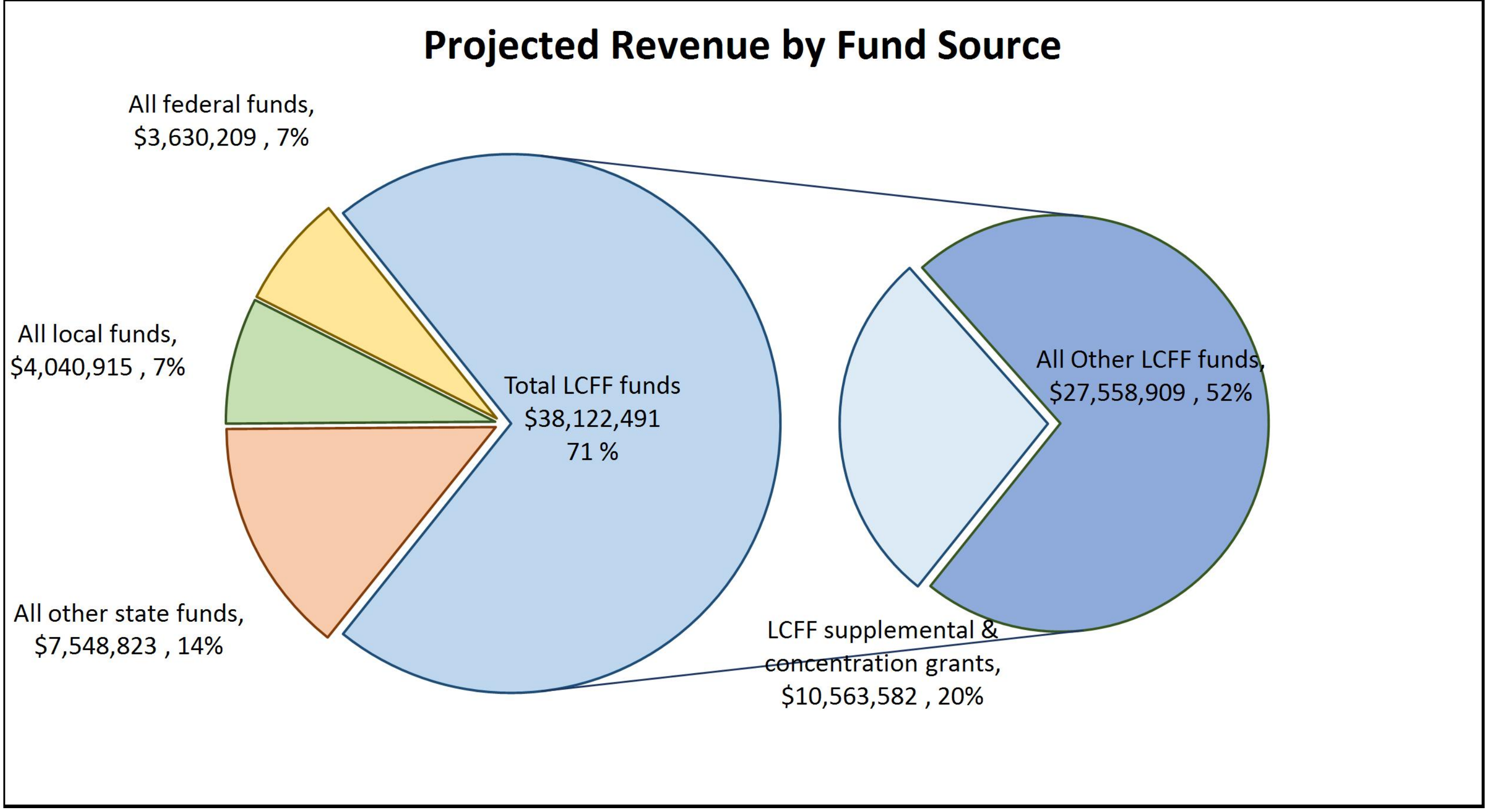
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lamont Elementary School District
CDS Code: 15-63560-000000
School Year: 2025-26
LEA contact information:
Dr. 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 2025-26 School Year

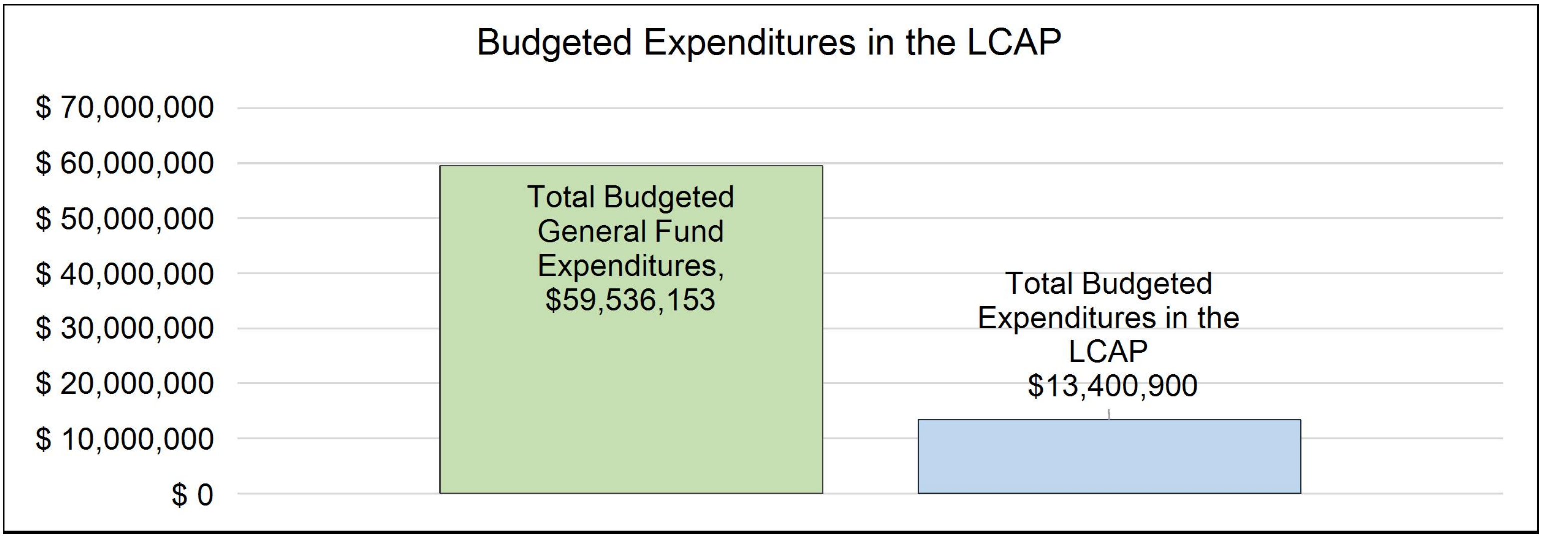


This chart shows the total general purpose revenue Lamont Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lamont Elementary School District is $53,342,438, of which $38,122,491 is Local Control Funding Formula (LCFF), $7,548,823 is other state funds, $4,040,915 is local funds, and $3,630,209 is federal funds. Of the $38,122,491 in LCFF Funds, $10,563,582 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 2025-26. 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 $59,536,153 for the 2025-26 school year. Of that amount, $13,400,900 is tied to actions/services in the LCAP and $46,135,253 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

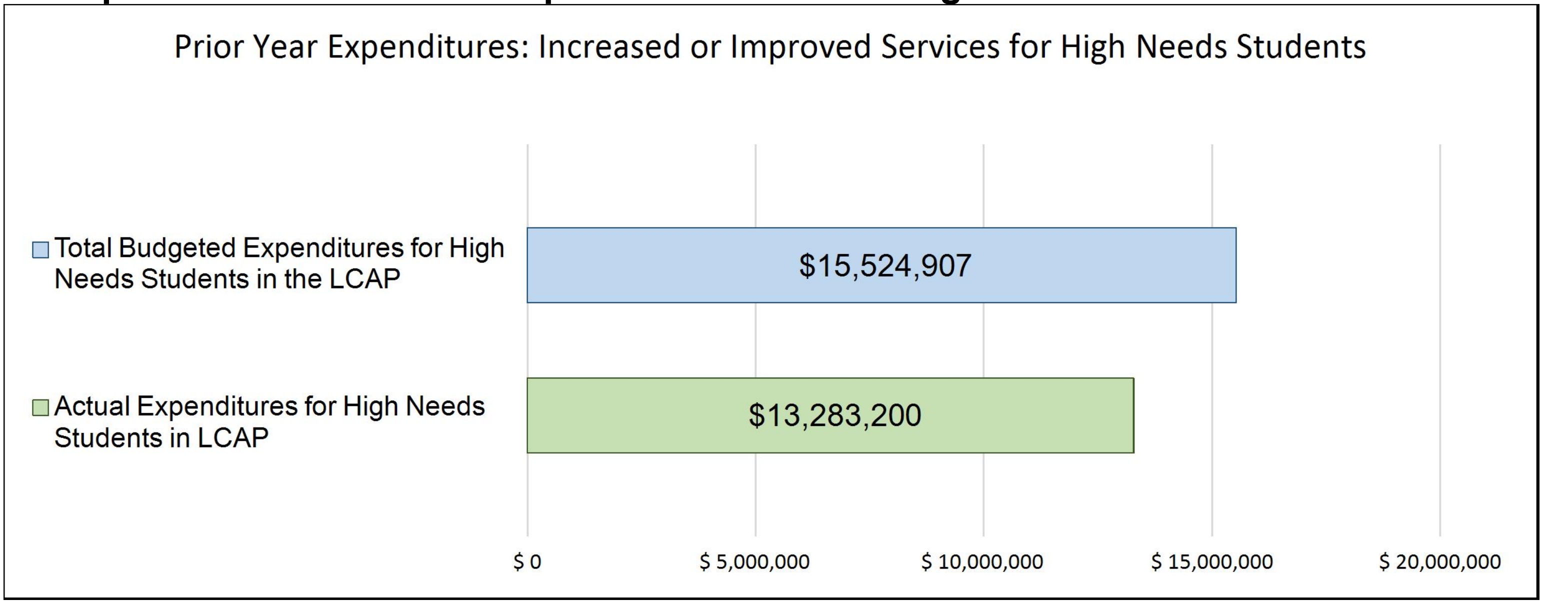
Budgeted expenditures not included in the Local Control and Accountability Plan (LCAP) will be allocated toward salaries and benefits for certificated and classified staff, as well as for books, supplies, services, and capital outlay projects. These investments support the district’s vision, mission, and core values by serving the whole child, enhancing culture, community, and climate, investing in our team, and advancing the goals of 21st-century schools.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Lamont Elementary School District is projecting it will receive $10,563,582 based on the enrollment of foster youth, English learner, and low-income students. Lamont Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lamont Elementary School District plans to spend $13,350,900 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 2024-25



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 2024-25, Lamont Elementary School District's LCAP budgeted $15,524,907 for planned actions to increase or improve services for high needs students. Lamont Elementary School District actually spent $13,283,200 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,241,707 had the following impact on Lamont Elementary School District’s ability to increase or improve services for high needs students:

The LCAP includes significant budget allocations for technology and 21st-century learning, which require modern, adaptable learning environments. Many of our facilities are outdated and in need of substantial upgrades to effectively support the skills, tools, and teaching methods essential for 21st-century education.

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

Plan Summary [2025-26]

General Information

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

The Lamont Elementary School District (LESD) serves approximately 2,696 students in transitional kindergarten through 8th grade and is supported by nearly 460 dedicated staff. LESD is located in the unincorporated rural farming community of Lamont, California—home to approximately 13,500 residents—and spans a compact area from Hilltop in the north to Weedpatch in the south.

The district includes four schools:

Lamont Elementary School (TK–3rd)
Myrtle Avenue School (4th–6th), including a microschool program
Alicante Elementary School (TK–6th)
Mt. View Middle School (7th–8th)

LESD also offers four preschool programs, a parent education initiative, and a variety of after-school and intersession programs designed to foster both academic and social-emotional growth beyond the regular school day.

LESD's vision is:
We envision a brighter future for our students where all learners excel socially, emotionally, and academically while positively impacting their community and the world.

Our mission reflects a multicultural and whole-child approach. We provide inclusive, equitable, and innovative learning experiences that help each student discover and develop their unique strengths, interests, and values. With a strong focus on safe and supportive environments, we foster readiness to learn and thrive in partnership with families and staff.

Our student population is 98.5% Hispanic, 88.1% socio-economically disadvantaged, and 53.6% English Language Learners. Over 330 students are from migrant families, and many parents are Spanish-speaking agricultural workers—necessitating culturally responsive practices and meaningful home-school connections.

The district's strategic planning is grounded in its Four Pillars of Success:

1. Whole Child Success for All Students
We integrate social-emotional learning and mental health supports with competency-based instruction tailored to student readiness levels.

2. 21st Century Learning Schools
Classrooms are equipped to develop student creativity, collaboration, critical thinking, and communication through enhanced infrastructure and digital tools.

3. Culture, Community, and Climate
LESD prioritizes strong partnerships with families and local organizations to build supportive, welcoming school environments that advance student success.

4. Investing in Our Team
We commit to high-quality professional learning to ensure staff are prepared to address the evolving needs of our students.

In pursuit of equity and excellence, LESD offers enrichment opportunities such as AVID, STEM, Battle of the Books, History Day, the Oral Language Festival, and seasonal learning academies. These programs align with our goal of closing opportunity gaps and ensuring college, career, and life readiness for all students.

Lamont Elementary School District does not have any sites that currently receive Equity Multiplier funds.

Reflections: Annual Performance

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

Dashboard Performance (2023–24)

The Lamont Elementary School District observed mixed performance across state and local indicators, with both notable progress and areas requiring urgent attention:

Chronic Absenteeism
Chronic absenteeism improved significantly across all student groups. For example, rates dropped from 23.6% to 13.3% for all students, from 20.7% to 11.4% for English Learners, and most notably from 53.8% to 22.7% for Foster Youth. While positive trends emerged, chronic absenteeism remains a key area of concern for students with disabilities (31.8% to 22.0%) and students experiencing homelessness (46.3% to 28.6%).

Suspension Rate
Suspension rates increased sharply across all student groups. Districtwide, the rate for all students rose from 1.8% in 2023 to 6.5% in 2024. The most impacted subgroups were Foster Youth (7.7% to 11.5%) and Homeless students (1.5% to 8.7%). Mt. View Middle School saw the most dramatic increases, with an overall suspension rate rising from 4.7% to 23.4%, and a spike for Homeless students from 0.0% to 38.1%. This indicator is now a priority area for intervention and Equity Multiplier goal development.

English Learner Progress (ELPAC)
The percentage of English Learners making one or more year's growth declined from 50.5% in 2023 to 43.7% in 2024, indicating a drop in reclassification readiness and highlighting the need for stronger, targeted language development supports.

Academic Performance – CAASPP Reading
Average Distance from Standard (DFS) in ELA slightly declined across all student groups. For example, English Learners fell from -81.4 to -86.2, and Socioeconomically Disadvantaged (SED) students from -68.5 to -71.1. Site-level trends showed improvement at Alicante and Lamont Elementary but persistent performance gaps at Mt. View Middle—especially for Students with Disabilities (DFS = -156.3).

Academic Performance – CAASPP Math
Average DFS in Math improved slightly across all groups, with All Students improving from -102.8 to -95.5. However, performance remains well below standard. Mt. View Middle English Learners, in particular, experienced a decline from -158.7 to -163.8.

Local Assessment – i-Ready
i-Ready data from 2024–25 showed growth between the fall and winter windows. The percentage of students on or above grade level increased by 7 points in Reading and 4 points in Math. Mountain View Middle had the highest percentage of students on/above grade level in Reading (19%), while Myrtle Avenue had the highest in Math (12%).

These data indicate the district's strengths in addressing absenteeism and early indicators of academic recovery, while simultaneously signaling an urgent need to address student discipline, language acquisition, and achievement gaps—particularly at Mt. View Middle and among unduplicated student groups.

The analysis of both Mathematics and ELA CAASPP results through the California School Dashboard and local data underscores key areas of progress and ongoing challenges for the 2021-22 and 2022-23 academic years at Lamont Elementary. Incremental improvements in overall ELA and Math proficiency have been observed; however, substantial gaps remain, particularly among English learners, socioeconomically disadvantaged students, and students with disabilities as they received the lowest performance level on the 2023 dashboard. Ethnic and racial disparities further emphasize the need for tailored interventions. To sustain and amplify these improvements, Lamont Elementary is committed to a learner-centered education, guided by four pillars of success.

Lamont Elementary School District has observed specific challenges in English Language Arts (ELA), and Mathematics. These challenges have been observed at the school and district level for particular student groups as well as All Students. For example, Math at Mountain View Middle School received a "Red" on the 2023 CA School Dashboard for All Students. In addition, Math for All Students at the district-level received a "Red" performance level on the 2023 CA School Dashboard. At Lamont School ELA for all students also received a "Red" on the 2023 CA School Dashboard. Student groups that performed at the lowest performance level (Red) are listed below.

