districts Beating the Odds, published recently by the Learning Policy Institute, "the proportion of underprepared teachers — those teaching on emergency permits, waivers, and intern credentials — has a significant negative effect on achievement for all students. Sufficient access to standards-aligned instructional materials and a safe and clean environment maximizes student learning. The actions also speak to engaging students to participate successfully in a 21st Century educational experience by leasing modular buildings and continuing to offer Independent Studies teachers to maximize family and student engagement, implement AVID at all school sites expand it to the lower grades, make sure low income and foster youth have access to up-to-date technology, devices, and software; also a need for technical staff to ensure students and staff have the support to be technology college and career ready.

In consideration of the performance gap in academic achievement, LESD plans to implement the following actions in Goal 4 to support academic achievement for all unduplicated students.

Goal 4 Actions identified are the following:

**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 regard 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 its 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 them 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.

#### Action 7: STEM TEACHER

Provide students with extended learning time, assist with learning gaps. This action is based on our need to provide access and equity to a well-rounded education for all student groups our low socioeconomic students, Foster Youth, and English Learners for 21st Century Learning.

#### Action 9: INDEPENDENT STUDIES TEACHER

1) Provide instructional support to students whose parents/guardians prefer this option over traditional, in-person instruction, giving parents the choice of another 21 Century education learning style. Independent study is an alternative education program that addresses individual student and family needs. The model allows students to complete their academics outside the traditional classroom setting. Independent study involves a parent monitoring and keeping a student on task to complete assignments, quizzes, or tests and then turning in that work on a weekly basis. Colleges throughout the United States offer online courses and degrees where college students work independently and turn in their work to achieve a higher-level degree. In the same manner, LESD will continue to offer ISP education to its families to enhance college and career readiness for all unduplicated students preparing them for a future college career.

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

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

The Lamont Elementary School District provides a basic instructional program designed to provide learning opportunities for all students. After examining the needs of our English learners, foster youth, and low-income students, the District uses its LCFF supplemental and concentration (S/C) funds and other resources to provide the additional actions and services described above. Most increased/improved services are LEA-Wide initiatives aimed at increasing success for all students by using strategies principally directed to improve the educational outcomes of English Learners, Foster Youth, and Low-Income students. In summary, as described in detail above, the district is increasing/improving services for unduplicated pupils by providing high-quality instruction, and supporting staff to provide services primarily directed toward English learners, foster youth, and low-income students. The LEA has demonstrated that it has met the 44.23% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed toward 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 2022 KiDS data is 2822; it includes 90.9% of Socioeconomically Disadvantaged, 52.5% are English Learners, and 0.2% of 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 shown growth specifically with increased reclassification rates in recent years, their progress toward English language proficiency continues to be a need as scores show to be behind the state average. ELD support staff will support by identifying the needs of students as soon as they are identified as English Learners and providing the English Language Development level to staff and site and district administrators to provide targeted English Learners services that are specifically designed to address the unique needs of students who face language barriers. LESD then will focus 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. The ELD Support staff will principally provide additional support to our ELL parents assisting them in understanding the EL placement, reclassification process, ELD services, and how they can support it, in addition, to tracking data for our English Language Learners. The effectiveness of this action will be measured by maintaining and/or increasing 100% Initial EL parent contact every year, and by increasing the percentage of English Learners attending the following support programs from 57.98% to 60% Summer School EL attendance, After School Program from 55.50% to 60.50%, and Intervention Academy from 67.90% to 68%.

The percentage of all increased/improved services for English learners, foster youth, and low-income students is 57.07%, exceeding the 44.23% noted at the top of this section.

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

As part of the 2021 Budget Act, the state of California determined that schools serving over 55% enrollment of low-income, English learners, and/or students in foster care needed additional certificated and classified staff to provide direct services to students, compared to schools with a lower enrollment of these target student groups. All LESD schools have over 55% enrollment of Low-Income students, English Learners, and or Foster Youth. Starting in 2022-23, in order to reduce equity gaps and support staffing structures that are responsive to local academic needs at our schools, LESD will be using the grant to add on funding for the following goals and actions:

#### Goal #2 Action 10, the Parent Involvement TOSA

The Parent Involvement Academic Coach (TOSA), will provide classes that will build parents' 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.

