



## LCFF Budget Overview for Parents

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

CDS Code: 15-63560-000000

School Year: 2023-24

LEA contact information:

Lori Gonzalez

Superintendent

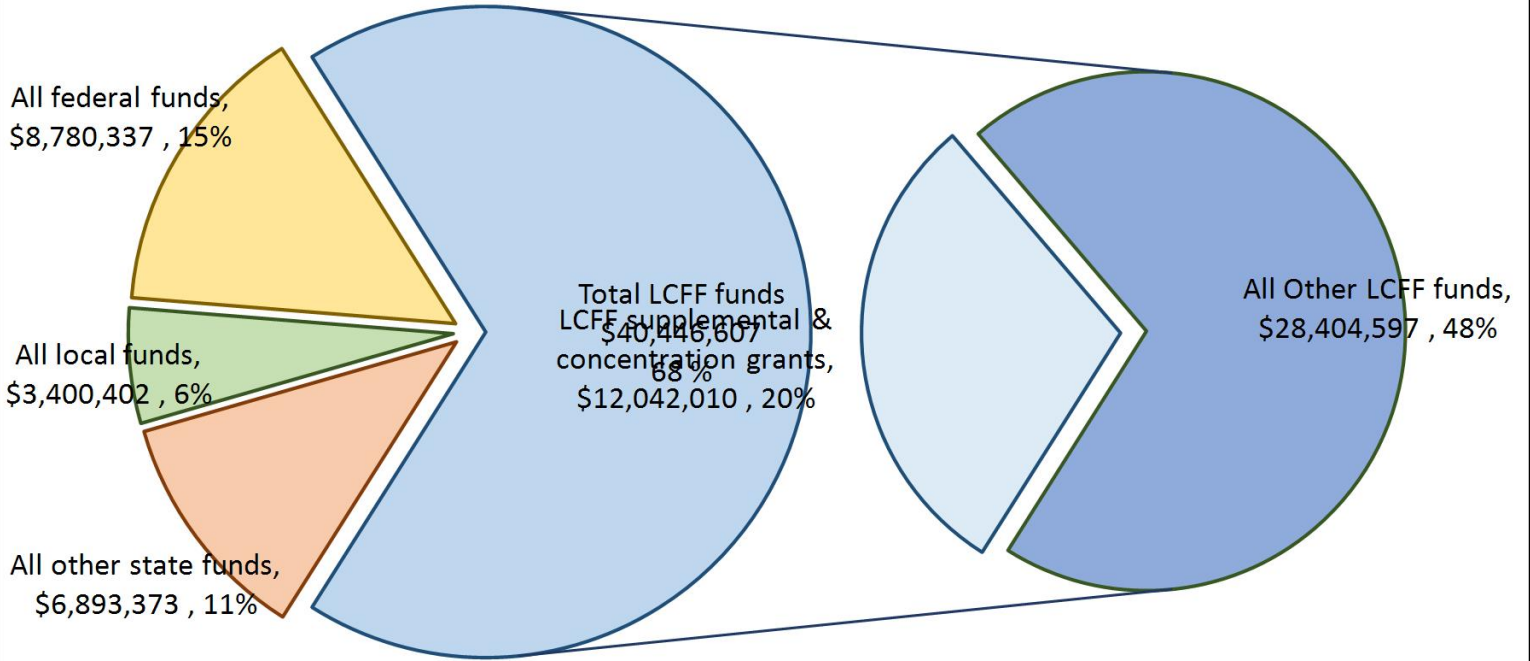
lgonzalez@lesd.us

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 2023-24 School Year

## Projected Revenue by Fund Source

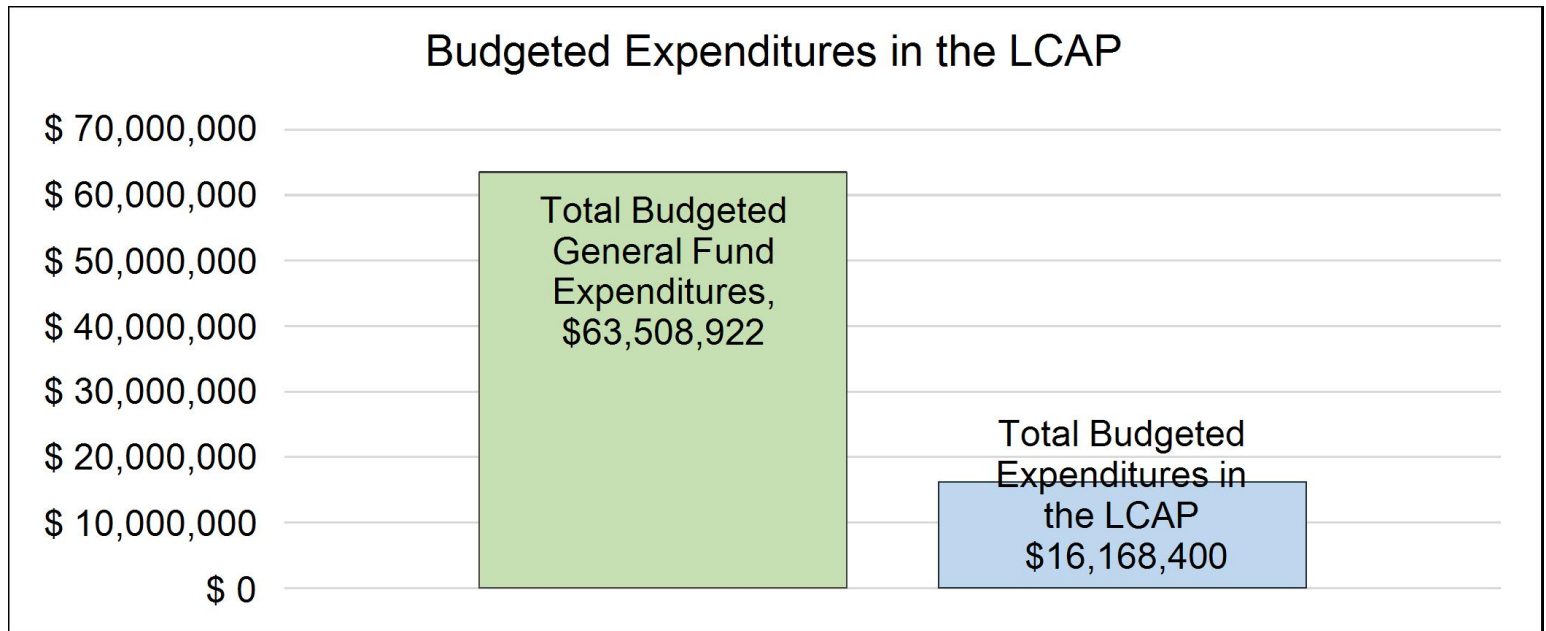


This chart shows the total general purpose revenue Lamont Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lamont Elementary School District is \$59,520,719, of which \$40,446,607 is Local Control Funding Formula (LCFF), \$6,893,373 is other state funds, \$3,400,402 is local funds, and \$8,780,337 is federal funds. Of the \$40,446,607 in LCFF Funds, \$12,042,010 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 2023-24. 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 \$63,508,922 for the 2023-24 school year. Of that amount, \$16,168,400 is tied to actions/services in the LCAP and \$47,340,522 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