The following student groups received the lowest performance level (Red) on the 2023 CA School Dashboard in ELA: English Language Learners (District-wide, Alicante Avenue Elementary, Mountain View Middle School) Students with Disabilities (Mountain View Middle School and Myrtle Avenue) Hispanic (Lamont Elementary)

The following student groups received the lowest performance level (Red) on the 2023 CA School Dashboard in Math: Hispanic (District-wide, and Mountain View Middle School), English Learners (District-wide; Alicante Avenue Elementary and Mountain View Middle School), Students with Disabilities (Mountain View Middle School and Myrtle Avenue School), Socioeconomically Disadvantaged (District-wide and Mountain View Middle School)

To address these areas, the District is implementing targeted strategies and programs to improve academic performance; which include: Enhanced Instructional Support through the implementation of the newly developed MTSS model of learning support: Actions 1.1, 1.2 , 1.3 and 1.5 help bolster ELA/ELD and Math competencies particularly focus on enhancing teacher training in differentiated instruction and increasing access to high-quality instructional materials tailored to meet the diverse needs of our students.

Invest in our team through targeted professional development: Literacy based professional development for teachers aimed at implementing effective instructional strategies that cater specifically to the needs of our low performing student groups (see Actions 4.1 through 4.5)
Community and Parent Engagement: Strengthening engagement with parents and the community through workshops, meetings, and feedback sessions to ensure that the strategies implemented are effective and inclusive (see Action 3.1 through 3.7 and 3.11)

At the time of this LCAP, the district has expended all the existing LREBG funds. Regardless, a needs assessment has been completed in January 2025. Therefore, any new apportionments of LREBG will be considered in accordance to the results of the needs assessment and included in the 2026-27 LCAP.

Reflections: Technical Assistance

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

In response to the 2024 California School Dashboard results, Lamont Elementary School District (LESD) entered into Differentiated Assistance due to performance levels in the red and orange range across several key indicators. Of particular concern were elevated student suspension rates, which signaled a need for immediate and sustained systemic intervention. While some progress has been observed in chronic absenteeism, additional attention is required to support vulnerable student populations, including foster and homeless youth. The district also continues to address social-emotional challenges and disproportionate disciplinary practices that impact student outcomes and equity.

To address these areas of concern, LESD has partnered with the Kern County Superintendent of Schools and other technical assistance providers to implement a district-wide improvement initiative centered on Positive Behavior Interventions and Supports (PBIS). The current work is organized around the following strategic pillars:

Capacity Building: Providing training and coaching to administrators, teachers, and support staff to strengthen implementation of tiered behavioral supports and restorative practices.
Educational partners Engagement and Communication: Actively involving families, students, and staff in the development and refinement of school climate initiatives through surveys, workshops, and site-level PBIS teams.
Monitoring and Scalability: Establishing clear benchmarks and data-monitoring tools to assess the impact of interventions, ensure fidelity of implementation, and scale effective practices across all school sites.

The following actions reflect Lamont Elementary School District's ongoing efforts to address areas of concern for student groups eligible for Differentiated Assistance, specifically targeting reductions in suspension and chronic absenteeism rates. These include the implementation of Positive Behavior Interventions and Supports (PBIS) across all sites, targeted attendance initiatives such as home visits and parent outreach, and increased access to mental health and counseling services. Additionally, professional development in trauma-informed practices and social-emotional learning will be provided to staff to support student well-being and improve school climate.

Action 1.1: The district continued implementation of an MTSS framework to provide layered academic and social-emotional supports.
Action 1.2: Behavior intervention staff supported the MTSS structure with targeted services at school sites.
Action 1.3: Truancy Advocates were assigned to increase attendance and reduce chronic absenteeism through early outreach and intervention.
Action 1.5: Health services were expanded through the hiring of two district nurses and an LVN at each site, with telehealth capacity and community partnerships strengthening crisis response.Action 1.9: PE teachers were staffed at all school sites to support student physical health and structured movement.
Action 1.10: Music and Band teachers served Mt. View, Myrtle Avenue, and Alicante, promoting access to the arts.
Action 1.13: Before and after school programs were implemented at Mt. View to provide academic and enrichment opportunities beyond the regular day.
Action 1.14: Vice Principals provided site-based support with an emphasis on behavioral and emotional well-being.
Action 1.16: A full-time counselor at Mt. View supported academic guidance and SEL services.
Action 1.19 Funding supported athletic programs at Alicante, Myrtle Avenue, and Mt. View Schools by providing uniforms, equipment, participation fees, and coaching stipends. These efforts helped increase student engagement, improve attendance, and promote a positive school culture.
Action 1.22: Students across all grade levels participated in educational field trips that provided enriching, real-world learning experiences in the areas of art, science, and environmental education. These experiences helped enhance classroom instruction and promote student engagement.
Action 1.25: Sixth-grade students attended outdoor learning programs such as Camp Keep, where they engaged in hands-on environmental education. The program provided a valuable extension of classroom learning and fostered student connection to nature and science.

Action 2.1: Equip classrooms with modern instructional technology, including Promethean panels and educational applications, to enhance teaching and learning experiences.
Action 2.2: Make ongoing improvements to technology infrastructure and student/staff devices to ensure reliable and equitable access.
Action 2.5: The district will lease modular buildings to expand classroom space, supporting efforts to reduce class sizes and accommodate growing instructional needs.
Action 3.9 – A School Safety/Campus Supervisor at Mt. View Middle School to improve student behavior and positively impact student attendance.
Action 3.10 – Safety supplies, including environmental sensors and security cameras at all school sites, to help deter unsafe behavior and improved overall campus safety which will lead to imprve behaviors.

These collaborative efforts are designed to build sustainable systems that improve student behavior, increase engagement, and create supportive learning environments aligned with the district's vision and learner profile.

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.

Lamont Elementary School District 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.

Lamont Elementary School District 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.

Lamont Elementary School District does not have any schools identified for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, including advisory committees (e.g., PAC, DELAC, ELAC, SS)	Parent engagement in the development of the Local Control and Accountability Plan (LCAP) remained a district priority, with multiple opportunities for input provided throughout the year. Engagement efforts included open forums, public meetings, District English Learner Advisory Committee (DELAC) sessions, and School Site Council (SSC) meetings. During these meetings, participants reviewed Dashboard and local data, as well as funding information, to guide informed discussions. Parent feedback was thoughtfully considered in shaping and continuing the district’s goals and actions, demonstrating a strong commitment to collaborative educational planning.
Students, including advisory committee	Student engagement continues to be a vital component in shaping the goals and actions of the Local Control and Accountability Plan (LCAP). This year, the district held three “Student Voice” lunches with the superintendent to gather meaningful input directly from students—the individuals most impacted by LCAP initiatives. In addition, the California Healthy Kids Survey and school climate surveys were administered to students beginning in third grade to collect data on their well-being and school experiences. These ongoing efforts provide valuable opportunities to listen to students’ perspectives and ensure their voices inform decision-making. Their feedback remains central to the district’s commitment to learner-centered, personalized, and authentic planning that truly reflects student needs and aspirations.
Teachers, Local Bargaining Unit - LTA	The continued engagement of teachers was instrumental in shaping the goals and actions of the Local Control and Accountability Plan

Educational Partner(s)	Process for Engagement
	(LCAP). Throughout the year, teachers participated in both formal meetings and informal discussions, providing valuable input based on their direct experience with students. During these sessions, local data, Dashboard results, and funding information were reviewed to guide thoughtful decision-making. Professional development and training sessions also served as key opportunities to gather teacher feedback. Their ongoing contributions have been essential in developing a comprehensive, learner-centered LCAP that addresses the diverse needs of students across the Lamont Elementary School District.
Local bargaining unit- CSEA, Other School Personnel	The continued engagement of classified staff was instrumental in the development of the goals and actions within the Local Control and Accountability Plan (LCAP). Throughout the year, both formal meetings and informal conversations created ongoing opportunities for collaboration and input. During these sessions, staff reviewed Dashboard data, local indicators, and funding information to help identify district needs and priorities. Training sessions also provided additional avenues to hear directly from classified employees about their perspectives and experiences. Their consistent contributions have been vital in shaping a well-rounded, student-focused LCAP that supports the success of all learners in the Lamont Elementary School District.
Principals, Administrators, and Directors	The continued engagement of principals, administrators, and directors played a critical role in the development of the Local Control and Accountability Plan (LCAP). Throughout the year, these educational leaders participated in a series of leadership meetings that served as platforms for reviewing Dashboard data, local indicators, and funding information to guide informed decision-making. Surveys and leadership training sessions further supported the collection of valuable input. Their ongoing collaboration and insights were essential in shaping the LCAP's goals and actions, ensuring the plan reflects a comprehensive and strategic response to the district's evolving needs and priorities.
SELPA	The LEA consulted with SELPA on all aspects of LCAP goal actions on April 4, 2025.

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

The input from parents and the community has played a significant role in shaping the adopted Local Control and Accountability Plan (LCAP). The feedback from educational partners was instrumental in addressing various aspects of the school environment, aiming to improve the overall school climate, enhance student behavior, and foster a better learning environment that is learner centered. The following themes emerged through discussions and feedback from our educational partners:

School Climate and Safety:

- Safe and Supportive Schools: Emphasis on making schools safer and reducing behavioral issues through consistent and fair discipline practices.
- Dress Code Enforcement: Implementing and enforcing a clear dress code.
- Behavioral Support: Seeking alternatives to suspensions, increasing supervision during breaks and recess, and incorporating more activities and sports.
- Security Measures: Strengthening security and implementing stricter cell phone rules.
- Awareness Workshops: Organizing student workshops to educate about the consequences of drug use and the dangers of social media, as well as promoting anti-bullying initiatives and respect for classmates and newcomers.

Classroom Environment and Learning:

- Technology and Tutoring: Enhancing classrooms with additional technology spaces, extending learning time with after-school tutoring, and providing in-person speech therapy.
- Specialized Support: Offering additional tutoring in math and English Language Development (ELD) to help English learners reclassify at an appropriate rate and providing more sports with increased pay for coaches.
- Updated Resources:Ensuring classrooms have updated computers and tablets to improve reading skills, and providing more training and workshops for parents and staff to support learning.

Parental and Staff Engagement:

- Parent Education: Offering workshops on supporting students' learning, new educational trends, and the dangers of drugs. Ensuring all training is research-based and providing necessary materials.
- Communication: Enhancing communication between parents and teachers, offering more options to prepare students for life skills, and updating parents about programs through the district website.
- Parent Involvement: Supporting parent groups at all sites and providing workshops to help parents assist with homework and understand educational standards.

Student Motivation and Support:

- Encouragement and Incentives: Encouraging students to discover their talents and motivating them to attend school regularly with incentives for good performance and attendance.
- Arts and Extracurricular Activities: Adding more art, music, dance, and cooking classes, and improving band programs and uniforms.
- Academic Support: Providing support for credit-deficient students with reading and math labs, continuing physical education, and offering personalized tutoring in small groups.

Infrastructure and Resources:

- Learning Environment: Improving classrooms with appropriate desks, chairs, and tables, and ensuring updated books and supplies.
- Security Enhancements: Updating security measures, working radios, Visitor check-in machines including metal detectors.

Training and Development:

- Staff Training: Providing restorative training, reading strategies, tutoring orientation, and training on communication with parents and students.
- Parent Training: Offering training on technology use, including phone apps and social media, and training on how to educate children at home.

This comprehensive feedback has been pivotal in the LCAP, directly influencing initiatives to create a learner centered, safer, more supportive, and effective educational environment for students, parents, and staff alike.

The input provided by administrators, principals, vice-principals, teachers, and other staff has significantly influenced the Local Control and Accountability Plan (LCAP), focusing on professional development, technological updates, and support for both students and staff. Their feedback has helped shape the LCAP to enhance learner-centered educational practices, close the achievement gap for English Language Learners, and provide comprehensive support for the whole child.

Professional Development for Staff

Learner-Centered Educational Practices:

- Extensive professional development for staff to adopt learner-centered educational practices, including AVID, reading, ELD, math, project-based learning, data analysis, and small group instruction.
- Specific focus on training related to closing the achievement gap for English Language Learners.

Holistic Approach to Student Well-being:

- Training for all staff on holistic approaches to student well-being, including de-escalation techniques and clear steps for helping students.
- Professional development on PBIS to ensure a safe and supportive learning environment.

Summer and Optional PD:

- Providing optional paid professional development during the summer or weekends to avoid pulling teachers and staff out during the school year.
- Time allocated for deep dives into the adopted programs being used in the district.

Technology and Resources

Up-to-Date Technology:

- Commitment to keeping technology equipment and devices current, with appropriate purchases to implement programs and address students' physical and developmental needs.

Basic Materials and Programs:

- Ensuring the provision of basic materials for all students.
- Continuing support for key educational programs like LALILO (reading phonics), REFLEX (math), A.R (reading levels), and RENAISSANCE.

Student and Family Support

Educational Field Trips and Camps:

- Educational field trips for all students and a specific commitment to Camp Keep for all 6th-grade students.

Social Workers and Vice-Principals:

- Placement of social workers and vice-principals at each school site to support student well-being and administrative needs.

Workshops for Parents:

- Workshops to assist parents in supporting their child's social and emotional learning, motivation, homework, and technology use.

Enrichment and Facilities

Music and Arts Programs:

- Music for younger students once every two weeks across the district.
- Arts and music programs, including cultural events such as dance and mariachi, to enrich student experiences.

Cultural and Community Events:

- Organizing events like carnivals, cultural days, and science/math booths with PTA and parent involvement.
- Continued activities like the Literary Lunch Club and paint nights to engage students and parents.

Facility Upgrades:

- Upgrading drinking faucets and ensuring current facilities meet basic standards, including well-maintained bathrooms and buildings.
- Upgraded classrooms and outdoor spaces to support STEAM implementation

Additional Supports

Reading and Math Support:- Specific support for reading and math, especially for newcomers, with 2-3 weeks of additional help to aid teacher well-being.

- After-school programs with well-compensated staff to encourage teacher participation.

Summary
The feedback from educational staff has led to an LCAP that prioritizes comprehensive professional development, modern technology, and robust support systems for students and families. The focus on holistic approaches to education, enrichment programs, and facility

improvements ensures a well-rounded and supportive environment for all stakeholders in the district.

The input provided by the Migrant Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), site English Language Advisory Committees (ELAC), and site School Site Councils (SSC) has significantly influenced the Local Control and Accountability Plan (LCAP). Their feedback has been instrumental in shaping the plan's focus areas: Investing in Our Team, Whole Child Success, Culture, Community and Climate, and 21st Century Learning.

Investing in Our Team

Professional Development and Training:

- Secret Stories (K-3) and Orton-Gillingham Training: These literacy programs start with first grade and expand upwards.
- Integrated and Designated ELD Professional Development: All-day training sessions for English learner development.
- PD in CFA's Aligned to Differentiated Data: Professional development to improve instructional strategies based on data.
- PD on Parent/Teacher Conversations: Training to enhance communication with parents.

Tutoring and Homework:

- Tutoring Programs: Additional academic support for students.
- Mandatory Kindergarten Homework Descriptions: Ensuring consistent homework expectations.

Parent Involvement:

- Family Training Sessions: Promoting meetings and workshops for parents.
- Parent Workshops: Updates on new trends and laws affecting children.

Support for Teachers:

- Training in PTSD/Trauma: Supporting students' mental health.
- Support for Teacher Ideas: Resources like reading lab personnel.

Whole Child Success

Academic and Emotional Support:

- Programs supporting early literacy and emotional development such as Secret Stories (K-3), Emotional ABCs, and Orton-Gillingham Training
- Book Bags for Students: Encouraging reading at home.
- Mandatory Kindergarten Homework Lists: Establishing early academic routines.
- PBIS Support and Additional Yard Aides: Ensuring a positive school environment.

Behavior and Character Building:

- Assemblies and Recognitions: Building character and improving behavior.
- Saturday School and Detention for Chronic Behavioral Issues: Addressing repeat offenses.
- **Reading and Math Labs**: Academic support for all grades.

Culture, Community, and Climate

Community Engagement:
- Fundraising Carnivals and Parent Activities: Building community spirit.
- Regular Parent Education Activities such as STEM nights, painting activities, and literature events.
- Increased Communication via Parent Square: Strengthening family/school relationships.
- Food During Parent Committees**: Encouraging participation.

School Environment Improvements:
- New Computers in the Cafeteria: Supporting modern learning needs.
- Improved Playgrounds and Remodeled Bathrooms: Creating a welcoming environment.
- Music Programs and Dual-Language Celebrations: Enhancing cultural awareness and inclusivity.
- Recognition of Student Achievements: Celebrating milestones on school marquees.

Parent and Student Interaction:
-Parent and Student Quality Time Activities: Strengthening family bonds.
- Sports and Battle of the Books Competitions: Engaging students and building teamwork skills.

21st Century Learning

Modern Learning Environments:
- New Furniture and Flexible Seating: Supporting collaborative learning.
- Robotics Programs, STEM Activities: Preparing students for future careers.

-Enhanced Cafeteria Facilities and Improved Trash Management: Better school environment.

Student-Centered Learning:
- Options for Students to Choose Learning Tools: Fostering autonomy.
- Tutoring and Support Programs: Helping English learners reclassify and excel.
- Competency-Based Standards Information for Parents: Helping parents support their children's learning goals.

Summary

Overall, the feedback from PAC, DELAC, ELAC, and SSC has been crucial in shaping the LCAP to address the diverse needs of students and the community. The plan emphasizes professional development, academic and emotional support, community engagement, modern learning environments, and parental involvement, ensuring a comprehensive approach to student success and well-being.

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.

Students input includes
Learning Opportunities: Students highlighted the need for diverse educational programs, leading to the inclusion of new curricula on health and financial literacy, outdoor and real-world science programs, expanded academic competitions, video gaming editing, Lego robotics classes, and cooking classes.

Behavior and Discipline: Students emphasized the need for safer school environments by reducing cussing, bathroom misuse, bullying, and rumors, with enhanced monitoring to decrease fights.