**Goal #3 Action 18 - Academy/ELOP Academic Liaisons**

The District will provide additional teacher and student support through the curriculum department by developing a system of continuous support to address low student achievement and other academic, social, and emotional needs of students, with an emphasis on on-site training to support unduplicated pupils, particularly low income and EL students, at the three elementary schools.

**Goal #4 Action 9 - Independent Study Teachers**

The district will continue to provide three Independent Study teachers to provide instructional support to students whose parents/guardians prefer this option over traditional, in-person instruction due to COVID-19, health, safety, and social-emotional issues due to the pandemic.

All additional concentration grant add-on funding is to be used to retain credentialed and classified staff to provide direct services to students.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:20
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,846,720.00				\$13,846,720.00	\$7,495,275.00	\$6,351,445.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	MTSS Staff	English Learners Foster Youth Low Income	\$655,000.00				\$655,000.00
1	1.2	MTSS Professional Development	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.3	Vice-Principals for all school sites	English Learners Foster Youth Low Income	\$320,000.00				\$320,000.00
1	1.4	Nursing Staff	English Learners Foster Youth Low Income	\$195,000.00				\$195,000.00
1	1.5	Truancy Advocates	English Learners Foster Youth Low Income	\$70,000.00				\$70,000.00
1	1.6	Athletics	English Learners Foster Youth Low Income	\$120,000.00				\$120,000.00
1	1.7	School Safety/License fees for Raptor	English Learners Foster Youth Low Income	\$255,000.00				\$255,000.00
1	1.8	Expanded Learning-ASES Staff	All	\$0.00				\$0.00
2	2.1	Kindergarten Orientation	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Parent Engagement Liaisons	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
2	2.3	Parent Involvement	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
2	2.4	Parent Professional Development/Conferences	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
2	2.5	Parent/Family Non-Academic activity	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
2	2.6	District Translator	English Learners Foster Youth Low Income	\$80,000.00				\$80,000.00
2	2.7	Cene Con Sus Hijos Dinner	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.8	District and School site Websites	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.9	Mt.View Middle School Orientation	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.10	Parent Involvement TOSA	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
3	3.1	Education Fieldtrips for all grade levels	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
3	3.2	Camp Keep for 6th grade	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
3	3.3	Summer School Program	All	\$0.00				\$0.00
3	3.4	Instructional Assistance	English Learners Foster Youth Low Income	\$415,000.00				\$415,000.00
3	3.5	Professional Development- ELA, ELD, Math, Tech	English Learners Foster Youth Low Income	\$130,000.00				\$130,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.6	Common Core chapter books for students	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.7	Enrichment/Intervention Math Teacher	English Learners Foster Youth Low Income	\$95,000.00				\$95,000.00
3	3.8	Before and After School teacher/s for Mt.View Middle School	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
3	3.9	Physical Education Teachers	English Learners Foster Youth Low Income	\$555,000.00				\$555,000.00
3	3.10	Classroom Size Reduction Teachers	English Learners Foster Youth Low Income	\$2,145,000.00				\$2,145,000.00
3	3.11	Academic Coaches	English Learners Foster Youth Low Income	\$475,000.00				\$475,000.00
3	3.12	District Buy Back Day	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
3	3.13	Library Staff and supplies	English Learners Foster Youth Low Income	\$320,000.00				\$320,000.00
3	3.14	Enrichment/Intervention Support	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