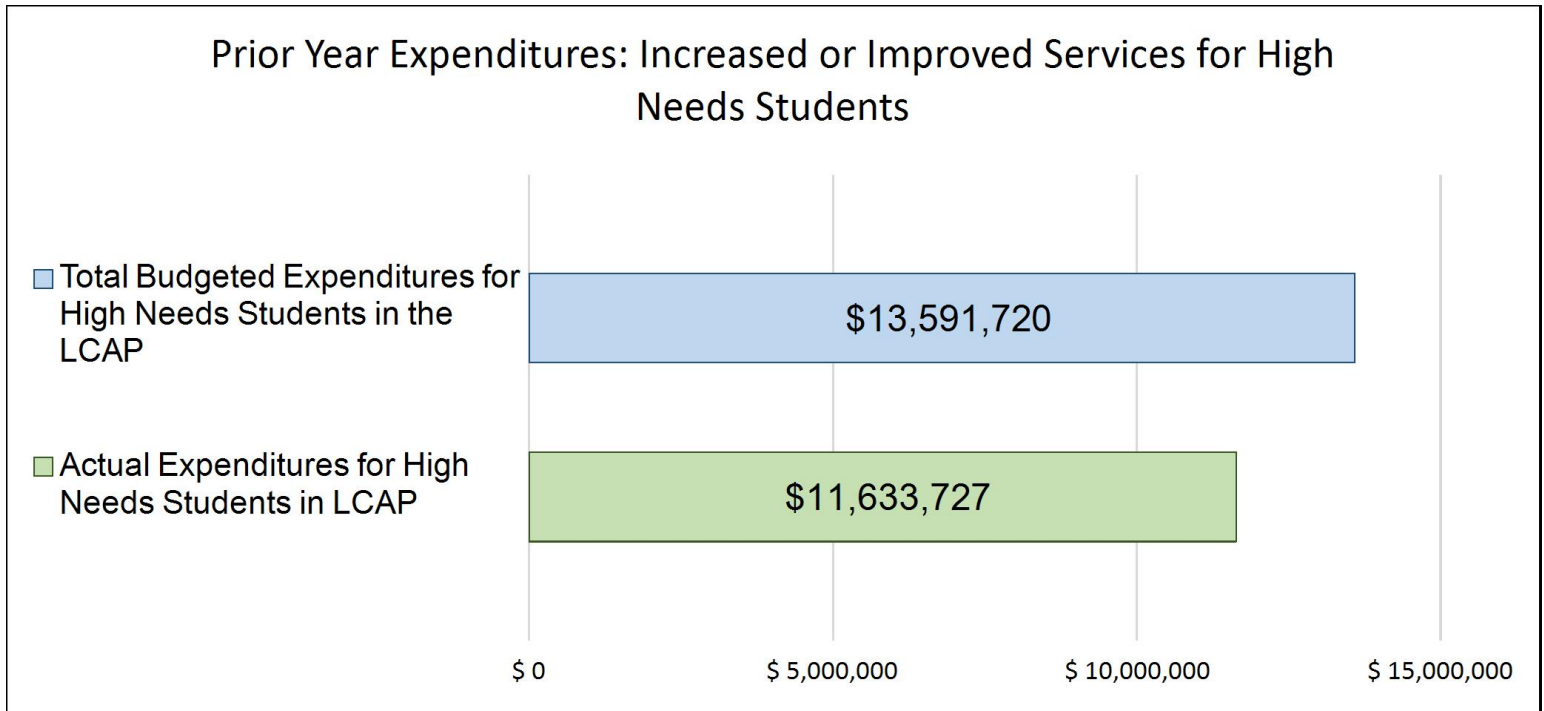
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) will be used for salaries and benefits for certificated teachers, classified personnel, and administrative personnel, expenditures for books and supplies, services, on-going operating expenses and capital outlay projects.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Lamont Elementary School District is projecting it will receive \$12,042,010 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 \$16,118,400 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 2022-23

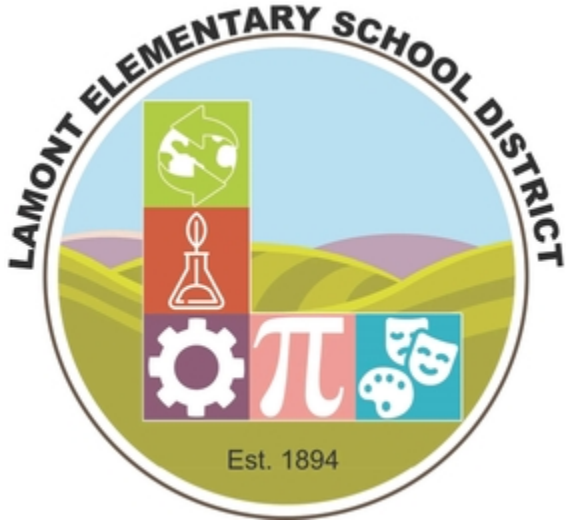


This chart compares what Lamont Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lamont Elementary School District estimates it has spent on actions and services that contribute to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

The text description of the above chart is as follows: In 2022-23, Lamont Elementary School District's LCAP budgeted \$13,591,720 for planned actions to increase or improve services for high needs students. Lamont Elementary School District actually spent \$11,633,727 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-1,957,993 had the following impact on Lamont Elementary School District's ability to increase or improve services for high needs students:

The current LCAP includes large budgeted amounts for technology. The district is currently in the process of upgrading technology systems in order to meet 21st-century learning. The district also has set aside monies in the LCAP to cover new building furnishings. These projects are in the early stages of planning.



## Local Control and Accountability Plan

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

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

## Plan Summary [2023-24]

### 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 2,697 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 student achievement." We recognize the pivotal role parents and staff play in creating an environment in which students feel safe and come to school ready to learn. We believe the keys to successful student achievement are listening, speaking, reading, writing, and mathematical thinking. 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. 87% of the

students are considered socio-economically disadvantaged. Basic student demographics indicate that 99% are of Hispanic descent, 1% are of other descent, 52% are English Language Learners, and 387 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 to become contributing citizens in our community." 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.

LESD schools experienced success at the LEA- and school-level, as evidenced by CDE reports, DataQuest, local assessments, LCAP surveys, and educational partner feedback in the following areas:

- Technology infrastructure continues to expand which supports equitable access to rigorous, standards-aligned instruction while assisting students in the development of 21st century skills.
- Participation at parent//guardian workshops/meetings and events increased by 8 %. This is due in part to the post COVID safety measures being uplifted, child care being provide, workshops/meetings being held in both English and Spanish and meetings were held at times when parents could attend. There was also an increase in the promotion of these opportunities via School Messenger and personal connections with the families by our team of Family Advocates.



- English learners (EL) benefited from a variety of targeted supports including the continued support of instructional aides who work individually and in small groups with EL students on their acquisition of English language skills. Additionally, EL students are supported through the District English Learner Advisory Committee (DELAC) meetings which experienced significant parent input in our schools. At these meetings, parents and family members provide input regarding the impact of the ELD program on their child's progress in language development and learn new methods of supporting academics at home through increased communication and collaboration with their child's teachers.
- 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.
- Teachers on Special Assignment (TOSAs) continued in their role as instructional coaches and participated in the development and adoption of standards-aligned curriculum to support the instructional capacity of our teachers and accessibility of the content for all students.
- Adopted curriculum has been successfully migrated to an online learning management system which was implemented program-wide in support of standardized and rigorous teaching and learning.
- Chronic Absenteeism declined by over 20% for all students. Additionally, the middle school dropout rate remains at 0%. These metrics reflect an increase in student engagement, leading to personal and academic achievement.
- 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.

- 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.

#### 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 2022 Dashboard: 1) English Learners Performance Level is Low . 2) Homeless performance level rate was Very Low.

Another success is reflected on the 2022 Dashboard State Indicator: ACADEMIC PERFORMANCE FOR ENGLISH LEARNER PROGRESS: 53.7% of EL's are making progress towards English language proficiency. Reclassified English Learners are only 6.7 points below standard for English Language Arts as compared to English Only students who are 62.9 points below standard.

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.

The data results from the 2022 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:

4th grade students showed an increase of students performing meeting or exceeding from 2022 to 23 in both ELA and Math from 19% to 26% in ELA and from 31% to 40% in Math.



5th grade students showed an increase in Math from 28% to 29% in Math.  
7th grade students showed an increase in Math as well and went from 25% to 28%.  
8th grade students showed an increase in ELA from 10% to 11% in ELA.

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.

LESD will continue to build on the successes by continuing with Professional Development for all 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.

Analysis of student data also identified opportunities for growth, as well as areas where expansion would positively increase student personal and academic achievement, strengthen the collaboration with educational partners, and align with the LEA- and school-level goals associated with continuous improvement.

- Expand the implementation of i-Ready, the adopted Reading and Math assessment and intervention program, with a focus on remediation which will provide students the academic skills necessary to access rigorous, grade level, standards-aligned curriculum.
- Continued momentum in the family engagement programs and offerings, which provide valuable input, communication, and opportunities for collaboration between the school and the home in support of student achievement.
- Continue a targeted focus on student attendance rates to reach the goal of 95% (Overall) by, utilizing designated staff for outreach, as well as web-based communication tools and the deployment of Parent Square.
- Many of our families have experienced an increased financial hardship due to the pandemic which can negatively impact student attendance and achievement. Therefore, there is a need to continue increasing community partnerships in order to provide additional support in addressing the basic needs of our students and families.
- Continue to expand support for foster youth and homeless students who experience challenges related to multiple placements, upheavals, and personal situations that often impede their academic and personal growth and achievement. Building upon the network of support currently in place through specialized staff and resources, LESD committed to growing in the identification and implementation of evidence-based practices to meet the needs of these particularly vulnerable youth.