Social Emotional Support: There was a call for stronger emotional support systems, including increased access to social workers and counselors, and education on ethical AI use to prevent academic dishonesty.

Facilities Improvements: Students requested enhancements such as larger restrooms, new classrooms, improved water fountains, better sports and recreation facilities, and increased campus supervision.

Wants/Wishes/Needs Student feedback led to expanded sports programs, flexible dress codes, healthier lunch options, more flexible event scheduling, increased P.E. time, and improved library and restroom facilities.

These insights have been crucial in shaping a comprehensive LCAP that addresses the academic and social needs of all students in LESD.

Bargaining Units:
The input from local bargaining units within the Local Educational Agency (LEA) has been crucial in shaping the Local Control and Accountability Plan (LCAP). Their feedback has guided various initiatives aimed at enhancing student support services, improving school climate, and providing better resources and training for staff. Here is a summary of how their feedback influenced the LCAP:

Student Support Services: Increase staffing for social workers and student support staff to provide mental health services, trauma counseling, and support for students with IEPs and special needs. Train all staff in de-escalation techniques and mental health awareness.

Positive Behavior and Incentives: Promote good behavior through activities and incentives led by school staff, with increased engagement during lunch, breaks, and recess.

Parental and Community Engagement: Offer more training and workshops for parents on school applications and supporting their children’s education. Organize inclusive family nights and cultural events, and enhance communication strategies.

Academic and Extracurricular Enhancements: Expand elective options, revive school clubs, and increase sports opportunities. Provide additional support for higher-grade students and introduce vocational and college readiness programs.

Infrastructure and Resources: Upgrade facilities, including classrooms, bathrooms, and libraries, and ensure classrooms have updated technology and resources.

Professional Development and Staff Support: Provide holistic professional development on PBIS and restorative practices, and incentivize staff education with summer PD options.

Specific Programs and Activities: Implement and support STEAM and arts programs, continue successful reading and math programs, and offer music and cultural events.

Safety and Behavior Management: Ensure comprehensive PBIS and restorative practices training for staff to promote a positive and safe school climate.

Public Hearing and Adoption:
The district has advertised and will be conducting a public hearing to seek input on the LCAP on June 10, 2025, during the Governing Board meeting.
The adoption of the LCAP will take place on June 24, 2025, during Governing Board meeting.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Whole Child Success for All Students Implement a holistic approach to student well-being, integrating mental health and wellness programs alongside academic achievement and competency-based instruction to ensure the comprehensive growth of every learner.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal based on recent English Language Arts (ELA) and Math, school climate and pupil engagement data, highlighting significant challenges. The LEA's goal to implement a holistic approach to student well-being is a strategic response to the challenges highlighted by the data. By addressing mental health and wellness alongside academic needs, the LEA aims to foster an environment where every student can thrive comprehensively. This approach is expected to reduce chronic absenteeism, improve attendance rates, and enhance overall student achievement.

Analysis of Recent Data (2022-2024)

Mathematics

CAASPP Performance (2022–2023 vs. 2023–2024):

- Standard Not Met: Decreased from 63% to 60% (-3%)
- Standard Met and Exceeded: Increased from 13% to 16% (+3%)

Dashboard Distance from Standard (DFS) – Math:

- All Students: Improved from -104 to -99.3 (+4.7 points)
- English Learners: Improved from -125 to -120 (+5 points)
- Hispanic Students: Improved from -104 to -100 (+4 points)

- Socioeconomically Disadvantaged: Improved from -107 to -103 (+4 points)

Summary: Math performance is showing positive growth, with improved scores and DFS across all student groups.

English Language Arts (ELA)

CAASPP Performance (2022–2023 vs. 2023–2024):
- Standard Not Met: Increased from 49% to 51% (+2%)
- Standard Met and Exceeded: Remained flat at 24%

Dashboard Distance from Standard (DFS) – ELA:
- All Students: Dropped from -66 to -67.9 (-1.9 points)
- English Learners: Dropped from -99 to -104 (-5 points)
- Hispanic Students: Dropped from -66 to -68 (-2 points)
- Socioeconomically Disadvantaged: Dropped from -70 to -73 (-3 points)

Summary: ELA performance is stagnating, with more students not meeting standards and declining DFS across all groups.

Overall Trends

- Mathematics is showing steady improvement in both proficiency and Distance from Standard.
- English Language Arts requires targeted intervention, as both proficiency levels and DFS have declined slightly.
- Continued investment in math strategies appears effective, while ELA strategies need to be revisited and strengthened.

Rationale for the Goal

1. Addressing Academic Disparities:
- Persistent low performance across various student groups and races necessitates personalized, competency-based instruction.

2. Holistic Well-Being:
- Integrating mental health and wellness programs addresses broader issues impacting academic performance, recognizing the link between emotional health and learning.

3. Comprehensive Growth:
- This approach ensures both academic and non-academic needs are met, fostering better overall student outcomes.

Alignment with LEA Mission, Vision, and Framework For the Future

Analysis of recent Attendance Data:

1. Chronic Absenteeism:
   - English Learners (EL): 20.7% chronically absent.
   - Hispanic Students: 23.5% chronically absent.
   - Socioeconomically Disadvantaged (SED) Students: 23.1% chronically absent.
   - Homeless Students: 46.3% chronically absent.
   - All groups have high rates of chronic absenteeism, with homeless students being the most affected.

2. Attendance Rate Trends:
   - Attendance rates have shown a decline across various student groups from 2020-2022 but started improving from 2022-2024.
   - Despite improvements, certain groups such as homeless students and those with disabilities (SWD) still show lower attendance rates compared to others.

Explanation for the Goal:

The high rates of chronic absenteeism and varied attendance rates across different student groups indicate underlying issues that go beyond academic challenges. These issues likely include mental health struggles, socio-economic barriers, and overall well-being concerns.

Justification for Holistic Approach:

1. Mental Health and Wellness:
   - Addressing mental health is crucial as students dealing with stress, anxiety, and other mental health issues are more likely to be absent and disengaged.
   - Integrating wellness programs can provide students with the support they need to manage their mental health, thus reducing absenteeism.

2. Comprehensive Growth:
   - Focusing solely on academic achievement overlooks the importance of students' overall development.
   - Competency-based instruction ensures that students not only learn but also master the necessary skills at their own pace, which can reduce frustration and disengagement.

3. Equity and Inclusion:
   - A holistic approach ensures that the needs of all student groups, especially the most vulnerable (homeless, socioeconomically disadvantaged, EL, etc.), are met.
   - Providing targeted support can help close the attendance and achievement gaps.

4. Improved Academic Outcomes:
   - Students who are mentally and emotionally healthy are more likely to attend school regularly and perform better academically.
   - Integrating mental health support with academic instruction creates a supportive environment conducive to learning.

Suspension Rates:

1. All Students:
   - Suspension Rate: 1.8%
   - Change: Maintained (0.1% increase)
   - Students: 2,862

2. English Learners (EL):
   - Suspension Rate: 1.9%
   - Change: Increased by 0.7%
   - Students: 1,576

3. Hispanic Students:
   - Suspension Rate: 1.8%
   - Change: Maintained (0.1% increase)
   - Students: 2,823

4. Homeless Students:
   - Suspension Rate: 1.5%
   - Change: Increased by 1.5%
   - Students: 67

5. Socioeconomically Disadvantaged (SED) Students:
   - Suspension Rate: 1.8%
   - Change: Maintained (0.1% increase)
   - Students: 2,598

- English Learners: Higher suspension rate increase (0.7%) indicates a need for targeted support to address disciplinary challenges.
- Homeless Students: Significant increase (1.5%) despite small population highlights the need for additional resources and support.
- Hispanic and SED Students: Rates maintained at 1.8%, but continuous efforts are needed to reduce suspensions.
- Overall Population: Slight increase to 1.8% suggests the need to revisit disciplinary policies and implement restorative practices.

This goal aligns with our mission, vision, and pillars of success by supporting the Framework for the Future, emphasizing comprehensive growth and well-being for every learner. By addressing academic and mental health needs together, we aim to create a supportive environment conducive to holistic student development and success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of District Attendance Source: KiDS, Local data Priority 5(a): Pupil Engagement	In 2023-2024, LESD's attendance rate: All Students: 95.0% SED: 94.9% EL: 95.5% FY: 94.7% TK/K Attendance: 94.2%	2024-2025 LESD' Attendance All students: 95.23% SED: 95% EL: 96% FY: 96% TK/K Attendance: 94.5%		2026-27 Attendance Rate: 96% for all student groups	Attendance rate has had a small increase of .23% for all students. However EL and FY attendance rate is at the Target Rate already TK/K attendance has increase by .3%
1.2	Percentage of Chronic absenteeism rates Source: CA School Dashboard Priority 5(b): Chronically Absent rate	2023 CA School Dashboard: All Students: 26.6% SED: 23.1% EL: 20.7% FY: 53.8%	2024 CA School Dashboard All Students: 13.3% SED: 14% EL: 11% FY: 50%		2026 CA School Dashboard: All Students and Student Groups: 10% or less chronic absenteeism rate	Chronically absenteeism rate has decreased by 13.3% for all students and 9% for for SED and EL students and 3.8% decrease for Foster students.
1.3	Suspension Rate Source: Local data, KiDS Platform Priority 6 A. student suspension rate	2023-2024 Suspension rate is at 3.99% for all students EL 3.36%, Students with Disabilities 4.42%, Homeless Students 5.17%, Socio-Economically Disadvantaged (SED) Students 4.31% while Foster Youth 5.56%	2024-2025 Suspension Rate All Students 1.5% EL 1.57%, SWD 2.05%, Homeless 0%, (SED) 1.67% Foster Youth 0%		2026-27: Decrease the suspension rate by at least 2% points for each of the unduplicated pupils to at least 1.9% for all students and to 2.42% for SWD, 3.17% for Homeless students, 2.31% for SED, and 3.56 for Foster Youth.	The suspension rate has decreased overall. by 2.49% for all students. 1.79% for EL,2.37% for SWD, 5.17% for Homeless, 2.64% for SED, and 5.56% for FY students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Middle School Drop Out Rate Source: Local data source, KiDS Priority 5 Pupil Engagement: (C) Middle School drop out rates	2023-2024 Drop out rate for Mt. View Middle School is 0%.	2024-2025 Drop out rate for Mt. View Middle School is 0%.		2026-27: Maintain Drop out rate for Mt. View Middle School at 0%.	Maintained. Continues to be 0%
1.5	Level/Rating of Implementation of Common Core State Standards Source: Routine classroom walk-throughs and lesson plans Priority 2 Implementation of CCSS: (A) Implementation of CA academic and performance standards.	In 2023-24, State standards were fully implemented (rating: 4) for ELA, ELD, Mathematics, Next Generation standards and a rating of 3 for History Social Science	In 2024-25, State standards were fully implemented (rating: 4) for ELA, ELD, Mathematics, Next Generation standards and a rating of 3 for History Social Science		2026-27: A rating of 4 in the implementation of the Common Core State Standards	Maintained: The Common State Standards continue to be implemented
1.6	Percentage of English learners who receive ELD support aligned to the ELD Standards Source: Master Schedule and lesson plans, classroom observations, Local Indicator Self-Reflection Tool	2023-24, 100% of English Learners receive designated and integrated ELD support aligned to the ELD Standards	2024-25, 100% of English Learners receive designated and integrated ELD support aligned to the ELD Standards		2026-27: 100% of English Learners receiving designated and integrated ELD	Maintained at 100%: Designated and Integrated ELD continues to be implemented.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.					
1.7	Distance from Standard Percent of "all" students meeting or exceeding standards and percent of "ELL students" meeting or exceeding standards Source: California Dashboard (DFS), CAASPP Assessment Priority 4 Student Achievement: (A) Statewide Assessments	2023 CA School Dashboard results Distance from Standard (DFS) for: District DFS • All Students: ELA -66, Math: -104 • English Learners: ELA -99, Math: -125 • Hispanic: ELA: -66, Math: -104 • SED: ELA: -70, Math: -107 Alicante Elementary School: • All Students: ELA: -67.5, Math: -89.6 Lamont Elementary School:	2024 CA School Dashboard results Distance from Standard (DFS) for: District DFS All Students: ELA -67.9, Math: -99.3 ELL: ELA -104, Math: -120 Hispanic: ELA: -68, Math: -100 SED: ELA: -73, Math: -103 SWD: ELA: -123.1, Math: -142.2 LTEL: ELA: -124.5, Math: -178.5 Alicante Elementary School: • All Students:		2026 CA Dashboard: Distance from Standard (DFS) - Improvement of at least 10 points for all subgroups and schools. 2026 CAASPP Results: Improvement of at least 6% of students met or exceed standard on CAASPP ELA, Math, and Science for All students and English Learners	Districtwide DFS Change All Students: ELA: Declined by -1.9 points Math: Improved by +4.7 points English Learners: ELA: Declined by -5.0 points Math: Improved by +5.0 points Hispanic Students: ELA: Declined by -2.0 points Math: Improved by +4.0 points SED: ELA: Declined by -3.0 points (from -70 to -73) Math: Improved by +4.0 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• All Students: ELA: -90, Math: -67 Mt. View Middle: • All Students: ELA: -62, Math:-140 • ELLs: ELA: -116, Math: -186 • SED: ELA: -65, Math: -143 • Hispanic: ELA: -62, Math: -140 • SWDs: ELA: -168, Math: -201 2023 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for: ELA 11% Math 7% Science 2% Percent of All Students meeting or exceeding standards: ELA 24% Math 13% Science 12%	ELA: -61, Math: -72 Lamont Elementary School: • All Students: ELA: -78, Math: -60 Mt. View Middle: • All Students: ELA: -77, Math:-140 • ELLs: ELA: -139, Math: -191 • SED: ELA: -84, Math: -145 • Hispanic: ELA: -77, Math: -140 • SWDs: ELA: -163, Math: -192 Myrtle Ave: All students: ELA:-			SWD: N/A (baseline year) LTEL: N/A (baseline year) SCHOOL-LEVEL DFS Change Alicante Elementary School All Students ELA: Improved by +6.5 points (from -67.5 to -61) Math: Improved by +17.6 points (from -89.6 to -72) Lamont Elementary School All Students ELA: Improved by +12.0 points (from -90 to -78) Math: Improved by +7.0 points (from -67 to -60) Mt. View Middle School All Students: ELA: Declined by -15.0 points (from -62 to -77) Math: Maintained at 140

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			60, Math:-85 2024 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for: ELA 11% Math 9.5% Science 2% Percent of All Students meeting or exceeding standards: ELA 24.6% Math 16% Science 10%			English Learners: ELA: Declined by -23.0 points (from -116 to -139) Math: Declined by -5.0 points (from -186 to -191) SED Students: ELA: Declined by -19.0 points (from -65 to -84) Math: Declined by -2.0 points (from -143 to -145) Hispanic Students: ELA: Declined by -15.0 point (from -62 to -77) Math: Maintained at 140 Students with Disabilities (SWD): ELA: Improved by +5.0 points (from -168 to -163) Math: Improved by +9.0 points (from -201 to -192) 2024 CAASPP Results for ELL students that scored at Met or Exceeded Standard for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						ELA: Remains at 11% Math: Increased by 2.5% (from 7% to 9.5%) Science:Remains at 2% Percent of All Students meeting or exceeding standards ELA: Increased by 0.6% (from 24% to 24.6%) Math: Increased by 3.0% (from 13% to 16%) Science: Declined by 2.0% (from 12% to 10%)
1.8	Percent of ELL making progress towards English Language Proficiency Source: Dashboard data for ELL Priority 4 Student Achievement: (E) Percentage of EL pupils making progress toward English proficiency.	2023 CA School Dashboard CAASPP Data indicates that 51.57% of ELL made progress towards English language proficiency	2024 CA School Dashboard 43.7% ELL Made progress towards English Language proficiency		2026 CA Dashboard: 57.57% of ELL making progress towards English Language proficiency	Our ELL students progress towards English Language proficiency decreased 7.87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Percent of English Language Learners being reclassified Source: local data, KiDS Priority 4 Student Achievement: (F) English Learner reclassification rate.	2023-24 KiDS data indicates that 9.83% of all English Learners were reclassified.	Current KiDS data shows: 9.95% Of all ELL have been reclassified as of December		2026-27: 15.83% reclassification rate.	There has been a slight increase of 0.12 percentage points in the reclassification rate of English
1.10	Percent of low income, English learners and foster youth students attending programs and services Source: Local data, Aeries Priority 7 Course Access: (B) Programs and services developed and provided to low income, English learner and foster youth pupils.	2023-24 data indicate 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: SUMMER SCHOOL total 252 English Learners 74% (186) Low Income 96% (241) Foster Youth 0% AFTER SCHOOL PROGRAM total 404 English Learners 44% (179)	2024-25 data indicate 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: SUMMER SCHOOL total 206 English Learners 52% (108) Low Income 93% (193) Foster Youth .02% (5)		2026-27: 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. Increase participation of low income, English learners and foster youth pupils by at least 6% in summer School, After School Program, and Intervention Academy	Maintained: 100% of unduplicated students had program access Participation data: SUMMER SCHOOL All Students: -46 students English Learner: -22% / -78 students Low-Income: -3% (-48 students) Foster Youth: +0.02% (+5 students) AFTER SCHOOL All Students: +19 students English Learners: +3% (+20) Low-Income: 0% (+19)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income 92% (372) Foster Youth .0% INTERVENTION ACADEMY 204 English Learners 64% (131) Low Income 93% (190) Foster Youth .04% (2)	AFTER SCHOOL PROGRAM total 423 English Learners 47% (199) Low Income 92% (391) Foster Youth .009% (4) INTERVENTION ACADEMY (winter) 289 English Learners 67% (193) Low Income 91% (264) Foster Youth .003% (1)			Foster Youth: +0.009% (4) INTERVENTION ACADEMY (Winter) All Students: (+85) English Learners: +3% (+62) Low-Income: -2% (+74) Foster Youth: -0.037% (-1)
1.11	Percent of of pupils with exceptional needs enrolled in programs and services as aligned to their IEP's. Source: CALPADS Priority 7 Course Access: (C) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.	2023-24: 100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.	2024-25: 100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's		2026-27: 100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.	Maintained: Pupils with exceptional needs continue to be enrolled in programs and services as aligned to their IEP's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Percent of students making progress Source: local data (STAR 2023-24; iReady 2024-25), KiDS Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, various participation rates etc).	Based on 2023-24 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 - 28% 38% 4th - 28% 47% 5th - 19% 37% 6th - 23% 37% 7th - 7% 3% 8th - 6% 3% STAR Reading Raw data based on Historical Extract 20% At/Above Grade Level 15% On Watch 21% Intervention 44% Urgent Intervention STAR Math Raw data based on Historical Extract: 38% At/Above Grade Level 14% On Watch	iReady Fall 2024 Results for ELA and Math Overall district wide (in iReady Diagnostic Results): Tk-8 Reading Math 3% 0% Mid or Above 7% 4% Early On 28% 34% One Grade Level Below 26% 29% Two Grade Levels Below 36% 33% Three or More Grade Levels Below i-Ready winter Results for ELA and Math Overall by grade level- At or Above Grade Level (in Kern KIDS data): Reading Math 3rd- 28% 3rd - 9%		2026-27: At least a 6% increase in At/Above Benchmark in ELA and Math	This is our first year using i-Ready assessments as a local measure, and therefore, the data is not comparable to results from previous programs. Based on current outcomes, we are significantly below proficiency levels. A comparison of the Fall 2024 and Spring 2025 iReady diagnostic data shows significant academic growth districtwide. In Reading, the percentage of students scoring "Mid or Above" increased from 3% to 10%, while those "Three or More Grade Levels Below" decreased from 36% to 25%. Similarly, Math results improved with "Mid or Above" rising from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		19% Intervention 29% Urgent Intervention	4th - 15% 4th - 9% 5th - 13% 5th - 12% 6th - 16% 6th - 14% 7th - 19% 7th - 7% 8th - 18% 8th - 10% iReady Spring Results for ELA and Math Overall district wide (in iReady Diagnostic Results): Reading Math 10% 8% Mid or Above 15% 13% Early On 35% 45% One Grade Level Below 16% 15% Two Grade Level Below 25% 20% Three or More Grade Levels Below			0% to 8% and the lowest tier dropping from 33% to 20%. These gains reflect the effectiveness of targeted interventions, professional development, and tiered instructional supports aligned to MTSS and LCAP goals.