3	3.15	Music/Band Teachers	English Learners Foster Youth Low Income	\$370,000.00				\$370,000.00
3	3.16	ELD Support Staff	English Learners	\$70,000.00				\$70,000.00
3	3.17	Dual Immersion Teacher	English Learners Foster Youth Low Income	\$135,000.00				\$135,000.00
3	3.18	Academy/ELOP Academic Liaisons	English Learners Foster Youth Low Income	\$130,000.00				\$130,000.00
4	4.1	Modular Buildings - Classroom size reduction	English Learners Foster Youth Low Income	\$20,400.00				\$20,400.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	AVID	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00
4	4.3	Technology Devices and Infrastructure	English Learners Foster Youth Low Income	\$2,329,820.00				\$2,329,820.00
4	4.4	Technology Support Staff	English Learners Foster Youth Low Income	\$565,000.00				\$565,000.00
4	4.5	21st Century and Staff	English Learners Foster Youth Low Income	\$3,000,000.00				\$3,000,000.00
4	4.6	Student Academics	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
4	4.7	STEM Teacher	English Learners Foster Youth Low Income	\$130,000.00				\$130,000.00
4	4.8	Distance Learning Teacher	English Learners Foster Youth Low Income	\$0.00				\$0.00
4	4.9	Independent Study Teachers	English Learners Foster Youth Low Income	\$405,000.00				\$405,000.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$24,265,835.00	\$10,733,085.00	44.23%	12.83%	57.07%	\$13,846,720.00	0.00%	57.06 %	<b>Total:</b>	\$13,846,720.00
								<b>LEA-wide Total:</b>	\$10,616,320.00
								<b>Limited Total:</b>	\$70,000.00
								<b>Schoolwide Total:</b>	\$3,160,400.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	MTSS Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$655,000.00	
1	1.2	MTSS Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.3	Vice-Principals for all school sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,000.00	
1	1.4	Nursing Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$195,000.00	
1	1.5	Truancy Advocates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
1	1.6	Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	School Safety/License fees for Raptor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$255,000.00	
2	2.1	Kindergarten Orientation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante School and Lamont School K	\$5,000.00	
2	2.2	Parent Engagement Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.3	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
2	2.4	Parent Professional Development/Conferences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.5	Parent/Family Non-Academic activity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.6	District Translator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	
2	2.7	Cene Con Sus Hijos Dinner	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.8	District and School site Websites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.9	Mt.View Middle School Orientation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School 7th grade	\$5,000.00	
2	2.10	Parent Involvement TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Education Fieldtrips for all grade levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
3	3.2	Camp Keep for 6th grade	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Myrtle Ave.	\$100,000.00	
3	3.4	Instructional Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$415,000.00	
3	3.5	Professional Development- ELA, ELD, Math, Tech	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
3	3.6	Common Core chapter books for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.7	Enrichment/Intervention Math Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School	\$95,000.00	
3	3.8	Before and After School teacher/s for Mt.View Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School	\$25,000.00	
3	3.9	Physical Education Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$555,000.00	
3	3.10	Classroom Size Reduction Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante School and Lamont School	\$2,145,000.00	
3	3.11	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$475,000.00	
3	3.12	District Buy Back Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