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 Students with Disabilities was rank "High" (3.5% suspended at least one day) and Hispanics were ranked "Medium" (1.7% suspended at least one a day) and Socioeconomically Disadvantaged were ranked "Medium" (1.7% suspended at least one a day).

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. For Mathematics, the academic indicator, shows the Homeless subgroup performing at "Very Low", 167.7 points below standard. The steps taken to address this area as per the LCAP needs assessment stakeholder meetings were to identify the homeless students by site and identify any basic needs such as shelter, food, clothing, and transportation by the Family Resource Center. The school site is 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. English Learners performed as "Very Low" 112.5 points below standard, Hispanics performed at "Very Low" 104.8 points below standard, Socioeconomically Disadvantaged performed at "Very Low" 106.6 points below standard and students with Disabilities also performed at "Very Low" 151.7 points below standard.

3. In English Language Arts, English Learners performed "Very Low" 78.5 points below standard, Homeless performed "Very Low" 132.9 points below standard and Students with Disabilities performed "Very Low" 127 points below standard. 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 sub group shows that 73.1% were chronically absent which is considered "Very High". Students with Disabilities performed at "Very High" with 50.4% chronically absent. The English Learner, Hispanic also performed "Very High" with 35.4% chronically absent and Hispanics performed "Very High" with 38% chronically absent. After an analysis of this data the LEA is still recovering from the effects of COVID-19 which has caused for all subgroups to be at "Very High" for chronic absenteeism. The steps that will be taken to address this area of need is 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 Reflections as measured by the STAR Test on KIDS Unduplicated Student Data indicated that most grades did show an area of need:

3rd grade showed a 5% decrease in ELA and a 2% decrease in Math. 5th grade performed at 7% lower in ELA. 6th grade students decreased 4% in Math and 7th grade students decrease 2% in ELA. 8th grade students decreased 2% in Math as well. Student 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. 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 LESD 2022-23 LCAP highlights our increased focus on the educational needs of economically disadvantaged students, English Language Learners, and Foster Youth. These populations were impacted disproportionately by the unprecedented challenges of the Covid-19 pandemic, and experienced greater learning loss and disengagement as a whole than their peers. The actions and services outlined in this LCAP have therefore been purposefully designed to re-engage these students and recover academic skills through hands-on learning opportunities, relevant co-curricular experiences, and targeted supports in the classroom. Meaningful engagement of all educational partners in the LCAP process was a key to identifying the current needs of our unduplicated students and developing appropriate actions and services to support their educational and career goals and social-emotional growth in the post-pandemic landscape. Through focus groups, advisory committees, meetings, and surveys, LESD reached out to families, students, school staff, and the community to seek input. The actions and services in this LCAP reflect the insights that were shared by our partners.

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.

\* Educational Field trips for all students

\* Camp Keep for 6th grade

\* Summer School Program

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

\* Enrichment/Intervention Math Teacher

\* Provide funds for Special Education Students and Staff to attend professional development and to purchase supplemental supplies/material for students

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 Classrooms

## 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.

As schools returned to in-person instruction, LESD utilized a variety of meetings and activities to engage our educational partners in the LCAP process in order to identify needs that have emerged in the post-pandemic landscape. Advisory Groups, Focus Groups, and surveys were primary means of outreach to educational partners, but input was also collected during more informal meetings throughout the year. Actions in this LCAP were developed specifically to address the input from our educational partners through a collaborative process that gives a voice to students, parents and caregivers, teachers, school staff, Lamont Elementary School Board of Education, and community members.

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, data from the 2022 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 6, 2023, during the Governing Board meeting.

The adoption of the LCAP will take place on June 27, 2023, 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 6, 2023, during the Governing Board meeting.

The adoption of the LCAP will take place on June 27, 2023, Governing Board meeting.

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

Overall input from educational partners points to the need for more integrated systems of support throughout the school, increased capacity building for families and school staff, and more comprehensive College and Career preparation, especially for low-income families, English learners, foster youth, and students who are experiencing homelessness. The actions in this LCAP were developed to meet the needs of these learners, while supporting the academic growth of all students in the school.

Education Partners did express a need for funds to be provided for Special Education students. They felt that it was important that funds be allocated for supplemental supplies and funds to SPED instructional aides with professional development. With this recommendation, the LEA did add Action 3.19.

All Goals and most Actions will stay the same for the 2023-24 school year.

# 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 24% 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 remains high and of great importance in our community. 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).	2022-23 attendance rate was at 93.03% 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).	2022-23 chronic absenteeism rate as of May 18, 2023 was at 24% and end of year data indicates 24% 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).	2022-23 Drop out rate for Mt.View Middle School was 0% 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		N/A
Priority 5 Pupil Engagement: (E) High	N/A	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).	2022-23 suspension rate was at 1.61% 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%.	2022-23 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.	2022-23 California Healthy Kids Survey results indicate that only 67% 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>	\$100,000.00	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. Consulting fees have increased, therefore additional funds were added to cover these fees.</p> <p>2) Purchase supplies for Professional Development and Implementation. Additional funding was added to this action to purchase supplemental SEL curriculum for all school sites.</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.</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> <p>5) Additional funds were also added to this action to purchase positive behavior signage to improve school climate and to increase student attendance.</p>		
1.3	Vice-Principals for all school sites	Employ Vice Principals to provide additional 1 on 1 services to students needing additional support to succeed, including low 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.	\$320,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1) Increase services to low socioeconomic students, Foster Youth, and English Learners who are struggling with truancy and behavioral issues.</p> <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>	\$200,000.00	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	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>family advocate teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. They will develop and implement a comprehensive student attendance improvement plan and conduct outreach services and workshops creating a bridge to link families to district or community services and with a goal of creating a plan to get students to school every day. Truancy Advocates will work closely with Family Advocates, Site Administrators, teachers and parents to target attendance.</p> <ol style="list-style-type: none"> <li>1) Attendance Truancy Advocates for overseeing attendance improvement and reduction of chronic Absenteeism</li> <li>2) Regular data analysis to identify issues early</li> <li>3) Increased focus on chronic absentee students to monitor and track progress</li> <li>4) Increased monitoring and support for Foster Youth, Homeless and low socio-economic students.</li> <li>5) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals</li> </ol>		
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> <ol style="list-style-type: none"> <li>1) Uniforms for athletic teams</li> <li>2) Sport equipment</li> <li>3) Participation Fees</li> <li>4) Coaching staff stipend</li> </ol>	\$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	School Safety/License fees for Raptor	Employ a Campus Supervisors for Mt.View Middle School with an emphasis on our low socioeconomic students, Foster Youth, and English Learners. Research has shown that students tend to do better in school and attend school when they feel safe and secure. The LEA will continue to enhance security features at all school sites by renewing on-going license fees for the current Raptor Machines and purchases updated cameras for all school sites. The need to purchase emergency kits/supplies for students in the classroom.	\$500,000.00	Yes
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
1.9	Transportation/Bus	LESD is a rural high poverty community that serves 2,647 students with some living in unincorporated areas. The landscape creates many barriers for families to ensure students are in attendance every day. Educational partner feedback has shown consistent support for district transportation and would eliminate many of these barriers. LESD will provide home-to-school transportation for all students throughout the school calendar year to support school attendance by ensuring continued increased daily attendance.	\$400,000.00	Yes



## Goal Analysis [2022-23]

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.

Overall all actions towards this goal were fully implemented as planned with the exception of 1.7. Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.8 were fully implemented.

Particular success are as follows:

Action 1.1: Even though we had staffing changes, the MTSS staff were readily available at each school site to support students with social emotional needs. Students continued to experience different needs part of it due to the pandemic (COVID-19).

Action 1.5: Truancy Advocates continued to play an intricate role in getting students to school. Some families continued to have concerns with the results of the pandemic. Advocates made home visits and met with families to get students back to school.

Particular challenges are as follows:

Action 1.6: Athletics was fully implement but we had difficulty finding coaches in some grade levels. Chronic absenteeism rate increased significantly and we hoped that a fully staffed athletics program would entice students to attend school.

Action 1.7: This action was partially implemented. The Campus Supervisor position was not filled due lack of qualified applicants. This position is in route to be filled for the 23-24 school year. However, safety supplies were purchased and installed.