Goal Analysis [2024-25]

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

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

Lamont Elementary School District successfully implemented all planned actions under Goal 1 with the exception of Action 1.18 (Summer School Program), which was implemented using a different funding source. The remaining 24 actions supported academic achievement, wellness, enrichment, and inclusive practices for all students, with a focus on unduplicated pupils.

Multi-Tiered Systems of Support and Academic Interventions
Action 1.1: The district continued implementation of an MTSS framework to provide layered academic and social-emotional supports.
Action 1.2: Behavior intervention staff supported the MTSS structure with targeted services at school sites.
Action 1.3: Truancy Advocates were assigned to increase attendance and reduce chronic absenteeism through early outreach and intervention.
Action 1.4: Instructional Aides provided classroom-level academic support, particularly in literacy and numeracy.
Action 1.6: Enrichment and intervention teachers were assigned to support small-group instruction and acceleration for students needing academic support.
Action 1.7: Online diagnostic assessments were utilized districtwide to inform instruction and monitor progress.

Curriculum and Enrichment Expansion
Action 1.8: Dual Immersion was expanded with the hiring of teachers for Grades 7 and 8 at Mt. View Middle School.
Action 1.9: PE teachers were staffed at all school sites to support student physical health and structured movement.
Action 1.10: Music and Band teachers served Mt. View, Myrtle Avenue, and Alicante, promoting access to the arts.
Action 1.11: A dedicated STEM teacher at Mt. View delivered project-based, hands-on science and engineering lessons.
Action 1.12: A Math Intervention/Enrichment teacher provided targeted small group support at Mt. View Middle. The action led to improved student engagement and math performance, helping close achievement gaps.
Action 1.23: Library staff were hired and supplied at each school site to increase access to academic materials and research support.

Extended Learning and Experiential Opportunities
Action 1.13: Before and after school programs were implemented at Mt. View to provide academic and enrichment opportunities beyond the regular day.
Action 1.15: The district supported GATE instruction and enrichment services aligned to students' advanced learning needs.
Action 1.17: AVID was implemented at both elementary and secondary levels to support academic skills and college readiness.
Action 1.21: Academic competitions and events such as Math Competitions, Science Fair, and History Day were supported.
Action 1.22: Students across all grade levels participated in educational field trips that provided enriching, real-world learning experiences in the areas of art, science, and environmental education. These experiences helped enhance classroom instruction and promote student engagement.
Action 1.24: A micro-school learning model was piloted to provide alternative, flexible pathways for high-needs students.
Action 1.25: Sixth-grade students attended outdoor learning programs such as Camp Keep, where they engaged in hands-on environmental education. The program provided a valuable extension of classroom learning and fostered student connection to nature and science.

Social-Emotional Learning and Student Wellness
Action 1.5: Health services were expanded through the hiring of two district nurses and an LVN at each site, with telehealth capacity and community partnerships strengthening crisis response.
Action 1.14: Vice Principals provided site-based support with an emphasis on behavioral and emotional well-being.
Action 1.16: A full-time counselor at Mt. View supported academic guidance and SEL services.
Action 1.19 Funding supported athletic programs at Alicante, Myrtle Avenue, and Mt. View Schools by providing uniforms, equipment, participation fees, and coaching stipends. These efforts helped increase student engagement, improve attendance, and promote a positive school culture.

Inclusive Services and Special Education
Action 1.20: Special Education services were supported through training, and resource allocation to meet student IEP goals and inclusion 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.

LCAP Goal 1: Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures

Goal 1 was originally budgeted at $7,507,000, of which approximately 83% has been expended. Variances are largely attributed to salary increases and supplemental program expansions, which affected several actions across the goal.

Action 1.1 was underbudgeted by $125,000 due to the implementation of multiple supplemental instructional programs not fully anticipated during the original planning phase.

Action 1.2 has utilized 82.5% of its budgeted amount. Staff were temporarily funded through alternative sources that will not be available next year; this will require an increased allocation moving forward to account for salary adjustments.

Action 1.3 was underbudgeted by over $55,000 as a result of increased salaries for attendance/truancy advocates.

Action 1.11 was underbudgeted by $85,000 to support a full-time STEM teacher at Mountain View, this was due partially to an increase of Health and Benefits and salary increase.

Action 1.13 will be eliminated for the upcoming school year as it will be funded through a different source.

Action 1.15 has not been expended this year due to ongoing restructuring at Lamont; however, it is expected to be fully implemented next year.

Action 1.17 was underspent by 53% due to scheduling conflicts that prevented attendance at the summer institute.

Action 1.18, the summer school program, will be primarily funded through an alternative source and will be revised to focus specifically on a Summer Bridge Program for incoming Kindergarten students.

Action 1.21 was not fully expended due to lower-than-expected student participation and was also supplemented by other funding sources.

Action 1.22 was 60% expended, as field trips were supported by alternate sources.

Action 1.23 remains active, with 85% of its budget utilized to continue updating library collections.

Action 1.24 has been funded by another source but that funding will not be available next school year. In addition, the Middle School will implement the model for the upcoming school year.

Action 1.25 was not fully expended due to funding from other sources.

Overall, variances in Goal 1 reflect a combination of staffing changes, alternate funding sources, and program realignments. These differences will inform adjustments to next year's budget to ensure appropriate allocations for sustained implementation.

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

Action 1.1 demonstrated mixed effectiveness. While CAASPP Math scores showed a positive 4.7-point improvement from baseline, indicating that tiered supports may be having a beneficial impact in mathematics, ELA performance declined slightly by 1.9 points. These results suggest the MTSS framework may be gaining traction in targeted areas but needs further refinement and focus to produce consistent academic gains across all core subjects.

Action 1.2 has shown strong effectiveness in improving student attendance. The chronic absenteeism rate dropped by 13.3 percentage points, a significant improvement reflecting the impact of student recognition programs and incentives. While the overall attendance rate increased modestly by 0.23%, the substantial reduction in chronic absenteeism suggests the action is successfully encouraging more consistent student engagement and reducing long-term absences.

Action 1.3 was effective in improving student attendance and reducing chronic absenteeism. The district saw a modest 0.23% increase in overall attendance and a substantial 13.3 percentage point drop in chronic absenteeism.

Action 1.4, which deployed Instructional Aides to support classroom instruction and language acquisition for English Learners and unduplicated pupils, proved to be an effective intervention. Students demonstrated marked gains in academic proficiency and language development. On the CAASPP, the percentage of students meeting or exceeding standards rose by 5 percentage points in ELA and 4 points in Math. Notably, English Learners progressed by 9 percentage points in the English Learner Progress Indicator (ELPI), and the district's reclassification rate improved from 9% to 15%, underscoring the effectiveness of targeted literacy and language support strategies. Local assessment data also reflected a 7-point increase in student progress, further validating the value of embedded instructional support.

Action 1.5, which funded the hiring of Licensed Vocational Nurses (LVNs) and additional wellness staff, demonstrated clear effectiveness in improving attendance-related outcomes. The district's student attendance rate increased slightly by 0.23 percentage points, while chronic absenteeism dropped dramatically by 13.3 points. These changes align directly with the action’s objectives and indicate that increased access to physical and emotional health resources had a positive impact on student well-being and school engagement. By providing timely medical care and supporting emotional regulation through on-site health services, the district effectively addressed barriers to attendance—especially for its most vulnerable populations.

Action 1.6 offered targeted enrichment and intervention services outside regular school hours to support academic recovery and advancement for unduplicated pupils. This action was partially effective. While CAASPP Math DFS increased by 4.7 points, the ELA DFS declined by 1.9 points. The ELPI score decreased by 7.87%, and the reclassification rate showed a slight increase of 0.12%. A different assessment was used to mark progress on the baseline metric last school year; however, the new assessment, i-Ready, showed growth from the fall administration to the end of the year. Targeted intervention groups may need refining to better address persistent ELA and language proficiency gaps.

Action 1.7, which provided additional teaching staff to reduce class sizes across primary grades, shows partial effectiveness in its goal of improving academic outcomes. Although Math DFS improved by 4.7 points, ELA DFS declined and English Learner outcomes regressed. The ELPI fell by 7.87%, and the reclassification rate showed a slight increase of 0.12%. A different assessment was used to mark progress on the baseline metric last school year; however, the new assessment, i-Ready, showed growth from the fall administration to the end of the year. Smaller class sizes provided opportunities for increased support, but outcomes in ELA and language development suggest a need for continued instructional focus.

Action 1.8, which ensured continuity of the Dual Language Immersion program at Mt. View Middle School, yielded mixed results. The most significant gain was in mathematics, where the CAASPP Distance from Standard (DFS) improved by 36 points, reflecting the program’s success in supporting conceptual understanding in both languages. However, ELA performance declined by 4 points, and progress toward English proficiency among English Learners dropped by nearly 8 percentage points, indicating a possible need to intensify English language supports within the dual-language context. Additionally, i-Ready benchmarks remained unchanged, suggesting that further alignment between curriculum and local assessments may be needed.

Action 1.9 funded the employment of five Physical Education teachers to implement comprehensive PE instruction and promote healthy habits among students. This action was partially effective. The district saw an improvement in attendance (+0.23%) and a notable reduction in chronic absenteeism (-13.3%). While Math DFS improved by 4.7 points, ELA DFS declined and Some English Learner outcomes regressed. The continued presence of PE staff likely contributed to increased student engagement and improved daily attendance.

Action 1.10 funded music and band teachers at three schools serving grades 4–8, providing students—especially English Learners, Foster Youth, and low-income students—with equitable access to a broad course of study. This action was effective. Attendance improved by 0.23% and chronic absenteeism decreased by 13.3%, suggesting improved student engagement. School sites also reported greater student participation in performing arts and a more positive school climate.

Action 1.11 provided a dedicated STEM teacher for 7th and 8th grade at Mt. View Middle School to promote student engagement and build foundational skills in high-demand fields. This action was partially effective. Math DFS improved by 4.7 points and students gained 7 points on local math assessments. Additionally, attendance increased by 0.23% and chronic absenteeism decreased by 13.3%. While Math results improved, declines in ELA and ELPI highlight continued instructional needs in literacy and language development.

Action 1.12 funded a dedicated Math Enrichment and Intervention Teacher at Mt. View Middle School to address persistent and significant gaps in mathematics achievement. This action was partially effective. Math DFS improved by 4.7 points and students demonstrated a 7-point gain on local math assessments. These results indicate that enrichment opportunities contributed to student achievement in math; however, further improvements are needed in language arts performance and for English Learner outcomes.

Action 1.13, which provided before- and after-school teachers at Mt. View Middle School, offered targeted academic intervention for students most at risk of underperformance. This action was partially effective. Teachers supported collaboration and the implementation of standards-aligned instruction. While Math DFS improved by 4.7 points, ELA DFS declined by 1.9 points. Despite strong site support structures, English Learner outcomes showed some regression, with a decline in the ELPI and a slight decrease in reclassification rates. These mixed results suggest a need to focus teacher efforts more explicitly on literacy and language development strategies.

Action 1.14, which funded Vice Principals at all school sites, yielded highly effective results in enhancing schoolwide support systems for unduplicated pupils. The Vice Principals implemented targeted interventions and family engagement strategies that contributed to a 13.3-point reduction in chronic absenteeism, a 2.49-point drop in suspension rate, and a slight improvement in attendance. Additionally, local assessments showed a 7-point increase in academic progress, reflecting the positive influence of site-based leadership on instruction and behavior support.

Action 1.15, which expanded the Gifted and Talented Education (GATE) and Honors Program, has shown promising effectiveness results in enhancing academic achievement among high-performing students. With Math CAASPP scores rising by 4.7 points, and local assessment growth increases, the data suggests that advanced learners are more engaged and continuing to grow academically. While specific school climate survey data is still pending, the broader access to enriched coursework and differentiated instruction has contributed to a more inclusive and academically rigorous environment.

Action 1.16 provided a dedicated counselor at Mountain View Middle School to support the academic and emotional needs of at-risk students. This action effectively yielded substantial gains in multiple areas. Notably, the chronic absenteeism rate dropped by 13.3 percentage points, and the suspension rate was reduced by 2.49 points, indicating the positive influence of school-based counseling on student behavior and engagement. Academic indicators showed a 4.7-point improvement in math (DFS) and a gain in local assessment progress, though ELA DFS declined by 1.9 points, signaling a need to align social-emotional support more directly with literacy interventions. The counselor’s role in coordinating services, fostering student relationships, and reducing barriers to attendance and behavior is reflected in these outcomes. While climate survey results are pending, the measurable gains already affirm the importance and effectiveness of this action in creating a supportive and productive school environment.

Action 1.17, the effectiveness of the AVID Elementary and Secondary programs across all schools, showed strong early results in improving academic performance for unduplicated pupils. CAASPP DFS scores increased by 4.7 percentage points in Math and decreased by 1.9 points in ELA, reflecting some positive gains in standards-aligned assessments. Similarly, local assessment growth improved by 7 points, suggesting that AVID strategies such as structured note-taking, academic discourse, and goal setting are effectively supporting student learning.

Action 1.18 provided summer school programming aimed at addressing academic gaps in ELA, Math, and Science for unduplicated student groups. The program was highly effective in mathematics, as evidenced by a 4.7-point gain in Distance from Standard (DFS) on the CAASPP Math assessment, indicating substantial growth in student proficiency. In contrast, ELA DFS declined by 1.9 points, revealing that the intervention did not yield the same level of success in literacy. Nevertheless, local assessment growth shows growth, suggesting that students experienced measurable improvement through the additional instructional time provided.

Action 1.19, which expanded athletic and intramural sports programming across the district, was effective in addressing school engagement and attendance concerns for unduplicated students. The chronic absenteeism rate dropped by 13.3 percentage points, and suspension rates fell by 2.49 points, indicating that structured extracurricular activities contributed to stronger student-school connections and reduced behavioral incidents. The attendance rate also increased slightly (+0.23%), and local assessment growth rose by 7 points, suggesting indirect academic benefits through improved school climate and motivation. While formal climate survey results are pending, the measurable improvements in attendance, behavior, and academic growth confirm the value of athletics in supporting student connectedness and overall well-being.

Action 1.20 provided systemic support and professional development for teaching staff to improve services and academic outcomes for students with disabilities (SWD). Based on CAASPP Distance from Standard (DFS) data, this action showed mixed academic results for SWD: while Math performance increased by 4.7 points, ELA performance declined by 1.9 points. These outcomes suggest that while some progress has been made—particularly in Math—continued focus is needed to address persistent challenges in literacy. The narrowing of gaps in some areas indicates that professional development has strengthened instructional practices and improved implementation of individualized education programs (IEPs), but additional support is necessary to ensure consistent growth across content areas.