3	3.13	Library Staff and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.14	Enrichment/Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
3	3.15	Music/Band Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Myrtle Ave. and Mt.View 4th -8th Grades	\$370,000.00	
3	3.16	ELD Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$70,000.00	
3	3.17	Dual Immersion Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School 7th grade	\$135,000.00	
3	3.18	Academy/ELOP Academic Liaisons	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Lamont, Myrtle K-6	\$130,000.00	
4	4.1	Modular Buildings - Classroom size reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante School	\$20,400.00	
4	4.2	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
4	4.3	Technology Devices and Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,329,820.00	
4	4.4	Technology Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$565,000.00	
4	4.5	21st Century and Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	
4	4.6	Student Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.7	STEM Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School	\$130,000.00	
4	4.8	Distance Learning Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.9	Independent Study Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$405,000.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,894,799.00	\$7,068,324.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	MTSS Staff	Yes	\$625,000.00	\$618,065.00
1	1.2	MTSS Professional Development	Yes	\$10,000.00	\$10,350.00
1	1.3	Vice-Principals for all school sites	Yes	\$163,000.00	\$295,960.00
1	1.4	Nursing Staff	Yes	\$180,000.00	\$182,450.00
1	1.5	Truancy Advocates	Yes	\$66,000.00	\$64,250.00
1	1.6	Athletics	Yes	\$120,000.00	\$59,400.00
1	1.7	School Safety/License fees for Raptor	Yes	\$100,000.00	\$22,000.00
1	1.8	Expanded Learning-ASES Staff	Yes	\$50,000.00	\$20,300.00
2	2.1	Kindergarten Orientation	Yes	\$5,000.00	\$9,200.00
2	2.2	Parent Engagement Liasions	Yes	\$38,000.00	\$36,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Parent Involvement	Yes	\$4,000.00	\$3,650.00
2	2.4	Parent Professional Development/Conferences	Yes	\$5,000.00	\$0.00
2	2.5	Parent/Family Non-Academic activity	Yes	\$2,500.00	\$0.00
2	2.6	District Translator	Yes	\$75,000.00	\$68,550.00
2	2.7	Cene Con Sus Hijos Dinner	Yes	\$10,000.00	\$0.00
2	2.8	District and School site Websites	Yes	\$5,000.00	\$5,000.00
2	2.9	Mt.View Middle School Orientation	Yes	\$5,000.00	\$0.00
3	3.1	Education Fieldtrips for all grade levels	Yes	\$100,000.00	\$2,500.00
3	3.2	Camp Keep for 6th grade	Yes	\$100,000.00	\$7,040.00
3	3.3	Summer School Program	Yes	\$150,000.00	\$1,530.00
3	3.4	Instructional Assistance	Yes	\$435,000.00	\$376,500.00
3	3.5	Professional Development- ELA, ELD, Math, Tech	Yes	\$130,000.00	\$10,830.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Common Core chapter books for students	Yes	\$15,000.00	\$8,800.00
3	3.7	Enrichment/Intervention Math Teacher	Yes	\$95,000.00	\$95,750.00
3	3.8	Before and After School teacher/s for Mt.View Middle School	Yes	\$25,000.00	\$9,000.00
3	3.9	Physical Education Teachers	Yes	\$406,000.00	\$390,500.00
3	3.10	Classroom Size Reduction Teachers	Yes	\$2,092,000.00	\$2,014,000.00
3	3.11	Academic Coaches	Yes	\$629,000.00	\$547,000.00
3	3.12	District Buy Back Day	Yes	\$125,000.00	\$13,000.00
3	3.13	Library Staff and supplies	Yes	\$290,500.00	\$274,000.00
3	3.14	Enrichment/Intervention Support	Yes	\$80,000.00	\$16,500.00
3	3.15	Music/Band Teachers	Yes	\$333,000.00	\$316,500.00
3	3.16	ELD Support Staff	Yes	\$65,000.00	\$63,800.00
3	3.17	Dual Immersion Teacher	Yes	\$127,000.00	\$126,600.00
4	4.1	Modular Buildings -Classroom size reduction	Yes	\$20,400.00	\$20,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	AVID	Yes	\$150,000.00	\$62,000.00
4	4.3	Technology Devices and Infrastructure	Yes	\$600,399.00	\$600,399.00
4	4.4	Technology Support Staff	Yes	\$480,000.00	\$370,000.00
4	4.5	21st Century	Yes	\$750,000.00	\$226,000.00
4	4.6	Student Academics	Yes	\$5,000.00	\$8,500.00
4	4.7	STEM Teacher	Yes	\$113,000.00	\$111,600.00
4	4.8	Distance Learning Teacher	Yes	\$115,000.00	\$0.00