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 2022-23 LCAP Goal 1 was \$1,665, 000. The estimated actual expenditures for 2022-23 LCAP Goal 1 was \$1,415,080.50. This is a difference of \$249,919.50. The substantive differences were over spending in Action 5 and under spending in Actions 6 and 7. The 2 Campus Supervisors for Action 7 were not hired to due applicants being under qualified.

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

The actions implemented under this goal have been effective in increasing attendance (Priority 5 (a)), which will lead to improve student achievement and social emotional support for all students. In 2021-22 the districts attendance rate was 88.43% as measured by Kern Integrated Data System (KiDS). We decreased in attendance by 5.54% from previous year. In 2022- 23 attendance rate has increased to 93.04%. We hope to increase the attendance rate to at or above 95% for the upcoming school year. We believe that the stated actions will support reaching our goal 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. The LEA expulsion rate (Priority 6(b)) and dropout rate (Priority 5 (c)) continue to be at 0%. These actions will also support to decrease our 2023-24 suspension rate shown as 1.61% 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, School psychologists, and Family Resource Center staff.

LESD's 2021-22 chronic absenteeism (Priority 5 (b)) was at 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 pre pandemic growth levels, we believe that chronic absenteeism will decrease 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.

The goal will remain the same, funds were added to the following actions: 1.2 to cover full implementation expenses for MTSS and to purchase supplemental SEL curriculum. 1.4 to cover step and column salary changes and to purchase supplies. 1.6 to cover transportation fees and participation fees for all school sites. Funds were also added to 1.7 to purchase updated safety equipment at all school sites. Cost for these items have increased drastically, therefore, funds needed to be added to meet the increase in cost. Action 1.9 was added to ensure that students that live in the outlying areas attend school and have good attendance. The LEA will continue to promote the position/s for 1.7 to ensure that students feel safe while in school. The LEA will also continue to purchase safety equipment such as cameras and safety fences at school sites.

**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, and educational partners, 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, educational partner 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 of the LEA to participate and communicate effectively are needed 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. Under direct supervision from staff from the California Community Schools Grant, the Parent Liaisons will facilitate parents with classes that will assist them with working with their child while at home with homework. Our educational partner 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	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 according to the local indicator self-reflection tool 2022-2023.		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
decisions for district 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.	2022-23 data indicates 70% 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.	2022-23 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 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	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Parent Engagement Liaisons	Employ 2 Parent Engagement Liaisons, that will work under the supervision of the Community Grants Schools to facilitate 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.	\$43,000.00	Yes
2.3	Parent Involvement	Provide funds to all 4 school sites to recognize parents for attending Parent meetings or school related functions with a focus on our parents of low socioeconomic students, Foster Youth and English Learners. Materials purchased must be Educational materials that parents can use with their child at home while assisting with homework. Parents will receive training on how to use the educational materials provided to them (Ex: Chromebooks, E-readers, chapter books, etc.).	\$4,000.00	Yes
2.4	Parent Professional Development/Conferences	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: 1) Assist students in ELA, math, and homework , even if they do not speak the language 2) Develop life and parenting skills 3) Understanding equity and diversity 4) Offer parent education to enhance home and school partnerships as well as cater to parental interests.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>5) Provide education on: restorative practices; trauma-sensitive schools; learning and behavior; U.S. school system; and other topics selected by educational partners (i.e., from parent meetings, surveys and LCAP meetings).</p> <p>Trainers may 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>		
2.5	Parent/Family Non-Academic activity	<p>Schools will increase the opportunities available for parent engagement within the school community. These opportunities may 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. \$1000 for Lamont and Myrtle Ave. and \$1,500 for Alicante School and Mt.View Middle School and \$1000 for District Parent activities.</p> <p>A) Personnel costs  B) Materials and Supplies Cost</p>	\$6,000.00	Yes
2.6	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
2.7	Cene Con Sus Hijos Dinner	Fund a District Cene Con Sus Hijos Dinner for our parents of low socioeconomic students, Foster Youth and English Learners. 1) This dinner promotes the importance of family and the importance of communicating with your child while at home. 2) Strategies and modeling is provided to parents to show/guide them what suppertime could look like (no electronic devices) and guiding questions to ask their child are provided. 3) Supplies may included but not limited to, food, guest speaker, pens, pencils, paper, etc. and rental equipment if necessary.	\$25,000.00	Yes
2.8	District and School site Websites	Funds will be principally directed for parents of low socioeconomic students, Foster Youth and English Learners. It is imperative that the LEA maintain a functioning updated website as a resource for parents. Computers are available for parents to use to access the districts website along with hot-spots.	\$5,000.00	Yes
2.9	Mt.View Middle School Orientation	Allocated funds so parents of our low socioeconomic students, Foster Youth and English Learners can attend a beginning of the school year orientation at Mt.View Middle School. 1) Personnel costs 2) Materials and Supplies 3) Transportation for parents and students	\$5,000.00	Yes
2.10	Parent Involvement TOSA	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.	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>Offer parent education to enhance home and school partnerships as well as cater to parental interests:</p> <ul style="list-style-type: none"> <li>*Provide education on: restorative practices; trauma-sensitive schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums)</li> <li>*Provide translation as needed for all events</li> <li>*Continue transportation to and from school and community leadership opportunities</li> <li>*Expand parent/community volunteer and leadership and educational (college and career readiness) opportunities.</li> </ul> <p>This action is retired and is now braided with the California Community Schools Grant.</p>		

## Goal Analysis [2022-23]

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.

Overall all actions towards this goal were fully implemented as planned 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9, with the exception of 2.10.

Particular Success are as follows:

Action 2.1: Kindergarten Registration and preparation for parents was a great success. In an effort to increase the number of students enrolled it was decided to hold registration 2 consecutive Saturdays. We were able to enroll approximately 90 Kindergarten students between the 2 schools.

Action 2.2: Two Parent Engagement Liaisons were hired and under the supervision of the Community Grants Schools, facilitated a variety of classes for parents that could build capacity in their efforts to help their child at home with various learning strategies while completing homework. English as a second language classes were also available for parents 5 days a week throughout the school year.

Action 2.3: Funds were provided to all 4 school sites to recognize parents for attending Parent meetings or school related functions to increase parent participation.

Actions 2.4, 2.5, 2.7, 2.9: Each school site held their own Parent Involvement activities some were the same but some were site specific. Parents were once again welcomed and encouraged to volunteer in their child's classroom.

Action 2.6: A District Communication/Parent Translator & Interpreter provided services to families as needed for board meetings, district parent meetings and parent meetings including IEPs.

Action 2.7: We were able to host the Cene Con Sus Hijos event in the Spring. Due to the current student behavior needs it was decided to bring Victor Rios to speak to our Junior High School students and parents during the Cene event.

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 more user friendly for our families.

Particular challenges are as follows:

Action 2.10: Due to the restructuring of the Parent Education Center, LESD was able to leverage funding to hire a project coordinator which met a lot of the responsibilities of this TOSA. Moving further this action will be reformulated based on the current needs.

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

Lamont School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-23 LCAP Goal 2 was \$326,500. The estimated actual expenditures for 2022-23 LCAP Goal 2 was \$198,142.02. This a difference of \$128,357.98. The substantive differences were over spending in Action 1, 2, 5, 6, and 7, and under spending in Actions 4, 8-10. Action 1 required more staff and supplies than budgeted. Action 2.2 and 2.6 required more funds for salaries and Action 5 required more funds for supplies. Action 7 required more funds to cover the cost of a consultant/s and supplies needed for the Cene. Action 2.8 was under spent due to the fact that the website did not require fees for this school year. Action 2.9 was implemented however, school site funds were used for this action. Action 2.10 was not implemented and now with the restructuring of the Parent Education Center, this action will be funded with a new grant that the LEA received.

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

In 2022-23, school site data indicates that over 70% of parents of unduplicated students (Priority 3 (b)) attended back to school night as indicated by sign-in sheets and over 60% of parents of unduplicated students attended parent conferences and/or back to school night. In addition, in 2022-23, the district conducted and completed 100% of IEPs with parent input (Priority 3 (c)) and the 2022-23 data indicates the same outcome; our goal is to maintain 100% for the 2023-24 school year. Our bilingual Parent Engagement Liaisons continue to play a critical role in parent communication and engagement.