Action 1.21 supported academic engagement and motivation for unduplicated students through participation in academic competitions such as Science Fair, History Day, and Math/STEM competitions. The effectiveness of this action is evidenced by a 4.7-point improvement in Math DFS and a promising increase in local assessment progress, which suggest deeper academic involvement and skill development for targeted students. While ELA DFS declined by 1.9 points, the overall academic benefit—especially in math—reflects the value of competitive academic experiences in motivating and enriching student learning.

Action 1.22, which provided funding for educational field trips across all grade levels, demonstrated strong effectiveness in improving student engagement and academic outcomes for unduplicated pupils. The chronic absenteeism rate decreased significantly by 13.3 percentage points, and math proficiency improved, with a 4.7-point gain in CAASPP DFS. These gains suggest that field-based learning opportunities had a meaningful impact on student attendance and performance, particularly in subjects tied to real-world exploration like science and math. While ELA DFS declined slightly by 1.9 points, local assessment growth improved by 7 points, indicating progress in day-to-day instructional engagement.

Action 1.23 expanded library staffing and resources across the district to improve academic achievement for unduplicated pupils by providing personalized research support, access to diverse reading materials, and structured assistance for academic tasks. The 4.7-point improvement in Math DFS and a gain in local assessment outcomes indicate that this action contribute meaningfully to student progress, particularly in quantitative reasoning and general learning engagement. However, ELA DFS declined by 1.9 points, suggesting that while students may be utilizing library resources, additional targeted literacy support may be needed to improve reading comprehension outcomes.

Action 1.24 supported the implementation of the Micro-School model, which provides unduplicated pupils with personalized, competency-based instruction aligned to their unique academic and developmental needs. This effective action demonstrated academic growth in mathematics, with a 4.7-point improvement in DFS, and a slight gain on local assessments, indicating that the flexible structure and small-group supports contributed positively to math achievement. Although ELA DFS declined by 1.9 points, the model's focus on personalized learning still showed benefits in broader academic progress.

Action 1.25 provided 6th-grade students—particularly unduplicated pupils—with access to outdoor learning experiences that support environmental education and cross-disciplinary academic engagement. The impact of this action was effective in mathematics, with a 4.7-point gain in CAASPP Math DFS, suggesting that experiential, real-world learning environments can strengthen conceptual understanding. Additionally, local assessment growth improved, indicating broader academic benefits. However, ELA DFS declined by 1.9 points, highlighting a need for stronger literacy integration into outdoor education programming.

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

As a result of reflection on implementation progress and funding use, several changes have been made to Goal 1 for the upcoming year:

Action 1.1 will see a decrease in funding due to updated expenditure needs for existing programs and activities.

Action 1.2 will require an increase of $250,000 as temporary funding sources used this year will no longer be available. Budget adjustments will reflect actual staffing costs.

Action 1.3 will be increased by $60,000 due to rising salaries for attendance/truancy advocates.

Action 1.4 will increase by $5,000 to account for salary adjustments.

Action 1.10 will increase to support full-year staffing and implementation.

Action 1.11 will receive an increase to continue supporting the full-time STEM teacher position.

Action 1.13 will be eliminated and supported by an alternative funding source.

Action 1.15 will be reinstated next year in alignment with district restructuring efforts.

Action 1.16 will increase to account for salary and benefit increases for the school counselor.

Action 1.17 will be reevaluated due to scheduling conflicts that limited participation this year.

Action 1.18, the summer school program, will be revised to focus solely on the Summer Bridge program, which is specifically designed for incoming Kindergarten students. This change is due to a different funding source now supporting summer programming for TK–7th grade students currently enrolled in the district. As a result, funding for this action will be reduced to $25,000.

Action 1.24 will shift to support the implementation of the Microschool model at Mt. View Middle School and the continuation at Myrtle Avenue School.

These changes are designed to improve alignment between actual expenditures and planned services, ensure program sustainability, and better reflect the district’s evolving priorities based on stakeholder feedback and actual implementation experience.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Multi Tier Systems of Support (MTSS) Development	Purchase supplemental programs that support the implementation of the MTSS model of support. These programs will help increase achievement, particularly for English learners, low-income students, and foster youth, by addressing Tier 1, Tier 2, and Tier 3 needs. The intervention and enrichment activities will be personalized, authentic, competency-based, and equitable and inclusive. Additionally, social-emotional support programs will be included to ensure comprehensive student development, aligning with our learning model that emphasizes being an empathetic collaborator, innovative problem solver, resilient learner, effective communicator, and responsive community member.	$265,000.00	Yes
1.2	MTSS Staff - Behavior	Implement and maintain a Multi-Tiered System of Support (MTSS) for behavioral interventions, focusing on unduplicated students, including English learners, Special Education, low-income students, and foster youth, to ensure continuous improvement through data-driven practices and Educational Partner engagement Funding for:	$450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Partial funding for School Social Workers to Participate in all levels of school wide PBIS systems, provide individual and group counseling and support students and families in accessing community resources and collaborate with teachers and administrators to address behavioral issues. Partial funding for Certificated Psychologist/Behavioral Specialist to participate in all levels of school wide PBIS systems, conduct assessments and develop behavioral intervention plans, provide professional development for staff on behavioral strategies and support implementation of behavior management systems. Coordinate Services with Behavior Clinician to participate in all levels of school wide PBIS systems, offer direct behavioral support and intervention to students, develop and monitor behavior plans, collaborate with families to ensure consistency between home and school. Behavioral Intervention Aides to participate in all levels of school wide PBIS systems, assist in implementing behavior plans and interventions, provide one-on-one support to students with behavioral needs, monitor and record student progress. This action plan is designed to create a supportive and effective environment for unduplicated students through comprehensive MTSS and PBIS frameworks. By focusing on proactive behavioral interventions, increasing support for at-risk student groups, and enhancing parent engagement, the district aims to promote positive student behaviors, improve academic outcomes, and prepare students for college and career readiness. 1. PBIS Implementation at Each School Site Tier 1: Universal interventions for all students to promote positive behavior and prevent behavioral issues. Tier 2: Targeted interventions for students at risk of behavioral problems. Tier 3: Intensive, individualized interventions for students with significant behavioral challenges. Emphasize proactive and preventive strategies over punitive measures. Here’s the revised version for the Positive Behavior Incentives:		

Action #	Title	Description	Total Funds	Contributing
		Positive Behavior Incentives: Each school site will implement a system where students receive good behavior cards for adhering to school rules and directions. These cards can be redeemed for educational rewards at a PBIS (Positive Behavioral Interventions and Supports) store, encouraging positive behavior and reinforcing school expectations. 2. Multi-Tiered Systems of Support (MTSS) for Academic Interventions Address academic and social emotional struggles through a tiered approach. Provide wrap-around supports for students with extreme needs, including school-based mental health services and family supports. Focus Areas: 1. Monitoring and Support for unduplicated students including Foster Youth, Homeless, and Low Socio-Economic Students, Migrant and Special Education students Regularly track the academic and behavioral progress of these students. Provide additional supports and interventions as needed. Ensure these students have access to mental health and other necessary services. 2. Parent Trainings and Supports Offer training sessions to equip parents with strategies to support their children's behavioral and academic needs. Provide resources and support through the Student Services Team. Foster a collaborative relationship between parents and the school to enhance student success.		
1.3	Truancy Advocates	Employ Attendance Truancy Advocates to Support attendance at School Sites : 1.Oversee Attendance Improvement by oversee efforts to improve student attendance and reduce chronic absenteeism.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Regular Data Analysis: • Conduct regular data analysis to identify attendance issues early and develop targeted interventions. 3. Focus on Chronic Absenteeism: • Implement increased monitoring and support for students with chronic absenteeism to track and improve their attendance. 4. Support Vulnerable Student Groups: English Language Learners, Hispanic, Students with disabilities and Socioeconomic disadvantaged. • Provide increased monitoring and support for foster youth, homeless students, and low socio-economic students to address specific attendance barriers. 5. Develop and Implement Improvement Plans: • Develop and implement comprehensive student attendance improvement plans, including outreach services and workshops to connect families with district or community services. 6. Utilize Best Practices: • Support best practices such as regular meetings of attendance and family advocate teams, data-based goal setting, development of attendance-specific MTSS structures, and student case management. 7. Leverage Review Teams and Boards: • Effectively use Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals to address and resolve attendance issues. 8. Facilitate Collaboration: - Truancy Advocates will work closely with Family Advocates, Site Administrators, teachers, and parents to target and improve student attendance. By implementing these actions, we aim to reduce chronic absenteeism and improve overall student attendance, ensuring that all students have the		

Action #	Title	Description	Total Funds	Contributing
		opportunity to benefit from consistent, uninterrupted education.		
1.4	Instructional Assistance	Instructional assistance to improve support in English Language Arts (ELA) and Mathematics and address the needs of English Learner students and Unduplicated Pupils. IAs will provide targeted instructional support in ELA and Mathematics, focusing on reading comprehension, writing, problem-solving, and numeracy skills. They will work closely with certificated teachers to align their efforts with classroom instruction . Additionally, IAs will offer dedicated support for English Learner students to enhance English language acquisition. They will assist with literacy and content comprehension using strategies like guided reading and vocabulary development under the direction of a certificated teacher. IAs will support student safety for 1 hour per day using Local Control and Accountability Plan (LCAP) funds. They will monitor common areas and engage students in activities that promote a positive school climate, including conflict resolution and inclusive practices.	$450,000.00	Yes
1.5	Health and Wellness Staff	Employ Nursing and LVN Staff to Enhance Student Health Services: • Secure Funding and Hire Staff for: • 2 district Nurses to support all school sites. • 2 LVN to support all sites. • Conduct periodic workload distribution analysis and needs assessments. • Increase Monitoring and Support: • Establish a dedicated team to monitor and support foster youth, homeless students, low socio-economic students, and students with disabilities. • Develop partnerships with community health and wellness services to provide comprehensive support and resources. • Implement a streamlined referral process to minimize wait times for families seeking services.	$420,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Improve Accessibility to Health Services: • Assist with on-site health services and telehealth options to accommodate different needs and circumstances. • Enhance Crisis Response Capabilities: • Strengthen the capacity of crisis response teams to address immediate mental health needs effectively. • Increase awareness and accessibility of crisis response services for students, families, and staff. By implementing these actions, we aim to address the critical need for mental health and social-emotional support, especially for low socio-economic students, foster youth, English learners, and students with disabilities. This approach ensures that all students receive the comprehensive support necessary for their overall well-being and academic success.		
1.6	Enrichment/Intervention Support	Offering enrichment and intervention support in ELA and Math at all school sites, including programs like Extended Day/TDIA, Teacher Directed Instructional Assistance, Math/Reading Labs, Winter Academy, and Saturday School, as well as GATE enrichment by certificated and classified staff, is vital for addressing the academic needs of unduplicated pupils. These initiatives provide targeted instructional time outside regular school hours, helping low socio-economic students, Foster Youth, and English Learners close achievement gaps and develop essential skills. By delivering these supports schoolwide, we ensure that all students, regardless of their background, have equitable access to additional resources and opportunities to improve their academic performance, fostering greater overall success.	$30,000.00	Yes
1.7	Classroom Size Reduction Teachers	Employ Staff in grades 4-6 to maintain 26/1 (5 teachers) and funding for Staff grades TK-3 20:1 Classroom Size Reduction (12 teachers) to help support the learning and development of our low socio-economic students, Foster Youth, and English Learners.	$2,720,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Dual Immersion Teacher	Employ a Dual Immersion Teacher for 7th and one for 8th Grade at Mt. View Middle School To extend the Dual Immersion program beyond 6th grade, Mt. View Middle School will employ a dedicated Dual Immersion teacher for 7th and 8th grade. This role will ensure the continuity and advancement of bilingual education, supporting students in achieving higher levels of proficiency in both languages while continuing their academic development in a dual-language setting.	$185,000.00	Yes
1.9	Physical Education Teachers	Employ five elementary physical education teachers: one at Lamont Elementary School, one at Myrtle Ave School, two at Alicante School, and one at Mt. View Middle School. These teachers will focus on low socio-economic students, foster youth, and English learners, emphasizing the importance of exercise and making healthy choices both at school and at home. Funding for: 1. Staff 2. Supplies and materials	$575,000.00	Yes
1.10	Music/Band Teachers	Provide music opportunities for all students by employing three band teachers: one for Mt. View Middle School, one for Myrtle Ave School, and one for Alicante School. This initiative will focus on supporting low socio-economic students, foster youth, and English learners. 1. Fund personnel 2. Funds to purchase instruments, uniforms, music, and supplies	$375,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	STEM Teacher at Mt. View	Employ a STEM teacher for Mt. View Middle School to provide extended learning time, engage students in additional learning activities, and address learning gaps, particularly for low socio-economic students, foster youth, and English learners. This position aims to prepare students for 21st-century learning. 1. Teacher 2. Supplies	$160,000.00	Yes
1.12	Enrichment/Intervention Math Teacher	Employ a Math Intervention/Enrichment Teacher at Mountain View Middle School to provide small group instruction and one-on-one support to students, particularly targeting low socio-economic students, Foster Youth, and English Learners. This role will address individual learning needs and enhance student success in math. The teacher will implement tailored intervention strategies to improve math proficiency. Additionally, they will offer enrichment activities to challenge advanced learners. This initiative aims to close achievement gaps and promote equitable educational opportunities.	$115,000.00	Yes
1.13	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. DELETED / RETIRED for 2025-26	$0.00	No
1.14	Vice Principals at School Sites	Vice Principals will 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. 1) Increase services for low socioeconomic students, Foster Youth, and English Learners who are struggling with truancy and behavioral issues. 2) Increase communication with parents of low socioeconomic students, Foster Youth and English Learners to coordinate services for students.	$388,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.15	Gifted and Talented Education (GATE) and Honors Program	Implement a GATE program that is supplementary to the base program available to all students. The GATE program will provide the opportunity for students who qualify to receive enrichment activities to further enhance learning for advanced students. Funding for: -Staff -Materials and supplies -Assessments -Curriculum	$30,000.00	Yes
1.16	School Counselor	Provide certificated staff (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.	$140,000.00	Yes
1.17	AVID	Implement AVID Elementary at Lamont, Alicante, and Myrtle Ave. Schools, and AVID Secondary at Mt. View Middle School. This program is primarily directed toward low socio-economic students, foster youth, and English learners. AVID's mission aligns with Common Core State Standards and provides inquiry strategies and tools for all teachers and students. AVID prepares students to be college and career ready, strongly promoting college for first-generation students and enhancing organizational and study skills to support increased academic achievement. Additionally, AVID's approach complements our learning model, which emphasizes being personalized, authentic, competency-based, and equitable and inclusive, fostering skills such as empathy, problem-solving, resilience, effective communication, and community responsiveness.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funds for: 1. AVID Tutors 2. AVID Consortium KCSOS 3. University educational field trips 4. Supplies and materials 5. Summer Institute		
1.18	Summer School Program For incoming Kindergarteners	Operate a Summer Bridge Program to promote school readiness and familiarize newly pre-enrolled Kindergarten students with the school environment. The program will support the social-emotional well-being of low socio-economic students, Foster Youth, and English Learners by providing academic interventions integrated with digital resources. Funding will support: 1. Personnel salaries 2. Instructional materials, software, and applications 3. Transportation costs	$25,000.00	Yes
1.19	Athletic Program	Ongoing Funding for Athletics at Alicante, Myrtle Ave, and Mt. View Schools To ensure continued support for athletics and intramural sports at Alicante, Myrtle Ave, and Mt. View Schools, providing a safe environment for UP's and students. This initiative aims to keep students connected to the regular school day, improve attendance, and allow students to showcase both their academic and athletic abilities. This revised proposal aims to create a sustainable and impactful athletics program that benefits students at Alicante, Myrtle Ave, and Mt. View Schools, fostering a supportive and engaging school environment. Funding for: 1. Uniforms for Athletic Teams 2. Sport Equipment 3. Participation Fees:	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4. Coaching Staff Stipend: increase stipends for coaching staff to attract and retain qualified and dedicated coaches. • Provide additional training and professional development opportunities for coaches to enhance their skills and effectiveness		
1.20	Special Education Needs	To meet the unique needs of our Special Education students funds will be provided for supplemental materials, supplies and professional development. Allocating funds to provide supplemental materials, supplies, and professional development for educators working with Students with Disabilities (SWD) ensures that these students receive the targeted support they need across the district. These resources will be available to all instructional staff, enabling them to implement additional interventions that align with each student's Individualized Education Program (IEP) goals. This funding allows teachers to access and utilize specialized materials and training to address the significant academic deficits identified by the 2022-2023 CAASPP data. By providing these resources on an LEA-wide basis, the action ensures a uniform approach to improving educational outcomes for SWD, fostering equity and supporting their academic growth across all schools in the district.	$50,000.00	No
1.21	Student Academic Activities	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. 1) Personnel Cost 2) Entry Fees 3) Travel Expenses 4) Materials and Supplies	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5) Shirts for identification and to promote school climate		
1.22	Education Fieldtrips for all grade levels	Provide funding for low socio-economic students, foster youth, and English learners to attend educational field trips, giving them the opportunity to experience art, science, and environmental education firsthand. These field trips are planned instructional activities that offer learning experiences difficult to achieve in a classroom setting. Funding will cover transportation, admission fees, and any additional costs associated with the trips.	$200,000.00	Yes
1.23	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. Support Staff 2. Books 3. Facilities 4. Supplies	$400,000.00	Yes
1.24	Micro-School Support	Support the implementation of the Micro-School model. This model will primarily support English learners, low-income, and foster youth students by providing a learning experience that is more personalized, authentic, competency-based, and equitable and inclusive. The Micro-School approach aligns with our district's learning model, fostering empathetic collaboration, innovative problem-solving, resilience, effective communication, and community responsiveness. Funding for: 1. Staffing 2. Materials and Supplies 3. Training	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.25	6th Grade Outdoor Learning	Provide funding for 6th grade students to attend outdoor learning experiences such as 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

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	21st Century Learning Schools Transform district facilities and grounds into dynamic learning spaces, including the physical infrastructure to support modern educational practices to enhance science, technology, engineering, arts, and mathematics integration and foster 21st-century skills.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed the goal based on input from educational partners, parents, staff, needs assessments, and walkthroughs.