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
10,181,959.00	\$8,894,799.00	\$7,068,324.00	\$1,826,475.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	MTSS Staff	Yes	\$625,000.00	\$618,065.00		
1	1.2	MTSS Professional Development	Yes	\$10,000.00	\$10,350.00		
1	1.3	Vice-Principals for all school sites	Yes	\$163,000.00	\$295,960.00		
1	1.4	Nursing Staff	Yes	\$180,000.00	\$182,450.00		
1	1.5	Truancy Advocates	Yes	\$66,000.00	\$64,250.00		
1	1.6	Athletics	Yes	\$120,000.00	\$59,400.00		
1	1.7	School Safety/License fees for Raptor	Yes	\$100,000.00	\$22,000.00		
1	1.8	Expanded Learning-ASES Staff	Yes	\$50,000.00	\$20,300.00		
2	2.1	Kindergarten Orientation	Yes	\$5,000.00	\$9,200.00		
2	2.2	Parent Engagement Liasions	Yes	\$38,000.00	\$36,400.00		
2	2.3	Parent Involvement	Yes	\$4,000.00	\$3,650.00		
2	2.4	Parent Professional Development/Conferences	Yes	\$5,000.00	\$0.00		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Parent/Family Non-Academic activity	Yes	\$2,500.00	\$0.00		
2	2.6	District Translator	Yes	\$75,000.00	\$68,550.00		
2	2.7	Cene Con Sus Hijos Dinner	Yes	\$10,000.00	\$0.00		
2	2.8	District and School site Websites	Yes	\$5,000.00	\$5,000.00		
2	2.9	Mt.View Middle School Orientation	Yes	\$5,000.00	\$0.00		
3	3.1	Education Fieldtrips for all grade levels	Yes	\$100,000.00	\$2,500.00		
3	3.2	Camp Keep for 6th grade	Yes	\$100,000.00	\$7,040.00		
3	3.3	Summer School Program	Yes	\$150,000.00	\$1,530.00		
3	3.4	Instructional Assistance	Yes	\$435,000.00	\$376,500.00		
3	3.5	Professional Development-ELA, ELD, Math, Tech	Yes	\$130,000.00	\$10,830.00		
3	3.6	Common Core chapter books for students	Yes	\$15,000.00	\$8,800.00		
3	3.7	Enrichment/Intervention Math Teacher	Yes	\$95,000.00	\$95,750.00		
3	3.8	Before and After School teacher/s for Mt.View Middle School	Yes	\$25,000.00	\$9,000.00		
3	3.9	Physical Education Teachers	Yes	\$406,000.00	\$390,500.00		
3	3.10	Classroom Size Reduction Teachers	Yes	\$2,092,000.00	\$2,014,000.00		
3	3.11	Academic Coaches	Yes	\$629,000.00	\$547,000.00		
3	3.12	District Buy Back Day	Yes	\$125,000.00	\$13,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.13	Library Staff and supplies	Yes	\$290,500.00	\$274,000.00		
3	3.14	Enrichment/Intervention Support	Yes	\$80,000.00	\$16,500.00		
3	3.15	Music/Band Teachers	Yes	\$333,000.00	\$316,500.00		
3	3.16	ELD Support Staff	Yes	\$65,000.00	\$63,800.00		
3	3.17	Dual Immersion Teacher	Yes	\$127,000.00	\$126,600.00		
4	4.1	Modular Buildings -Classroom size reduction	Yes	\$20,400.00	\$20,400.00		
4	4.2	AVID	Yes	\$150,000.00	\$62,000.00		
4	4.3	Technology Devices and Infrastructure	Yes	\$600,399.00	\$600,399.00		
4	4.4	Technology Support Staff	Yes	\$480,000.00	\$370,000.00		
4	4.5	21st Century	Yes	\$750,000.00	\$226,000.00		
4	4.6	Student Academics	Yes	\$5,000.00	\$8,500.00		
4	4.7	STEM Teacher	Yes	\$113,000.00	\$111,600.00		
4	4.8	Distance Learning Teacher	Yes	\$115,000.00	\$0.00		

## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$24,259,234.00	10,181,959.00	0%	41.97%	\$7,068,324.00	0.00%	29.14%	\$3,113,635.00	12.83%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 2020–21 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> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.



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

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