Therefore, the following actions: Kindergarten Orientation (2.1) , Parent Engagement Liaisons (2.2), funds to all 4 school sites to recognize parents for attending Parent meetings (2.3), Parent Professional Development/Conferences (2.4), Parent/Family Non-Academic activity (2.5), District Translator (2.6), Cene Con Sus Hijos Dinner (2.7), District and School site Websites (2.8), and Mt. View Middle School Orientation (2.9) indicate that our district parents are integrating themselves into the district's parent engagement activities. In addition, through the family resource center, the district will 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 2023-24, the District plans to offer Project Inspire and Parent University classes to assist parents in their role and develop their understanding of the instructional program and how they can help their child(ren) to succeed while in school. 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 continue to work with the Family Resource Center to lead parent involvement classes and activities in the Parent Center along with the Parent Engagement Liaisons. Additional funding was added to Action 2.1 to pay for staff salaries and to purchase supplies needed for Kindergarten registration. Funding for Action 2.2 also increase due to step and column advancement for staff. Some additional funds were also added to Action 2.5 due to price increase for supplies. Cene Con Sus Hijos, Action 2.7 was underfunded and funds were included to include a guest speaker to speak to our parents during this event.

**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%.	For 2022-23, 86% 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.	For 2022-23 100% 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	2022-23 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%.	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.	In 2022-23, 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.	For 2022-23 100% 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	2022 CAASPP results for "all students" that scored at Met or Exceeded Standard for:  All Students:		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%	ELA 24.2% Math 11.03% Science 13.64%  ELL: ELA 8.64% MATH 4.32% SCIENCE 2.6%		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		N/A
Priority 4 Student Achievement: (C) Percentage of pupils who have successfully completed CTE pathways.	N/A	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		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.	2022 California School Dashboard data indicates that 53.7% 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.	Based on 2022-23 KiDS Data, 6.35% 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		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		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	For 2022-23 100% 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.	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>2022-23 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 59.25% Low Income 92.41% Foster Youth 2.12%</p> <p>AFTER SCHOOL PROGRAM English Learners 58.35% Low Income 89.67%</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%	Foster Youth 2.95% INTERVENTION ACADEMY English Learners 68.65% Low Income 95.24% Foster Youth 2.12%		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 2021-2022 100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.	For 2022-23 100% 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%	Based on 2022-23 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 - 20% 33%		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%	4th - 26% 40% 5th - 14% 29% 6th - 17% 27% 7th - 12% 28% 8th - 11% 15%		7th - 23% 30% 8th - 21% 31%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Education Fieldtrips for all grade levels	Provide funding for low socio-economic students, Foster Youth, and English Learners, to attend an Educational Field-trip and for the opportunity to experience art, science, and environmental education first hand. Educational field trips are planned instructional activities that involve students learning experiences that are difficult in a classroom situation. Funding will include transportation and admission fees.	\$200,000.00	Yes
3.2	Camp Keep for 6th grade	Provide funding for Camp Keep to provide an educational experience (environmental education) outside of the classroom for low socio-economic students, Foster Youth, and English Learners.	\$165,000.00	Yes
3.3	Summer School Program	Operate a Summer Academy Program to promote continued learning recovery for students adversely impacted by the COVID-19 pandemic and the social emotional well being of: low socio-economic students, Foster Youth and English Learners by providing academic intervention services with integration of digital resources.	\$135,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1) Personnel Salaries 2) Materials/Software/Applications 3) Transportation Costs		
<b>3.4</b>	Instructional Assistance	Provide 5 Instructional Assistants for General Education classrooms to promote learning recovery in response to COVID-19 learning loss that impacts to classroom instruction in ELA and Math.  1) Provide support for English Learner students in literacy and all content areas in English language acquisition under the direction of a certificated teacher. 2) Provide support for Unduplicated Pupils students in literacy and mathematics under the direction of a certificated teacher.	\$415,000.00	Yes
<b>3.5</b>	Professional Development- ELA, ELD, Math, Tech	1) Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for low socioeconomic students, Foster Youth, and English Learners.  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. 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. b) Ensure that all EL students are placed appropriately and are being served a minimum 30 minutes daily as noted on the instructional schedule.	\$450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3) Onsite Professional Development support for K-8th teachers around designated and integrated ELD using district TOSA's. This additional support and teaching strategies are principally directed to assist our and English Learners, and with classwork and homework.</p> <p>4) Additional Supplemental Professional Development for Spanish teachers to support/intervene our ELL's students in the Dual Language Immersion Program (DLI).</p> <p>5) Technology Professional Development for both certificated and classified staff. Staff will also attend Google Certification Courses. Staff will use what they learn from this PD back to the classroom and prepare our UP's for 21st Century learning.</p> <p>6) Due to students unperforming on state academic assessments the LEA has been identified as Differentiated Assistance. Therefore, additional Professional Development and additional funding is needed since the LEA has been identified as needing Additional Targeted support. The LEA has partnered with different agencies that will provide support needed for improvement of educational practices. The Learner-Centered Collaborative will assist us on improving systems at our school sites through collaboration and analysis of best practices as well as school visits outside of our area. The LEA has also increased partnership with KCSOS as we plan to improve student attendance through the Continuous Improvement Process (CIP). Through our partnership with California Education Partners our Pre-K through third grade teachers will gain an insight on high quality math instruction. The special education program has also been identified as CIM Targeted Level 3 and as such additional professional development will be needed.</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	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Youth and English Learners to utilize while reading in class and while at home.		
<b>3.7</b>	Enrichment/Intervention Math Teacher	Employ a Math Intervention/Enrichment Teacher to provide small group instruction and to meet the needs of students needing additional 1 on1 support to succeed; including low socio-economic students, Foster Youth and English Learners.	\$95,000.00	Yes
<b>3.8</b>	Before and After School teacher/s for Mt.View Middle School	Employ Before and After School teacher/s at Mt.View Middle School to meet the needs of students needing additional academic and SEL support to succeed; including low socio-economic students, Foster Youth and English Learners.	\$10,000.00	Yes
<b>3.9</b>	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 Learners to emphasize the importance of exercise and making healthy choices while in school and at home.	\$555,000.00	Yes
<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.	\$2,160,000.00	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	\$600,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		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		
<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.	\$400,000.00	Yes
<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

Action #	Title	Description	Total Funds	Contributing
3.16	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.	\$75,000.00	Yes
3.17	Dual Immersion Teacher	Employ a Dual Immersion teacher for 7th and 8th grade students at Mt.View Middle School to continue the program beyond 6th grade.	\$185,000.00	Yes
3.18	Academy/ELOP Academic Liaisons	<p>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.</p> <p>1) 3 Academic Liaisons 50% funding, other 50% funding will come from ELOP</p> <p>This action will be retired.</p>	\$0.00	No
3.19	Special Education Needs	To meet the unique needs of our Special Education students funds will be provided for supplemental materials, supplies and professional development.	\$50,000.00	No
3.20	School Counselor	The district will employ a counselor to serve middle school students to ensure that at risk students are meeting their academic potential and to provide counseling services and social emotional support needed especially for low-income, English language learners and foster youth students to ensure they are college and career ready.	\$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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.

Overall all actions towards this goal were fully implemented as planned with the exception of 3.18. All other actions were fully implemented.

Particular successes for this goal are as follows:

- \* 100% Compliance on the Williams requirement; our students have standard-aligned materials.
- \* All facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%. 2022-23 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 lesson plans.
- \* 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 observations.

Action 3.1 and 3.2 gave students were given the opportunity to attend educational field trips. Students were able to learn outside of the scope and sequence of a traditional classroom environment.

Action 3.3: was fully implemented and Summer Academy was offered to all students. STEAM on Demand was implemented and students were activity engaged while learning Science through a different lense.

Action 3.4: was fully implemented, and instructional aides were able to provide learning recovery due to the learning loss that we are still facing 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: Almost all staff were able to attend some type of Professional Development in person. PD was provided for both certificated and classified staff in all content areas.

Action 3.6: Chapter Books were purchased at all school sites and for all grade levels in English and Spanish.

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 3.9: Was fully implemented and 4 Elementary Physical Education teachers were hired.

Action 3.10: Classroom Size Reduction Teachers was fully implemented. This action gave teachers the opportunity to work with smaller class sizes which in turn offers students more 1 on 1 time with their teacher and an opportunity for small group instruction.

Action 3.11: Academic Coaches continued to offer support to classroom teachers, modeled teaching strategies in the classroom and where available to assist new/first year teachers.