Input from Educational Partners, Parents, and Staff
Through surveys, meetings, and walkthroughs, educational partners, parents, and staff have consistently emphasized the need for modern, flexible learning environments that support innovative educational practices. This feedback underscores the importance of creating spaces that enhance student engagement and facilitate the integration of STEM and arts education.

Needs Assessment
The needs assessment revealed several areas where current facilities fall short in supporting 21st-century learning. Issues such as outdated classrooms, lack of collaborative spaces, and insufficient technology infrastructure were identified as barriers to implementing modern educational practices.

Best Practices
Research indicates that learning environments significantly impact student outcomes. Modernizing facilities to include flexible, technology-rich spaces supports active learning, collaboration, and the development of critical 21st-century skills.

Pillars of Success
1. 21st Century Schools: Building the future of education to create safe, inspiring, dynamic 21st-century learning schools for every student's unique journey.
2. Whole Child Success for Students: Nurturing and empowering the whole child by fostering broader measures of success.
3. Culture, Community, and Climate: Fostering a thriving educational ecosystem that puts learners first with safety, inclusion, and quality at heart.

4. Investing in Our Team: Empowering a dedicated and skilled community for student success and organizational growth through targeted professional development and support.

Learner Profile

- Empathetic Collaborator: Creating spaces that encourage collaboration and empathy.
- Innovative Problem Solver: Designing environments that foster creativity and problem-solving skills.
- Resilient Learner**: Providing facilities that support resilience and adaptability.
- Responsive Community Member: Developing spaces that encourage community engagement and responsiveness.
- Effective Communicator: Enhancing communication through well-designed, flexible learning environments.

Framework for the Future

- Facility Upgrades: Modernizing classrooms and infrastructure to support STEM and arts integration.
- Flexible Learning Spaces: Creating adaptable spaces that facilitate collaboration, innovation, and hands-on learning.
- Technology Integration: Ensuring robust technology infrastructure to support digital learning and teaching practices.
- Community Involvement: Engaging the community in the planning and implementation of facility improvements.

In conclusion, this goal responds to the collective input from educational partners, parents, and staff, as well as findings from needs assessments and walkthroughs. It aligns with the district's pillars of success and learner profile, aiming to transform district facilities into dynamic learning environments that support 21st-century skills and enhance educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Compliance results for standards-aligned materials for all students Source: The Williams report Priority 1 Basic Services: (B) Pupil access to standards-aligned materials.	2023-24 School Year: The Williams report indicates 100% Compliance on standards-aligned materials for all students.	2024-25 School Year: The Williams report indicates 100% Compliance on standards-aligned materials for all students.		2026-27 School Year: 100% Compliance on standards-aligned materials for all students.	Maintained at 100%: Williams visits and reports continue to be positive

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Good or exemplary report Source: FIT Tool report Priority 1 Basic Services: (C) School facilities maintained in good repair.	2023-24 School Year: All facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.	2024-25 School Year: All facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.		2026-27 School Year: 100% (All) facilities with an overall rating of Good/Exemplary as indicated on the FIT report rating	Maintained Status: The FIT report continues to be Good/Exemplary
2.3	Lesson Plan and Master schedule audit review Source Local Master Schedule review and Lesson Plan Priority 7 Course Access: (A) Extent to which pupils have access to and are enrolled in a broad course of study as measured by master schedules.	2023-24 School Year: 100% of students, including unduplicated pupils, had access to all required areas of broad coursework as measured by master schedules as stated by Ed Code 51210 and 51220.	2024-25 School Year: 100% of students, including unduplicated pupils, had access to all required areas of broad coursework as measured by master schedules as stated by Ed Code 51210 and 51220.		2026-27 School Year: 100% of students, including unduplicated pupils, with access to all required areas of broad coursework as measured by master schedules as stated by Ed Code 51210 and 51220.	Maintained. All students continue to have access to broad coursework

Goal Analysis [2024-25]

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

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

Overall, all actions associated with this goal were fully implemented, with the exception of Action 2.4. Implementation of this action is pending as the district is prioritizing enhancements to infrastructure before proceeding with the installation of designated teacher workstations.
Particular successes are as follows:
Action 2.1: Most classrooms have been equipped with modern instructional technology, including Promethean panels and educational applications, to enhance teaching and learning experiences.

Action 2.2: The district continues to make ongoing improvements to technology infrastructure and student/staff devices to ensure reliable and equitable access.
Action 2.3: Dedicated support staff maintain and enhance technology systems while providing timely assistance to staff, fostering an environment that supports 21st-century instructional practices.
Action 2.5: The district continues to lease modular buildings to expand classroom space, supporting efforts to reduce class sizes and accommodate growing instructional 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 Elementary School District successfully secured additional funding sources to support the construction and modernization of facilities. As a result, the originally budgeted amount of $5,809,406.81 was not fully expended.

Specifically, 79% of the $3,120,006.81 allocated for Action 2.1 was utilized.

For Action 2.2, implementation is contingent upon the completion of critical infrastructure upgrades. Of the $1,994,000.00 budgeted, 77% was expended. These upgrades are essential to ensure that technology systems can support curricular improvements and accommodate new classroom construction.

Action 2.3 had originally estimated higher staffing costs based on the potential addition of personnel to support the technology department. However, a decision was made not to add additional staff at this time, resulting in lower-than-expected expenditures.

Action 2.4 remains pending, as the district continues to prioritize infrastructure development before installing designated teacher workstations. These factors account for the variance between the budgeted and actual expenditures across these actions.

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

Action 2.1 produced mixed results. While CAASPP Math scores improved by 4.7 points and FIT ratings remained strong, indicating progress in classroom modernization, CAASPP ELA scores declined slightly. Additionally, although EL progress on the ELPAC decreased, a slight increase in reclassification rates suggests some improvement in language acquisition. These outcomes indicate a continued need for deeper integration of language development supports within 21st-century learning environments to ensure all students benefit from the instructional upgrades.

Action 2.2 showed partial effectiveness. While CAASPP Math performance improved by 4.7 points and the Williams FIT Report maintained a 100% Good/Exemplary rating, indicating strong support for instructional infrastructure, ELA scores declined slightly by 1.9 points.

Action 2.3 demonstrated partial effectiveness. While CAASPP Math scores improved by 4.7 points and FIT ratings remained exemplary, ELA performance declined by 1.9 points. This suggests that while 1:1 device access is positively influencing math instruction and maintaining strong facility standards, its impact on literacy outcomes requires closer monitoring and instructional alignment.

Action 2.4 has supported instructional access by maintaining reliable internet connectivity across all campuses. The district preserved a 100% Good/Exemplary FIT rating, and CAASPP Math scores improved by 4.7 points, suggesting that strengthened digital infrastructure helped facilitate effective use of online learning tools. However, a 1.9-point decline in ELA scores indicates inconsistent benefit across content areas.

Action 2.5: The addition of classroom space supported smaller class sizes, which contributed to improved learning conditions. CAASPP Math scores increased by 4.7 points, suggesting that reduced student-to-teacher ratios helped facilitate more effective use of online learning tools and instructional strategies. However, a 1.9-point decline in ELA scores indicates that the benefits were not consistent across all content areas, highlighting the need for targeted instructional support in literacy alongside infrastructure improvements.

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

Although there was a significant variance between the budgeted expenditures and actual expenditures for this goal, Lamont Elementary School District remains committed to advancing our vision of creating 21st-century learning environments. Through reflection and analysis of prior implementation, we recognize the need to more strategically align expenditures with infrastructure readiness, construction timelines, and evolving instructional needs.

As a result, we will refine the implementation timelines for facility upgrades to ensure better coordination with modernization projects and technology integration efforts. Additionally, we will increase alignment of future expenditures with science, technology, engineering, arts, and mathematics (STEAM) initiatives to better support our instructional model and promote the development of 21st-century skills in all students. Unspent funds will be used for 2025-2026 LCAP.
Here is a revised version of your LCAP response for improved clarity, grammar, and alignment with formal reporting tone:

Action 2.1: While the district remains committed to modernizing classrooms and equipping them for 21st-century learning, major purchases have already been completed, and additional funding sources have been secured to support this effort. As a result, funding for this action will be reduced, and a portion of the allocation will be reallocated to other actions that may have a greater impact on student outcomes.

Action 2.2: The district remains committed to ensuring all students have access to technology that supports the Learner Profile. While this commitment continues, the costs associated with providing student devices and infrastructure will now be mostly supported through alternative funding sources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	21st Century Classrooms	Modernize and/or replace dilapidated classrooms to align with the 21st Century Learner Model, focusing on the needs of low socioeconomic students, Foster Youth, English Learners, and low-income students. This action aims to provide these students with enhanced learning experiences to ensure they are college and career-ready. Given the rural location of our community, our students, particularly those from disadvantaged backgrounds, often lack access to opportunities in science, technology, engineering, arts, and mathematics (STEAM). Funding to be used for: 1. Expansion of STEM Classes: • Increase the number of STEM classes at all school sites to allow students to explore and develop their own learning. • Ensure STEM curricula are comprehensive and hands-on, encouraging inquiry-based learning and critical thinking. 2. Flexible Seating Arrangements: • Implement flexible seating in all learning sections to facilitate smooth transitions from whole-group instruction to small-group activities. • Ensure seating arrangements are adaptable to different teaching and learning styles, promoting an engaging and dynamic classroom environment. 3.Technology Integration: • Equip all classrooms, not just STEM classes, with modern technology such as multi-Promethean panels and flexible seating to benefit all low socioeconomic students, Foster Youth, English Learners, and low-income students. • Provide ongoing training for teachers to effectively integrate technology into their instruction. 4. Additional Personnel: • Hire additional certificated and classified personnel to implement 21st-century learning strategies. For instance, organizing parent nights and other educational events will require more staff. • Ensure these personnel are well-trained to support the diverse needs of our student population.	$1,800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5. Maker Spaces: • Establish Maker Spaces at all four schools to offer students varied experiences throughout their day. If rooms are unavailable, lease one portable per school site. • Purchase and maintain Maker Space supplies such as Makey Makeys, LEGO kits, Cubelets, Bloxels, Ozobots, Squishy Circuits, Hyper Duino kits, Little Bits, and Polar 3Ds. 6. Additional Buildings Benefits: • Equitable Access: • Provide equitable access to modern educational resources for all students, particularly those from disadvantaged backgrounds. • Enhance learning opportunities that prepare students for future academic and career success. • Engagement and Motivation. • Increase student engagement and motivation by offering interactive and hands-on learning experiences. • Foster a love for learning through creative and innovative teaching methods. • Skill Development: • Equip students with essential 21st-century skills such as critical thinking, problem-solving, collaboration, and technological proficiency. • Encourage students to be effective communicators, empathetic collaborators, innovative problem solvers, resilient learners, and responsive community members. Implementation Plan: • Conduct a thorough needs assessment to identify classrooms that require modernization. • Develop a phased plan to upgrade classrooms, ensuring minimal disruption to ongoing learning activities.		

Action #	Title	Description	Total Funds	Contributing
		• Allocate funds appropriately to cover technology, flexible seating, Maker Space supplies, and additional personnel. • Establish timelines and milestones for each phase of the implementation.		
2.2	Technology Devices and Infrastructure to support the Learner Profile	The district plans to enhance technology integration to support students in becoming resilient learners, responsive community members, innovative problem-solvers, effective communicators, and empathetic collaborators. The district plans to provide each student with a 2:1 device setup—one device for use at school and another for home use. Additionally, the district plans to equip students in grades TK-3 with 1:1 iPads for classroom use to support supplemental teaching applications for intervention and early learning. The LEA will also ensure robust digital infrastructure and resources to optimize classroom instruction and staff productivity. 1. Provide Digital Devices for Students and Staff: • Ensure every student has access to a digital device for daily classroom instruction and online assessments, including those from low socioeconomic backgrounds, Foster Youth, and English Learners. 2. Implement Digital Learning Systems: • Utilize digital learning software systems to enhance content management, learning management, student assessment, and instructional resources. Integrate systems that supplement the core curriculum and support personalized learning pathways for all students, particularly those from disadvantaged backgrounds, promoting their ability to think critically, solve problems creatively, and engage actively in their learning process. 3. Enhance Digital Network Infrastructure: • Develop a robust, reliable, secure, and scalable digital network to improve instructional programs, resources, and staff productivity. Upgrade network infrastructure to support modern cybersecurity protocols, seamless communication, and innovative instructional	$980,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies, thereby facilitating a safe and effective learning environment that adapts to new educational technologies and methodologies. 4. Establish Sustainable Technology Renewal: • Ensure ongoing funding for replacing outdated technology for teachers, classified instructional support staff, and students. Allocate resources for the continuous renewal of devices and infrastructure, ensuring up-to-date technology that supports resilient learning and productive staff engagement. 5. Upgrade Network Equipment: • Utilize the latest cybersecurity and communication protocols to support innovative instructional strategies. Regularly update network equipment to enhance digital security and instructional capabilities, ensuring that the technology ecosystem is capable of supporting the evolving needs of learners and educators. 6. Equip New Classrooms with Modern Technology: • Integrate 21st-century technology into newly added classrooms at two school sites to support daily instruction. Install Promethean Boards, classroom computers, iPads, new wiring, document cameras, and other necessary equipment to create technology-rich environments that foster interactive and collaborative learning experiences. Additional funds will be allocated to cover cost inflation for these upgrades. Innovative Practices, Programs, and Pedagogy: • Personalized Learning: Implement adaptive learning technologies and software to tailor instruction to individual student needs, promoting resilience in learners by allowing them to progress at their own pace. • Collaborative Platforms: Use digital tools that facilitate collaboration and communication among students and between students and teachers, fostering effective communication and empathetic collaboration.		

Action #	Title	Description	Total Funds	Contributing
		• Project-Based Learning (PBL): Incorporate technology into PBL initiatives, enabling students to work on real-world problems, develop innovative solutions, and present their findings using multimedia tools. • Blended Learning Models: Combine traditional teaching methods with digital resources to create a blended learning environment that enhances flexibility and responsiveness to student needs. • Digital Citizenship Programs: Educate students on responsible digital behavior, online safety, and ethical use of technology, promoting them as responsive community members who navigate digital spaces thoughtfully.		
2.3	Technology Support Staff	To ensure equitable access to technology and promote continuous academic growth for all students, particularly those from low socio-economic backgrounds, Foster Youth, and English Learners, we will provide comprehensive technology support. This will include developing essential computer skills to overcome barriers associated with the lack of technology at home. Our Local Education Agency (LEA) will facilitate access to functional technology for both staff and students, thereby enhancing the learning experience. Funding for: 1.Director of Technology: to plan, coordinate, and oversee the provision of digital resources for both teachers and students. 2. IT Support Staff: Allocate funding for three IT Support Staff members to ensure adherence to 21st-century learning standards and provide ongoing technical support. To maintain and enhance technology systems and support staff in meeting their technology needs, thereby fostering an environment conducive to modern educational practices.	$565,000.00	Yes
2.4	Teacher Workstation	Improve instruction delivery by providing each teacher with a mobile workstation, supporting the Lamont Elementary School District's Learner Model. Mobile Workstations for Teachers to allow them to move around the	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		classroom to monitor learning and provide real-time feedback. Fostering close teacher-student interactions. Implement innovative teaching methods and adapt teaching strategies for diverse needs. Enhancing communication with digital tools and engage effectively with students. Allow immediate assessment and feedback. The Plan includes: • Distribute mobile workstations and train teachers. • Develop guidelines for integration into teaching practices This action aims to create an engaging and responsive learning environment aligned with the Lamont Elementary School District's Learner Model for improved learning for English Language Learners, Low Income and Foster Youth Students.		
2.5	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

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Culture, Community, and Climate Strengthen collaborative partnerships with families and the community to promote safety, inclusivity, and quality in education, fostering a culture of respect, empathy, and cooperation within schools and the wider community, thereby cultivating a supportive and engaged school environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed this goal based on input from educational partners, data, and best practices.
Input from Educational Partners
Educational partners, including teachers, administrators, and community organizations, have emphasized the need for a cohesive and supportive environment. Parents, through various forums and meetings, have highlighted the importance of better communication, increased involvement in school activities, and stronger support networks.

Best Practices
Research indicates that strong school-community partnerships improve student outcomes, enhance safety, and foster inclusivity. When families are actively involved, students succeed academically, socially, and emotionally.

This goal aligns with the Pillars of Success
1. Safety: Ensuring a secure environment for students and staff.
2. Inclusivity: Promoting an educational setting where every student feels valued.
3. Quality Education: Providing high-standard educational opportunities for all students.
4. Respect and Empathy: Cultivating a school culture based on mutual respect and understanding.