Action 3.12: Buy Back Day was implemented and is a way to increase staff morale and provide emotional support, the Buy Back Day included a motivational speaker and time for teachers to plan for the return to school.

Action 3.13: Additional Library Support Staff were hired and were able to assist students with extracurricular activities and research outside of the classroom.

Action 3.17: A Dual Immersion teacher was hired for Mt.View Middle School and this will assist students in the program to continue with learning Spanish beyond 6th grade in hopes of receiving the Seal of Biliteracy.

Particular challenges for this goal are as follows:

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 3.14: Enrichment/Intervention Support was limited due to staffing and was paid from a different funding source.

Action 3.15: This action was partially implemented. Music teachers were hired at 2 out of the 3 sites. Myrtle Avenue school was not able to secure a qualified music teacher.

Action 3.16: This action was fully implemented as planned. Staff did meet with parents to offer support to EL parents to assist them in understanding the reclassification process and to assist with tracking data for our English Language Learners.

Action 3.18: This action was not implemented and will be retired for the 2023-34 school year.

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 2022-23 LCAP Goal 3 was \$5,235,000. The estimated actual expenditures for 2022-23 LCAP Goal 3 was \$5,246,154. This a difference of -\$11,154. The substantive differences were over spending in Actions 2,4, 5, 6, 7, 10, 11, 16, and 17. Action 8 was implemented but funding by a different funding source and Action 18 was not implemented and is not planned to be implemented for the 23-24 school year. Actions 1, 9, 12, 15, were under spent and will continue to be implemented. Funds for Action 3 were also added to provide services to students that do not qualify under the ELOP program.

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

The actions implemented under this goal were effective in helping LESD improve academic achievement and promote equity for all students. The percentage of ELL, Low Income, and foster youth students that received intervention/supplemental support has increased for all three programs as indicated by the data above. This is specifically supported by Actions 3.3, 3.7, 3.8, and 3.14. Although STAR data showed that some of the grade levels demonstrated positive growth in ELA and Math others did not and we feel that continued implementation of the described actions are appropriate. Teachers on Special Assignment, Action 11, have provided effective coaching and instructional support to teachers throughout the school district. They coach teachers effectively using lesson studies, 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, Actions 5 and 12, and plan to increase the opportunities for teachers to learn, synthesize ideas, and put these ideas into practice. These new learning opportunities have the potential for improved better student outcomes.

Actions 1 and 2 give students an opportunity to learn outside of the classroom environment. Educational field trips and Camp Keep are a hands on learning experience for the students of Lamont, especially when over 80% of the students are low-social economic disadvantaged.

Actions 4, 7, 8, 9, 10, 14, 15, and 17 provided students with supplemental support when needed in the classroom. For example, Instructional aides play a vital role and allow for small group instruction and at times 1 on 1 support in the classroom. At a time where student needs are so varied and plentiful, the commitment to diverse learning models is critical to the overall success of our programs. We are focused on the work our certificated and classified staff provide 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 growth and in assisting 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 and Educational Partners feedback the following changes to this goal will be implemented for the 2023-2024 school year. Additional funds were allocated to Action 3.1 educational field-trips to provide additional opportunities to attend different educational venues. Educational field trips are planned instructional activities that involve students learning experiences that are difficult in a classroom situation. Action 3.3 was previously eliminated due to ELOP funding, however, funding was later added to this action to provide summer programs for our 7 grade students and our new Kinder students to participate in a Kinder Bridge program which is not funded by ELOP. Based on educational partner feedback the LEA will include an action designated to meet the needs of Special Education students: to purchase supplemental materials, supplies and to provide professional development, Action 3.19. Action 3.20 was added after meeting with Educational partners to hire a School Counselor to ensure they are college and career ready. Funds were added to the following Actions, 2, 3, 5, 10, 11, 13, 15, and 16.

**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%.	In 2022-23, 80% 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	For 2022-23 100% 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.	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%.	For 2022-23 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>2022 CAASPP results for "all students" that scored at Met or Exceeded Standard for:</p> <p>All Students: ELA 24.2% Math 11.03% Science 13.64%</p> <p>ELL: ELA 8.64% MATH 4.32% SCIENCE 2.6%</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		N/A
Priority 4 Student Achievement: (C) Percentage of pupils who have successfully completed CTE pathways.	N/A	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		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.	2022 California School Dashboard data indicates that 53.7% 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.	Based on KiDS 2022-23 data, 6.35% 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		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		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).	The KIDS Dashboard for Renaissance STAR Reading shows the following End of the Year ELA and Math test results: At/Above Benchmark.  ELA: MATH: 3rd - 14% 21% 4th - 21% 23% 5th - 17% 28%	The 2021-22 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% 4th - 19% 31% 5th - 21% 28%	Based on 2022-23 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 - 20% 33% 4th - 26% 40% 5th - 14% 29%		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% 7th - 23% 30%

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%	6th - 17% 27% 7th - 12% 28% 8th - 11% 15%		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 I pads 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 socioeconomic 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 socioeconomic 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>	\$3,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6) Additional classrooms have been and will be added to two school sites that will need to be equipped with 21st Century technology for daily classroom instruction. Such items included but are not limited to: Promethium Boards, classrooms computers, I-pads, new wiring, document cameras, etc. Due to cost inflation additional funds were added to this action.		
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 Classrooms	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	\$3,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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> <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. Additional funds were also added to this action to update and improve the infrastructures of the school libraries at all school sites.</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>		

Action #	Title	Description	Total Funds	Contributing
		7) Additional classrooms have been and will be added to two school sites that will need to be equipped with 21st Century furniture and equipment. Due to cost inflation additional funds were added to this action.		
4.6	Student Academics	<p>The LEA will principally direct funds for low socio-economic students, Foster Youth and English Learners to increase student academic achievement and learning through collaboration, critical thinking, creativity and communication through county, state, or national competitions. Funds will be used to pay for teacher stipends to assist and prepare students with academic competitions. The majority of students that win local events typically do not have the resources to pay for out of town expenses to compete at state level competition, therefore, the funds allocated will be utilized to pay for entry fees, supplies, and travel expenses.</p> <p>1) Personnel Cost 2) Entry Fees 3) Travel Expenses 4) Materials and Supplies Cost</p>	\$20,000.00	Yes
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.	\$145,000.00	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	No

Action #	Title	Description	Total Funds	Contributing
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. This is action will be retired for the 23-24 school year.	\$0.00	No

## Goal Analysis [2022-23]

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.

Action 4.1, 4.2, 4.3, 4.4,4.5,4.6, 4.7, 4.9 were fully Implemented as planned.

Particular success are as follows:

Action 4.1: Modular buildings continue to be leased to reduce class sizes in General Education to help support our students.

Action 4.2: AVID was implemented at all school sites, including AVID Parent Nights, College fieldtrips and staff did attend AVID Summer Institute.

Action 4.3: The LEA was able to purchase updated devices, hotspots and supplemental educational software. We are now a 1 to 1 device district which allows our students to work remotely from home.

Action 4.4: The Director of Technology has assisted in the planning and coordination provision of digital resources for teachers and students and all supplemental programs that take place throughout the school year. Technology support staff continuously assist staff to adhere to 21st Century learning.

Action 4.5: Twenty-first century classroom supplemental teaching tools and supplies were purchased. With the influx of other funds tended to address learning loss the LEA used those one-time funds for this action however, this action was fully implemented.

Action 4.6: Students were provided with opportunities to participate in local and state academic competitions. Academic Coaches and teachers assisted students prepare for local, state and national competitions. Unfortunately, none of our students made it to state level this school year.

Action 4.7: A STEM teacher at Mt.View Middle School provided students with extended learning opportunities to teach them about science, technology, engineering and mathematics through a different teaching approach. Students were exposed to a hands on learning approach while making robots, bridges out of toothpicks and various other activities.

Action 4.8: Was a retired action for 22-23 and no funds were allocated to this action.

Action 4.9: 2 Independent teachers were hired for independent study program and this action was fully implement.



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 2022-23 LCAP Goal 4 was \$6,620,220. The estimated actual expenditures for 2022-23 LCAP Goal 4 was \$34,370,23.70. This a difference of \$3,183,196.30. The substantive differences were under spending in Actions 3, 2, 4, 5, 9. Action 2 was fully implemented and this action was overestimated. Action 3 and 5 were fully implemented and technology items were order, however, due to the lack of supplies and high demand, many items are on backorder. Action 7 was underestimated and funds will be added for the 23-24 school year. For Action 9, the LEA did not need 3 Independent Study Teachers, therefore, this action was overestimated.

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

The actions implemented under this goal have been effective in helping LESD improve academic achievement and promote equity for all students. The LEA continues to be 100% Compliance on the Williams requirement for student access to standards aligned materials and textbooks(Priority 1(a)). There's a significant decline in the percent of student achievement as measured by the CAASPP (Priority 4(c)). A comparison of CAASPP scores from 2019- 2022 for all students in grades 3-8th grade revealed at least a 10% decline for math and ELA but a 1% decrease for science. This is specially supported by Actions 4.1, 4.2, 4.3, 4.4, 4.5 and 4.7.

The 2022 California School Dashboard data indicates that 53.7% of ELL students made progress towards EL proficiency. This is a small increase from the previous year. In addition, according to KiDS 2022-23 data, 6.35% of English Language Learners were reclassified, which is almost 1% more than last year. We are continuing to monitor and improve ELL programs and should be able to reclassify more students before the end of this and subsequent school years.

Recuperating from learning loss caused by the COVID -19 pandemic continues to be a challenge and the Renaissance STAR data is indicative of that. Results indicate improvement for half of the grade levels and a decrease for the others in both ELA and math. We continue to review programs and implementation as we make changes. AVID implementation has assisted with instruction and learning outcomes. Through informal interviews and discussions, students advocated for smaller class sizes and Educational field trips to visit universities/colleges as a source for additional learning experience. This is supported by 4.1 and 4.2.

As supported by 4.6, students were provided with the opportunity to participate in local and state competitions, whereas many of our students made it to the county level, none of our students made it to the state level this school year.

For Action 4.9, effectiveness for this action was made available by hiring Independent Study Teachers for those students who still did not return to school due to COVID-19.

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 as needed. Students were able to access Google Classroom, Clever, and Google meets as needed for instruction. Action 4.3

Some classrooms were updated with state of the art supplemental teaching tools which assisted teachers with direct instruction and 21st Century learning opportunities. Action 4.5

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 the 2023-2024 school year. All actions will remain the same with the exception of Action 4.9. The LEA will no longer hire Independent Studies Teachers that were in place due to the COVID-19 pandemic. Additional funds were allocated to Action 4.3 and 4.5 to replace outdated technology devices and to make classrooms 21st ready. Funds were increased for Action 4.7 for salary increase and to provide funds for supplemental STEM supplies.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$12,042,010	\$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
42.72%	13.51%	\$3,663,120.33	56.23%

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. Middle School Drop-out rate continues to be 0% and suspension rate is 1.61% for the LEA. 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.

#### Action 9: TRANSPORTATION/BUS

By providing accessible transit to all children who need to get to and from school no matter where they live or what their family or living situation may be, school transportation can contribute to educational equity.

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, & Growe, 2013).

The following performance gaps have been identified through an analysis of our 2022 academic data which is the most recent data available on the California School Dashboard:

In English language arts, “all students” are performing at 67.1 points below standard, while socioeconomically disadvantaged students are performing 68.7 points below standard. English learners are performing 78.5 points below standard and current English learners are performing 111 points below standard.

In Mathematics, “all students” are performing 104.8 points below standard while English learners are scoring 112.5 points below standard. Current English learners are demonstrating a wider gap, performing 129.7 points below standard. Socioeconomically disadvantaged students are also demonstrating a lower performance level than the “all student” group at 106.6 points below standard.

In Science, 13.64% of “all students” in 5th and 8th grades met or exceeded standards and 2.6% for English Learners.

ELPAC Data indicates that 12.75% are proficient as compared to the state proficiency levels at 15.57%.

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.

#### Action 20: SCHOOL COUNSELOR

Based on an analysis of Local and Data and Educational Partner Feedback, a school counselor for Mt.View Middle School will be hired. A school counselor will promote and enhance the learning process for students. The goal is to ultimately to ensure students who are low-income, English learners, and foster youth are capable of setting and achieving their personal and academic goals, fewer disciplinary actions, improve attendance and make them 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 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 2023 KiDS data is 2691; it includes 48.6% English Learners.

2022 CAASPP results for "all students" that scored at Met or Exceeded Standard are as follows : ELA 24.2%, Math 11.03%, Science 13.64%. For ELL's results that scored at Met or Exceeded Standard are as follows: ELA 8.64%, MATH 4.32%, SCIENCE 2.6%. Chronic Absenteeism for "all students" is 21.67% and for ELL's it is also 21.67%. Suspension rate for "all students" is 1.50% and for ELL's it is also 1.50%.

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 will then 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 59.25% Summer School EL attendance, After School Program from 55.50% to 58.35%, and Intervention Academy from 67.90% to 68.65%.

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



## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$16,168,400.00				\$16,168,400.00	\$7,641,960.00	\$8,526,440.00

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	\$100,000.00				\$100,000.00
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	\$200,000.00				\$200,000.00
1	1.5	Truancy Advocates	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
1	1.6	Athletics	English Learners Foster Youth Low Income	\$130,000.00				\$130,000.00
1	1.7	School Safety/License fees for Raptor	English Learners Foster Youth Low Income	\$500,000.00				\$500,000.00
1	1.8	Expanded Learning-ASES Staff	All	\$0.00				\$0.00
1	1.9	Transportation/Bus	English Learners Foster Youth	\$400,000.00				\$400,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.1	Kindergarten Orientation	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
2	2.2	Parent Engagement Liaisons	English Learners Foster Youth Low Income	\$43,000.00				\$43,000.00
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	\$6,000.00				\$6,000.00
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	\$25,000.00				\$25,000.00
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	Action is Retired	\$0.00				\$0.00
3	3.1	Education Fieldtrips for all grade levels	English Learners Foster Youth Low Income	\$200,000.00				\$200,000.00
3	3.2	Camp Keep for 6th grade	English Learners Foster Youth Low Income	\$165,000.00				\$165,000.00
3	3.3	Summer School Program	English Learners Foster Youth Low Income	\$135,000.00				\$135,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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	\$450,000.00				\$450,000.00
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 on 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	\$10,000.00				\$10,000.00
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	\$2,160,000.00				\$2,160,000.00
3	3.11	Academic Coaches	English Learners Foster Youth Low Income	\$600,000.00				\$600,000.00
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	\$400,000.00				\$400,000.00
3	3.14	Enrichment/Intervention on 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	\$75,000.00				\$75,000.00
3	3.17	Dual Immersion Teacher	English Learners Foster Youth Low Income	\$185,000.00				\$185,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.18	Academy/ELOP Academic Liaisons	Action is Retired	\$0.00				\$0.00
3	3.19	Special Education Needs	Students with Disabilities	\$50,000.00				\$50,000.00
3	3.20	School Counselor	English Learners Foster Youth Low Income	\$120,000.00				\$120,000.00
4	4.1	Modular Buildings - Classroom size reduction	English Learners Foster Youth Low Income	\$20,400.00				\$20,400.00
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	\$3,000,000.00				\$3,000,000.00
4	4.4	Technology Support Staff	English Learners Foster Youth Low Income	\$565,000.00				\$565,000.00
4	4.5	21st Century Classrooms	English Learners Foster Youth Low Income	\$3,500,000.00				\$3,500,000.00
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	\$145,000.00				\$145,000.00
4	4.8	Distance Learning Teacher	Action is Retired	\$0.00				\$0.00
4	4.9	Independent Study Teachers	Action is Retired	\$0.00				\$0.00

## 2023-24 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
\$28,186,906	\$12,042,010	42.72%	13.51%	56.23%	\$16,118,400.00	0.00%	57.18 %	<b>Total:</b>	\$16,118,400.00
								<b>LEA-wide Total:</b>	\$12,753,000.00
								<b>Limited Total:</b>	\$75,000.00
								<b>Schoolwide Total:</b>	\$3,290,400.00

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	\$100,000.00	
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	\$200,000.00	
1	1.5	Truancy Advocates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
1	1.6	Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	

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	\$500,000.00	
1	1.9	Transportation/Bus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
2	2.1	Kindergarten Orientation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante School and Lamont School K	\$15,000.00	
2	2.2	Parent Engagement Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,000.00	
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	\$6,000.00	
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	\$25,000.00	
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	