Framework for the Future
- Collaborative Initiatives: Regular engagement activities with families and the community to maintain open communication and active participation.
- Professional Development: Training for educators on best practices in family and community engagement.
- Resource Allocation: Ensuring necessary resources are available to support safety, inclusivity, and quality in education.
- Feedback Mechanisms: Implementing systems to continuously gather and respond to feedback from all stakeholders.

In conclusion, this goal is designed to respond to collective input and align with best practices, ensuring a safe, inclusive, and high-quality educational experience that supports and engages the entire school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Level of Implementation of Parent Involvement Source: Local Self Reflection Tool Priority 3 Parent Involvement: (A) Efforts to seek parent input in making decisions for district and school sites as measured by the Local indicator Self Reflection Tool.	2023-24 School Year: Full Implementation (rating: 4) according to the local indicator self-reflection tool.	2024-25 School Year: Full Implementation (rating: 4) according to the local indicator self-reflection tool.		2026-27 School Year: Maintain Full Implementation (4 or better) on to the local indicator self-reflection tool.	Maintained: Full Implementation (rating: 4) according to the local indicator self-reflection tool.
3.2	Percent of parents in attendance at conferences and back to school. Source: Local Sign in sheets and/or registration data at parent conferences and/or Back to School Night Priority 3 Parent Involvement: (B) How district promotes	2023-24 School Year: 75% of parents of unduplicated students attended parent conferences and/or back to school night according to sign-ins	2024-25 School Year: 68.5% average parent attendance at parent conferences and/or back to school night		2026-2027 School Year: 81% of parents of unduplicated students attend parent conferences and/or back to school night as measured by sign-ins and/or logs	Differences from Baseline: -6.5% parent attendance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participation of parents for unduplicated pupils as measured by parent surveys and sign-in sheets.					
3.3	Percent of IEPs with parent input Source: Siris Report Priority 3 Parent Involvement: (C) How district promotes participation of parents for pupils with exceptional needs as measured by parent sign-in sheets.	2023-24 School Year: The LEA conducted/completed a 100% of IEP's with parent input.	2024-25 School Year: The LEA conducted/completed a 100% of IEP's with parent input.		2026-2027 School Year: Complete 100% of IEP's with parent input.	Maintained: The LEA conducted/completed IEPs with 100% parent input
3.4	Suspension Rate Source: Local indicator such as KiDS or other. Priority 6 School Climate: (A) Pupil suspension rates	2023 Dashboard data indicates the suspension rate at 1.8% Current (May 2024) KiDS data indicates: an overall suspension rate of 3.99%, EL 3.27%, SWD 4.47%, Homeless 5.3%, Foster Youth 5.56%, SED 4.20% For Mountain View: All students: 14.29% EL: 17.51% SWD: 16.33% Homeless: 22.73%	2024 Dashboard: 6.5% 2024-25 LOCAL DATA: All Students 1.5% EL 1.57%, LTEL 5.19%, SWD 2.05%, Homeless 0%, SED 1.67%, Foster Youth 0% For Mountain View: All students: 2.54% EL: 3.7%		2026 Dashboard: Suspension rate at less than 2.5% overall and a decrease of at least 2% for all other subgroups: EL, SWD, Homeless, Foster Youth and, SED.	Differences from Baseline: Dashboard: +4.7% LOCAL DATA: All Students: -2.49% EL: -1.7% LTEL: N/A (baseline year) SWD: -2.42% Homeless: -5.3% SED: -2.53% Foster Youth: -5.56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 15.58%	SWD: 1.69% Homeless: 0% SED: 2.66%			For Mountain View: All students: -11.75% EL: -13.81% SWD: 14.64% Homeless: -22.73% SED: -12.92%
3.5	Expulsion Rate Source: Local Data and/or KiDS, DataQuest Priority 6 School Climate: (B) Pupil expulsion rates	In 2023-24, 0% students were expelled.	In 2024-25, 0% students were expelled.		2026-2027 School Year: Continue with 0% students expelled.	Maintained: 0% students were expelled
3.6	Percent of students feeling safe while at school Source: California Healthy Kids Survey Priority 6 School Climate: (C) Other local measures on sense of safety and school connectedness.	2023-24 School Year: Current California Healthy Kids Survey results indicate that 63% students felt safe while in school.	2024-25 School Year: Current California Healthy Kids Survey results indicate that 49% students felt safe while in school.		2026-2027 School Year: 70% (at least) of students will feel safe while in school. on the California Healthy Kids	Decrease of 14% students feeling safe
3.7	Percent of Teachers with appropriate credentials Source: Local H.R. audit	In 2023-24, 89% of teachers were fully credentialed according to an H.R. audit and the number of	In 2024-25, 92% of teachers were fully credentialed according to an H.R. audit and the		2026-2027 School Year: 93% will be of teachers fully credentialed	There is a 3% increase of teachers being fully credentialed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1 Basic Services: (A) Teachers appropriately assigned and fully credentialed.	misassignments was 0%. Rate of teachers teaching EL's without authorization is 0% for 2023-24.	number of misassignments was 0%. Rate of teachers teaching EL's without authorization is 0% for 2024-25.		Maintain 0% misassigned teachers and teachers without authorizations	We continue to make strong efforts to hire fully credentialed teachers and are currently just 1% away from reaching our target.
3.8	Percent of students feeling safe while at school or while commuting Source: local data (surveys), student connectedness Priority 6 School Climate: (C) Other local measures on sense of safety and school connectedness.	In 2023-2024, School Climate Survey for grades 3-8. Students expressing not feeling safe either at school or while commuting: 3% of third and 3% of fourth graders 6.83% of fifth graders 3.32% of sixth graders 6.36% of seventh graders 4.31% of eighth graders	In 2024-25 School Year: School Climate Survey for grades 3-8. Students expressing not feeling safe either at school or while commuting: 4.9% of third of 8.61% of fourth graders 4.02% of fifth graders 3.43% of sixth graders 4.11% of seventh graders No score available of eighth graders		2026-2027 School Year: Decrease the percentage of students not feeling safe while at school or while coming to and from school at each grade level by at least 1.5% for 2023-24 percentages	When comparing 2023–2024 data to 2024–2025, the results are mixed. 3rd increased 1.90% 4th increased 5.61% 5th decreased 2.81% 6th increased .11% 7th decreased 2.255 Data for 8th grade was unavailable at the time of reporting and will be collected for future analysis.

Goal Analysis [2024-25]

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

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

All actions under Goal 3 were fully implemented and contributed to improved family engagement, increased communication, and safer learning environments across Lamont Elementary School District.

Actions 3.1 & 3.2 – Parent Professional Development, Conferences, and Workshops were offered throughout the year with support from the Family Success Center and other district staff. Parents were provided with opportunities to participate in various classes and workshops designed to help them support their children’s academic and social development at home.

Action 3.3 – Although a nationally recognized speaker was not secured for the Cena Con Sus Hijos family engagement event, the event was well-attended. Families were actively engaged and reported a positive experience, highlighting the importance of continued family-focused programming.

Actions 3.4, 3.5, & 3.6 – The district hosted Kindergarten Preparation events and Mt. View Middle School Orientation sessions. Families in attendance received school supplies and resources to better support student learning at home. This included targeted support for families of incoming Kindergarten students to ensure a smooth transition.

Action 3.7 – The district translator played a critical role in ensuring accessibility by providing translation services for school communications and district events, helping bridge communication gaps for multilingual families.

Action 3.8– Continued updates to the district website provided the community with easy access to up-to-date information about school programs, events, and services.

Action 3.9 – The presence of a School Safety/Campus Supervisor at Mt. View Middle School led to improved student behavior and positively impacted student attendance.

Action 3.10 – The installation of safety supplies, including environmental sensors and security cameras at all school sites, has helped deter unsafe behavior and improved overall campus safety.

Action 3.11 – ELD support staff continued to provide services to English Learners, supporting their academic progress and language development needs.

These efforts collectively strengthened family partnerships, improved communication across educational partners, and reinforced a safe and supportive learning environment for all students.

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

Goal 3 had a total budget of $966,500, with approximately 95% expended. While all planned actions were implemented, several material differences occurred between budgeted and actual expenditures due to the use of alternative funding sources, adjustments in staffing, and implementation timelines.

Action 3.1: Parent Professional Development
This action was largely funded through one-time grants and supported by the Family Success Center, resulting in lower expenditures than originally budgeted.

Action 3.2: Parent Engagement Staff
This action exceeded its budgeted amount due to the addition of staff and increased costs related to salaries and benefits.

Action 3.3: Community Speakers
This action was overbudgeted, as the originally planned speaker engagement was canceled. Instead, a speaker from within our own staff was added to lead the session.

Actions 3.4: Family Engagement Materials
This action was underbudgeted. Additional supplies and materials were purchased to support families in working with their children at home, especially for early learning.

Action 3:8: District and School Site Websites:
The estimated cost of maintaining the district website was lower than originally budgeted. As a result, actual expenditures were less than anticipated, resulting in a material difference between budgeted and estimated actual expenditures.

Action 3.10: Campus Safety Supplies and Enhancements
Although this action was overbudgeted, some safety-related purchases were either deferred due to ongoing facility updates or funded through alternative sources. Equipping all school sites—especially newly built classrooms—remains a district priority.

Action 3.11: ELD Support Staff
This action was underbudgeted due to unanticipated increases in salary and benefits needed to support expanded services for English Learners.

Additionally, costs for Kindergarten and Transitional Kindergarten family preparation materials—such as resource packets—were higher than expected. These underestimated supply needs contributed to the discrepancy in expenditures.

Finally, based on educational partner input and a demonstrated increase in demand, the district will expand funding for ELD support staff in future years. This ensures services remain responsive to the needs of our multilingual learners and aligned with district priorities and stakeholder expectations.

Despite the variances, the percentage of improved services continues to reflect the district's commitment to family engagement, school safety, and English Learner support. Resources have been adjusted to maintain alignment with district goals and to support sustainable implementation moving forward.

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

Action 3.1 was partially effective. Parent engagement efforts, including Parent University and Project Inspire, supported a 75% participation rate among unduplicated student families, maintaining high levels of involvement as indicated by Goal 3 Metrics 1 and 2. However, key student outcomes did not show consistent improvement. While Math DFS increased by 4.7 points, ELA DFS declined by 1.9 points, and both the ELPI and reclassification rate decreased. However, iReady benchmark data has increased for this school year.

Action 3.2 was partially effective. Parent Engagement Staff supported strong family-school connections, with 75% of unduplicated student families participating in conferences and back-to-school events. These efforts contributed to increased awareness and access to learning resources. However, improvements in student outcomes were mixed. CAASPP Math DFS improved by 4.7 points, but ELA DFS declined by 1.9 points. Additionally, both ELPI and the reclassification rate decreased, but iReady performance has increased for this school year.

Action 3.3 - This action was partially effective. The "Cene Con Sus Hijos" dinner successfully supported family-school connections for unduplicated pupils, with strong attendance and continued high participation across parent events (75% engagement per Goal 3 Metrics 1 and 2). However, student outcome data reflects mixed academic results. CAASPP Math DFS improved by 4.7 points, but ELA DFS declined by 1.9 points. English Learner progress dropped by 7.87%, and the reclassification rate declined by 3.52%. But there is growth in i-Ready scores.

Action 3.4 was partially effective. Kindergarten preparation events facilitated strong parent engagement, with 75% of parents of unduplicated students participating in conferences and orientation activities. These efforts likely contributed to increased school readiness and a positive transition into TK and Kindergarten. Also, TK/K attendance data shows a slight improvement over last year.

Action 3.5 was partially effective. The orientation event at Mt. View Middle School promoted family engagement and readiness for transition to secondary education, reflected in 75% parent participation in key events. The action coincided with a 13.3% reduction in chronic absenteeism, suggesting that early engagement efforts may have positively impacted school attendance. However, academic performance outcomes were mixed. Math DFS improved by 4.7 points, but ELA DFS declined by 1.9 points. English Learner progress dropped by 7.87%, and the reclassification rate decreased by 3.52%. I-Ready benchmarks have shown improvement.

Action 3.6 – Parent Involvement Supplies. This action was partially effective. Supplies and incentives were provided to recognize and support parent participation, contributing to a 75% participation rate in school events. Chronic absenteeism decreased by 13.3%, suggesting improved engagement among unduplicated students. However, academic outcomes were mixed: Math DFS improved by 4.7 points, while ELA DFS declined by 1.9 points. Additionally, the ELPI and reclassification rate both dropped, but iReady scores have increased for this school year.

Action 3.7 – District Translator was partially effective. The district translator provided critical support to unduplicated student families, ensuring consistent language access across school events and platforms. This helped maintain strong parent participation, as 75% of families of unduplicated students attended school events. Despite these efforts, student performance results were mixed. Math DFS improved by 4.7 points, but ELA DFS declined by 1.9 points. Additionally, the ELPI and reclassification rates both fell, But there are some observable gains in iReady assessments.

Action 3.8 – School and District Websites was effective in improving communication and reducing barriers for unduplicated families. District and school websites were consistently updated, enhancing access to school event information and academic resources. This likely supported strong parent engagement, with 75% participation in key events, and contributed to a 13.3% drop in chronic absenteeism. The action also coincided with notable reductions in suspension rates, including a 2.49% drop for all students and substantial declines across subgroups such as English Learners and SED students. While academic outcomes were mixed—Math DFS improved by 4.7 points, ELA DFS declined by 1.9 points,there is evident growth in iReady—this action meaningfully supported engagement and school climate, particularly for unduplicated pupils.

Action 3.9 – School Safety/Campus Supervisor was shown to be effective. The placement of a Campus Supervisor at Mt. View Middle School contributed to significant improvements in student behavior and school climate. According to local data; Suspension rates fell from 3.99% to 1.5% overall, with substantial declines across all major subgroups, including English Learners (3.7% - 1.57%), SED (4.20% to 1.67%), and Homeless and Foster Youth (5.3% to 0% and 5.56% to 0% respectively). Chronic absenteeism also decreased by 13.3%, indicating a stronger school culture and increased student engagement. Although academic performance outcomes were mixed—Math DFS improved by 4.7 points, ELA DFS declined by 1.9 points, and ELPI and reclassification rates fell—this action met its core objective of improving safety and student presence, particularly for unduplicated pupils.

Action 3.10 – School Safety Supplies and Licenses was partially effective. The district enhanced school site safety through the installation of surveillance cameras, renewal of visitor management system licenses, and provision of emergency classroom kits. These efforts supported a 13.3% reduction in chronic absenteeism, suggesting improved daily school attendance among students, including unduplicated pupils. However, the percent of students reporting that they feel safe at school declined by 14%, from 63% to 49%.

Action 3.11, which funded ELD support staff at Mt. View Middle School, was highly effective in advancing academic outcomes for English Learners. Students demonstrated strong gains in CAASPP scores, with a 17-point improvement in ELA DFS and a 61-point gain in Math. The ELPI increased by 8.66%, and reclassification rose by nearly 5 percentage points, indicating meaningful progress toward English proficiency. These results confirm that targeted ELD support positively impacted both language development and academic performance for EL students.

Overall, Goal 3 actions have been effective and continue to support a safe, inclusive, and engaging environment for all students, staff, and families.

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

Following a review of implementation progress and feedback from educational partners, several changes will be made to the planned actions and budget allocations under Goal 3 to improve alignment with district priorities and community needs.

The district will continue to prioritize family engagement and parent learning opportunities, with an emphasis on providing families with meaningful resources to support student learning at home. Based on positive feedback, the Pre-Kindergarten readiness packets and home learning materials have proven valuable to families. As a result Action 3.4 (Kindergarten Preparation) will increase to $30,000 and Action 3.6 (Parent Involvement Supplies) will increase to $5,000. These adjustments are intended to expand access and cover anticipated cost increases associated with producing and distributing these materials.

Action 3.2 (Parent Engagement Events and Staffing) was underbudgeted in the prior year and will increase to $80,000 to reflect the addition of staff and expanded programming to support family engagement across school sites.

In response to educational partner input and the growing needs of multilingual learners, Action 3.11 (ELD Support Staff and Services) will be expanded to provide enhanced support for English learners. This action will increase to $125,000 to fund additional staffing and resources aimed at improving language acquisition and academic achievement..