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	\$200,000.00	
3	3.2	Camp Keep for 6th grade	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Myrtle Ave.	\$165,000.00	
3	3.3	Summer School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,000.00	
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	\$450,000.00	
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	\$10,000.00	
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	\$2,160,000.00	
3	3.11	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	
3	3.12	District Buy Back Day	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	3.13	Library Staff and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
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	\$75,000.00	
3	3.17	Dual Immersion Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School 7th grade	\$185,000.00	
3	3.20	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View	\$120,000.00	
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	\$3,000,000.00	
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 Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500,000.00	
4	4.6	Student Academics	Yes	LEA-wide	English Learners Foster Youth	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 (%)
					Low Income			
4	4.7	STEM Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School	\$145,000.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$13,846,720.00	\$11,634,857.85

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	\$655,000.00	650,592.17
1	1.2	MTSS Professional Development	Yes	\$50,000.00	44,321.74
1	1.3	Vice-Principals for all school sites	Yes	\$320,000.00	311,199.15
1	1.4	Nursing Staff	Yes	\$195,000.00	213,829.00
1	1.5	Truancy Advocates	Yes	\$70,000.00	80,795.82
1	1.6	Athletics	Yes	\$120,000.00	82,795.82
1	1.7	School Safety/License fees for Raptor	Yes	\$255,000.00	82,770.95
1	1.8	Expanded Learning-ASES Staff	No	\$0.00	0
2	2.1	Kindergarten Orientation	Yes	\$5,000.00	11,340.52
2	2.2	Parent Engagement Liaisons	Yes	\$40,000.00	42,538.20

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	3,906.08
2	2.4	Parent Professional Development/Conferences	Yes	\$50,000.00	31,344.49
2	2.5	Parent/Family Non-Academic activity	Yes	\$2,500.00	2,863.69
2	2.6	District Translator	Yes	\$80,000.00	84,104.98
2	2.7	Cene Con Sus Hijos Dinner	Yes	\$10,000.00	21,609.28
2	2.8	District and School site Websites	Yes	\$5,000.00	4,821.56
2	2.9	Mt.View Middle School Orientation	Yes	\$5,000.00	5,310.05
2	2.10	Parent Involvement TOSA	No	\$125,000.00	0
3	3.1	Education Fieldtrips for all grade levels	Yes	\$100,000.00	93,241.65
3	3.2	Camp Keep for 6th grade	Yes	\$100,000.00	165,157.49
3	3.3	Summer School Program	No Yes	\$0.00	201,593.56
3	3.4	Instructional Assistance	Yes	\$415,000.00	421,676.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Professional Development- ELA, ELD, Math, Tech	Yes	\$130,000.00	185,213.87
3	3.6	Common Core chapter books for students	Yes	\$15,000.00	16,151.17
3	3.7	Enrichment/Intervention Math Teacher	Yes	\$95,000.00	98,898.74
3	3.8	Before and After School teacher/s for Mt.View Middle School	Yes	\$25,000.00	0
3	3.9	Physical Education Teachers	Yes	\$555,000.00	440,699.00
3	3.10	Classroom Size Reduction Teachers	Yes	\$2,145,000.00	2,325,478.28
3	3.11	Academic Coaches	Yes	\$475,000.00	622,615.73
3	3.12	District Buy Back Day	Yes	\$125,000.00	105,017.15
3	3.13	Library Staff and supplies	Yes	\$320,000.00	310,909.75
3	3.14	Enrichment/Intervention Support	Yes	\$30,000.00	28,129.62
3	3.15	Music/Band Teachers	Yes	\$370,000.00	278,210.53
3	3.16	ELD Support Staff	Yes	\$70,000.00	77,001.84
3	3.17	Dual Immersion Teacher	Yes	\$135,000.00	157,953.86

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	3.18	Academy/ELOP Academic Liaisons	No	\$130,000.00	0
4	4.1	Modular Buildings -Classroom size reduction	Yes	\$20,400.00	20,400
4	4.2	AVID	Yes	\$150,000.00	138,393.43
4	4.3	Technology Devices and Infrastructure	Yes	\$2,329,820.00	1,972,250.93
4	4.4	Technology Support Staff	Yes	\$565,000.00	560,110.00
4	4.5	21st Century and Staff	Yes	\$3,000,000.00	1,293,500.00
4	4.6	Student Academics	Yes	\$20,000.00	20,000.00
4	4.7	STEM Teacher	Yes	\$130,000.00	142,837.28
4	4.8	Distance Learning Teacher	Yes	\$0.00	0
4	4.9	Independent Study Teachers	Yes	\$405,000.00	285,273.87

**2022-23 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)
11,817,210	\$13,591,720.00	\$11,633,727.95	\$1,957,992.05	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	\$655,000.00	650,592.17		
1	1.2	MTSS Professional Development	Yes	\$50,000.00	44,321.74		
1	1.3	Vice-Principals for all school sites	Yes	\$320,000.00	311,199.15		
1	1.4	Nursing Staff	Yes	\$195,000.00	\$213,829.00		
1	1.5	Truancy Advocates	Yes	\$70,000.00	80,795.82		
1	1.6	Athletics	Yes	\$120,000.00	82,770.95		
1	1.7	School Safety/License fees for Raptor	Yes	\$255,000.00	81,281.54		
2	2.1	Kindergarten Orientation	Yes	\$5,000.00	11,340.52		
2	2.2	Parent Engagement Liaisons	Yes	\$40,000.00	42,538.22		
2	2.3	Parent Involvement	Yes	\$4,000.00	3,906.08		
2	2.4	Parent Professional Development/Conferences	Yes	\$50,000.00	31,344.49		
2	2.5	Parent/Family Non-Academic activity	Yes	\$2,500.00	2,863.69		



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	2.6	District Translator	Yes	\$80,000.00	84,104.98		
2	2.7	Cene Con Sus Hijos Dinner	Yes	\$10,000.00	21,609.28		
2	2.8	District and School site Websites	Yes	\$5,000.00	4,821.56		
2	2.9	Mt.View Middle School Orientation	Yes	\$5,000.00	5,310.15		
3	3.1	Education Fieldtrips for all grade levels	Yes	\$100,000.00	93,241.65		
3	3.2	Camp Keep for 6th grade	Yes	\$100,000.00	165,157.49		
3	3.3	Summer School Program	Yes	\$0.00	201,593.56		
3	3.4	Instructional Assistance	Yes	\$415,000.00	421,676.60		
3	3.5	Professional Development-ELA, ELD, Math, Tech	Yes	\$130,000.00	185,213.87		
3	3.6	Common Core chapter books for students	Yes	\$15,000.00	16,151.17		
3	3.7	Enrichment/Intervention Math Teacher	Yes	\$95,000.00	98,898.74		
3	3.8	Before and After School teacher/s for Mt.View Middle School	Yes	\$25,000.00	0		
3	3.9	Physical Education Teachers	Yes	\$555,000.00	440,699.00		
3	3.10	Classroom Size Reduction Teachers	Yes	\$2,145,000.00	2,325,862.54		
3	3.11	Academic Coaches	Yes	\$475,000.00	622,615.73		
3	3.12	District Buy Back Day	Yes	\$125,000.00	105,017.15		
3	3.13	Library Staff and supplies	Yes	\$320,000.00	310,909.75		

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	3.14	Enrichment/Intervention Support	Yes	\$30,000.00	28,129.62		
3	3.15	Music/Band Teachers	Yes	\$370,000.00	278,210.53		
3	3.16	ELD Support Staff	Yes	\$70,000.00	77,001.84		
3	3.17	Dual Immersion Teacher	Yes	\$135,000.00	157,953.86		
4	4.1	Modular Buildings -Classroom size reduction	Yes	\$20,400.00	20,400.00		
4	4.2	AVID	Yes	\$150,000.00	138,393.43		
4	4.3	Technology Devices and Infrastructure	Yes	\$2,329,820.00	1,972,250.93		
4	4.4	Technology Support Staff	Yes	\$565,000.00	560,110.00		
4	4.5	21st Century and Staff	Yes	\$3,000,000.00	1,293,500.00		
4	4.6	Student Academics	Yes	\$20,000.00	20,000.00		
4	4.7	STEM Teacher	Yes	\$130,000.00	142,837.28		
4	4.8	Distance Learning Teacher	Yes	\$0.00	0		
4	4.9	Independent Study Teachers	Yes	\$405,000.00	285,273.87		

**2022-23 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)
27,121,109	11,817,210	12.83%	56.40%	\$11,633,727.95	0.00%	42.90%	\$3,663,120.33	13.51%

# Instructions

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*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).

California Department of Education  
January 2022