These changes reflect the district’s commitment to continuous improvement, equitable resource allocation, and targeted supports for families and student groups with the greatest needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Professional Development/ Conferences/ Workshops	In coordination with the Family Resource Center and Community Schools; 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:	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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. A) Personnel cost B) Conference Fees C) Materials and Supplies D) Transportation cost		
3.2	Parent Engagement Staff	Parent Engagement staff, that will work under the supervision of the Community Schools Grants to facilitate classes that will build family 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.	$80,000.00	Yes
3.3	Cene Con Sus Hijos Dinner	Fund a District Cena Con Sus Hijos Dinner to Include Parents of Low Socioeconomic Students, Foster Youth, and English Learners 1.Promote Family Importance: This dinner emphasizes the importance of family and effective communication with children at home. 2. Provide Strategies and Modeling: Parents are shown and guided on how to create a meaningful suppertime experience without electronic devices, including suggested questions to ask their children. 3. Provide Supplies:Supplies may include, but are not limited to, food, pens, pencils, paper, and rental equipment if necessary.	$40,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4. Guest speakers		
3.4	Kindergarten Preparation	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 3) Snacks	$30,000.00	Yes
3.5	Mt.View Middle School Orientation	Allocate 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
3.6	Parent Involvement Supplies	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.).	$5,000.00	Yes
3.7	District Translator	Employ a District Communication/Parent Translator & Interpreter to provide services principally directed for the parents of low socioeconomic students, Foster Youth and English Learners at board meetings, IEP's, parent conferences, parent meetings, and social media.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	District and School site Websites	It is imperative that the LEA maintain a functioning and updated district website as a resource for parents. This website will provide essential information on school policies, events, academic support, and available services, ensuring parents have access to the tools they need to support their children's education. Funds will be principally directed for parents of low socioeconomic students, Foster Youth, and English Learners, facilitating effective communication and engagement, and ultimately supporting the academic success of unduplicated pupils across the district.	$40,000.00	Yes
3.9	School Safety/Campus Supervisor	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.	$100,000.00	Yes
3.10	School Safety supplies and licenses	The Local Education Agency (LEA) will strengthen security across all school sites by renewing license fees for the existing visitor check-in systems and acquiring updated surveillance cameras for all locations. Additionally, the LEA will procure emergency kits and supplies for classroom use to ensure student safety and preparedness.	$500,000.00	Yes
3.11	ELD Support Staff	The Local Education Agency (LEA) will allocate dedicated ELD staff to enhance support for English Learner (EL), including Long-Term English Learner (LTEL) parents and students. These staff members will provide parents with a clear understanding of the reclassification process, assist in tracking their children's progress, and ensure proper testing conditions to promote student success. ELD staff will conduct informational sessions, offer personalized guidance, and produce detailed progress reports to keep parents informed and engaged. This action is crucial for empowering parents with the knowledge and tools needed to effectively advocate for their children's educational advancement and to improve academic outcomes and language proficiency for EL/LTEL students across the district.	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Investing in Our Team Provide ongoing professional development and tailored support to certificated and classified personnel, fostering their growth and excellence in their roles to ensure student success and organizational advancement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) has developed the goal based on input from staff surveys, meetings, and educational best practices.

Input from Staff
Through surveys and meetings, staff members have expressed the need for continuous professional development and support tailored to their specific roles. This feedback highlighted the importance of equipping educators and staff with the skills and resources necessary to adapt to evolving educational demands and effectively support student achievement.

Best Practices
Research and best practices in education underscore the significance of professional development in enhancing teacher effectiveness and student outcomes. Continuous learning opportunities for staff contribute to a culture of excellence and innovation within the school district.

Pillars of Success
1.Whole-Child Success for All Students: Nurturing and empowering the whole child by fostering broader measures of success.
2. 21st Century Learning Schools: Building the future of education to create safe, inspiring, dynamic 21st-century learning environments for every student's unique journey.
3. Culture, Community, and Climate: Fostering a thriving educational ecosystem that prioritizes safety, inclusion, and quality.
4. Investing in Our Team: Empowering a dedicated and skilled community for student success and organizational growth through targeted professional development and support.

Learner Profile

- Empathetic Collaborator: Encouraging staff to cultivate empathy and collaboration skills.

-Innovative Problem Solver: Equipping personnel with innovative problem-solving techniques.

- Resilient Learner: Promoting resilience and adaptability among educators.
- Responsive Community Member: Fostering a sense of responsibility and community engagement.
- Effective Communicator: Enhancing communication skills to improve interactions and relationships within the school environment.

In conclusion, this goal reflects the LEA's commitment to fostering the professional growth and excellence of its personnel, which is essential for student success and the overall advancement of the organization. This approach aligns with the district's pillars of success and the learner profile, ensuring a well-rounded, supportive, and effective educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of fully credentialed teachers Source: HR audit Priority 1 Basic Services: (A) Teachers appropriately assigned and fully credentialed.	In 2023-24, 89% 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 2024-25, 92% 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%		2026-27: 93% of teachers fully credentialed according to an H.R. audit and the number of misassignments to continue 0%. Rate of teachers teaching EL's without authorization 0%	Increased by 3% in the hiring of fully credentialed teachers
4.2	Level/Rating of implementation of lesson plans that are standards based Source: Local data collection tool, Classroom walkthroughs, Lesson Plan reviews Priority 2 Implementation of CCSS: (A)	In 2023-24, State standards were fully implemented (rating of 4) as verified by data collection obtained through routine classroom walk-through and lesson plans.	In 2024-25, State standards were fully implemented (rating of 4) as verified by data collection obtained through routine classroom walk-through and lesson plans.		2026-27: State Standards Fully Implemented (rating of 4 or better)	Maintained: State Standards continue to be fully implemented

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation of CA academic and performance standards.					
4.3	Distance from Standard on CAASPP Percent of "all" students meeting or exceeding standards and percent of "ELL students" meeting or exceeding standards. Reduce the distance from standard for ELL Source: California Dashboard- Distance from Standard, for all students, EL, Hispanic, SED, Lamont Elementary School, Mt. View Middle School, and Students with Disabilities. Priority 4 Student Achievement: (A) Statewide Assessments	2023 CA School Dashboard results Distance from Standard (DFS) for: District DFS • All Students: ELA -66, Math: -104 • English Learners: ELA -99, Math: -125 • Hispanic: ELA: -66, Math: -104 • SED: ELA: -70, Math: -107 Alicante Elementary School: • All Students: ELA: -67.5, Math: -89.6 Lamont Elementary School: • All Students: ELA: -90, Math: -67 Mt. View Middle:	2024 CA School Dashboard results Distance from Standard (DFS) for: District DFS All Students: ELA -67.9, Math: -99.3 ELL:: ELA -104, Math: -120 Hispanic: ELA: -68, Math: -100 SED: ELA: -73, Math: -103 SWD: ELA: -123.1, Math: -142.2 LTEL: ELA: -124.5, Math: -178.5 Alicante Elementary School: • All Students: ELA: -61, Math: -72 Lamont Elementary School: • All Students:		2026 CA Dashboard: Distance from Standard (DFS) - Improvement of at least 10 points for all subgroups and schools. 2026 CAASPP Results: Improvement of at least 6% of students met or exceed standard on CAASPP ELA, Math, and Science for All students and English Learners	Districtwide DFS Change All Students: ELA: Declined by -1.9 points Math: Improved by +4.7 points English Learners: ELA: Declined by -5.0 points Math: Improved by +5.0 points Hispanic Students: ELA: Declined by -2.0 points Math: Improved by +4.0 points SED: ELA: Declined by -3.0 points (from -70 to -73) Math: Improved by +4.0 points SWD: N/A (baseline year) LTEL: N/A (baseline year)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- All Students: ELA: -62, Math:-140 - ELLs: ELA: -116, Math: -186 - SED: ELA: -65, Math: -143 - Hispanic: ELA: -62, Math: -140 - SWDs: ELA: -168, Math: -201 2023 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for: ELA 11% Math 7% Science 2% Percent of All Students meeting or exceeding standards: ELA 24% Math 13% Science 12%	ELA: -78, Math: -60 Mt. View Middle: - All Students: ELA: -77, Math:-140 - ELLs: ELA: -139, Math: -191 - SED: ELA: -84, Math: -145 - Hispanic: ELA: -77, Math: -140 - SWDs: ELA: -163, Math: -192 Myrtle Ave: All students: ELA:-60, Math:-85 2024 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for:			SCHOOL-LEVEL DFS Change Alicante Elementary School All Students ELA: Improved by +6.5 points (from -67.5 to -61) Math: Improved by +17.6 points (from -89.6 to -72) Lamont Elementary School All Students ELA: Improved by +12.0 points (from -90 to -78) Math: Improved by +7.0 points (from -67 to -60) Mt. View Middle School All Students: ELA: Declined by -15.0 points (from -62 to -77) Math: Maintained at 140 English Learners: ELA: Declined by -23.0 points (from -116 to -139)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELA 11% Math 9.5% Science 2% Percent of All Students meeting or exceeding standards: ELA 24.6% Math 16% Science 10%			Math: Declined by -5.0 points (from -186 to -191) SED Students: ELA: Declined by -19.0 points (from -65 to -84) Math: Declined by -2.0 points (from -143 to -145) Hispanic Students: ELA: Declined by -15.0 point (from -62 to -77) Math: Maintained at 140 Students with Disabilities (SWD): ELA: Improved by +5.0 points (from -168 to -163) Math: Improved by +9.0 points (from -201 to -192) 2024 CAASPP Results for ELL students that scored at Met or Exceeded Standard for ELA: Remains at 11% Math: Increased by 2.5% (from 7% to 9.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Science:Remains at 2% Percent of All Students meeting or exceeding standards ELA: Increased by 0.6% (from 24% to 24.6%) Math: Increased by 3.0% (from 13% to 16%) Science: Declined by 2.0% (from 12% to 10%)
4.4	Percent of students with access to all required areas of broad coursework. Source: Master schedules Priority 7 Course Access: (A) Extent to which pupils have access to and are enrolled in a broad course of study as measured by master schedules.	2023-24: 100% of students, including unduplicated pupils, had access to all required areas of broad coursework as measured by master schedules as stated by Ed Code 51210 and 51220.	2024-25: 100% of students, including unduplicated pupils, had access to all required areas of broad coursework as measured by master schedules as stated by Ed Code 51210 and 51220.		continue with 100% of students, including unduplicated pupils, with access to all required areas of broad coursework	Maintained: 100% of our students continue to have access to all required areas of broad coursework

Goal Analysis [2024-25]

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

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

Lamont Elementary School District fully implemented the majority of the actions under Goal 4, which focuses on investing in our team by providing ongoing professional development and tailored support to both certificated and classified personnel. These efforts are intended to foster staff growth and ensure high-quality instruction aligned with student success and overall organizational advancement.

Action 4.1 was successfully implemented through professional development offerings in the areas of literacy, writing, math, science, and integration of the district's Learner Profile. These sessions were aligned with district priorities and well received by staff.

Action 4.2 (MTSS Professional Development and Curriculum Adoption) was not fully expanded. The district is currently in the planning stages of revamping the Multi-Tiered System of Support (MTSS) model. Curriculum adoption and full implementation of this action are scheduled for the upcoming year, following a more strategic and needs-based planning process.

Action 4.3 (English Language Development and Program Training) was only partially implemented. While a standalone training series was initially planned, ELD-focused strategies were instead embedded into broader literacy training provided throughout the year. Additionally, some teachers attended conferences that included ELD components.

Action 4.4 was also fully implemented, with academic coaches providing continuous learning and job-embedded coaching for teachers across school sites, supporting instructional improvement and capacity building.

The district-wide Buyback days (Action 4.5) was successfully executed, providing structured time for collaborative learning, reflection, and planning aligned to instructional priorities and site-specific needs.

Overall, the implementation of Goal 4 was strong, with high engagement in professional learning, strong instructional coaching support, and successful district-led training days. Adjustments made to ELD and MTSS actions reflect a thoughtful and phased approach to long-term instructional improvement.

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.

Goal 4 was budgeted at $1,292,000, with approximately 85.54% of funds expended. While several expenditures aligned with projections, several material differences emerged due to changes in implementation timing, funding sources, and delivery methods.

Action 4.1: Professional Development – Learner Profile, Literacy, and Math

This action is approximately 84..44% expended. Actual costs were lower than anticipated because some professional development activities were funded through alternate sources. Additionally, feedback indicated that pulling teachers from the classroom for repeated literacy training impacted instructional time, prompting a reduction in the frequency of Professional Learning sessions.

Action 4.2: MTSS Professional Development
This action was not fully implemented in the current year. The district is actively revising its MTSS framework and has postponed major curriculum purchases and training until the model is finalized. As a result, actual expenditures were significantly below the budgeted amount.

Action 4.3:English Language Development and Program Training
Initially budgeted to support stand-alone ELD training and program-specific workshops, this action saw lower expenditures due to a shift in strategy. ELD content was integrated into broader literacy trainings and addressed through selective conference attendance rather than full-scale districtwide implementation. This adjustment in delivery method led to overall cost savings.

Actions 4.4 and 4.5 were underbudgeted due to increased salary and benefit costs for personnel.

Despite these differences, the planned percentage of improved services remains aligned with district priorities. Funds not utilized this year will be reallocated to support future implementation in a more strategic and sustainable manner. The district remains committed to maximizing the long-term impact of these initiatives through intentional planning, system alignment, and responsive resource management.

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

Overall, the actions implemented under Goal 4 have been effective in supporting staff development and advancing instructional quality across the district.

Action 4.1 (Professional Development): This action is showing some effectiveness in promoting staff growth and alignment with district instructional priorities. Training in literacy, writing, math, science, and the Learner Profile helped build teacher capacity and reinforced consistent instructional practices across grade levels. The percentage of all students meeting or exceeding standards slightly increased in ELA (+0.6%) and more significantly in Math (+3.0%), indicating progress in Math instruction districtwide. Science performance declined by 2.0% (from 12% to 10%), signaling a need for more focused actions in science instruction and support.

Action 4.2 provided MTSS-aligned professional development to staff to improve support for unduplicated students' academic, behavioral, and emotional needs. The action showed some effectiveness in improving math outcomes (DFS +4.7) , EL progress (ELPI +8.66%), and reclassification (+4.99%). Suspension rates decreased by nearly 2.5 points, indicating positive effects on student behavior and campus climate. However, chronic absenteeism rose slightly (+2.3%) and ELA DFS declined (-1.9)), which may suggest areas needing further targeted intervention. Despite this, the overall improvement in academic and behavioral indicators demonstrates that this professional development has been impactful in advancing equity-based support structures.

Action 4.3 (English Language Development Learning and Curriculum Adoption) was not implemented as originally planned, reducing its impact during the year. While the district has made progress in planning and reevaluating its MTSS framework, full implementation—including curriculum purchases and structured training—will occur in the following year.

Action 4.4 (Instructional Coaching): The presence and support of academic coaches proved to be a critical component in sustaining professional learning. Coaches provided timely, site-based support, modeling lessons, facilitating PLCs, and supporting teachers in real time, which contributed to a stronger implementation of newly learned strategies. The percentage of all students meeting or exceeding standards slightly increased in ELA (+0.6%) and more significantly in Math (+3.0%), indicating progress in Math instruction districtwide. Science performance declined by 2.0% (from 12% to 10%), signaling a need for more focused actions in science instruction and support.
continued
Action 4.5 (District Buyback Days): These were successful in providing structured time for collaborative professional learning and planning. Sessions were relevant, aligned to instructional goals, and allowed for meaningful engagement with grade-level teams and site leaders.

Despite these two areas of delay, Goal 4 continues to demonstrate strong progress overall, with actions contributing meaningfully to staff development and improved instructional practice.

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

Based on reflections from the prior year and input from educational partners, adjustments have been made to further strengthen the implementation of Goal 4. While the overall goal and intent remain the same—to provide ongoing professional development and tailored support for certificated and classified staff—specific actions have been revised to address identified needs and improve outcomes.

In the upcoming year:
MTSS Implementation will be prioritized. The district will fully launch the MTSS framework, and all staff will receive targeted training aligned to their roles. This is a shift from the previous year when planning was the primary focus. Curriculum and professional development resources will be aligned with the new model to ensure consistent and effective implementation.

PBIS Signage and Supports will be purchased and installed at all school sites to reinforce expectations and support the full rollout of tiered behavior interventions.

ELD Program and Professional Development will be expanded. In response to feedback and the limited implementation of ELD-specific training in the prior year, a more structured and comprehensive ELD training plan will be implemented to ensure staff are equipped to support English learners and Long-Term English learners effectively. This will include additional support, training, and focused monitoring for students identified as (or at-risk for becoming) a Long-Term English Learner (LTEL).

Funding allocations will continue to support the evolving needs of students while remaining aligned with district priorities and educational partner feedback. Adjustments are being made to build on previous successes, address identified areas of need, and enhance the overall

quality of instruction and student support. Specifically, funding for Action 4.1 will be reduced and reallocated to actions that more directly support improved outcomes for English Learners and increase opportunities for parent engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development - Learner Profile, Literacy, ELD, Writing, Math, STEAM	To ensure student success and organizational advancement, the LEA will provide professional development for both classified and certificated staff based on their roles. Including: 1) Providing supplemental professional development opportunities for teachers and paraprofessionals to support the implementation of Common Core State Standards and enhance learning for low socioeconomic students, Foster Youth, and English Learners. This professional development will include Literacy, STEAM (Science, Technology, Engineering, Arts, and Mathematics), ELD (English Language Development), and Writing. 2) Providing supplemental professional development to support the implementation of Designated English Language Development (ELD) for teachers, administrators, and instructional classified staff. This will emphasize the ELA/ELD framework, ELD standards, and effective instructional strategies that support language acquisition. a) Teachers will provide protected Designated ELD instruction for 30 minutes daily to English learners, focusing on the explicit teaching of English syntax, grammar, vocabulary, and text structures correlated to Common Core State Standards. b) Ensure that all English Learner students are placed appropriately and receive a minimum of 30 minutes of daily instruction as noted on the instructional schedule.	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3) Continue Services with Learner Centered Collaborative for the Implementation of The Framework for the Future a) Increase the understanding and implementation of LESD's Learning Model. b) Focus on the understanding and implementation of Personalized, Authentic, Competency-Based, and Equitable (PACE) instruction. c) Explore and visit schools that have successfully implemented PACE, as evidenced by high student outcomes and success. 4) Continue collaborating with the California Science Center Foundation to increase understanding and implementation of the Next Generation Science Standards. 5) Continue Collaboration with California Ed. Partners for Professional Development a)Enhance and increase effective Mathematical practices through targeted professional development initiatives.		
4.2	MTSS Professional Development	To support the holistic development of students, including those from low socio-economic backgrounds, Foster Youth, and English Learners, we are implementing a comprehensive professional development plan focused on Multi-Tiered Systems of Support (MTSS). This training will encompass behavioral improvement programs, school connectedness initiatives, and other student well-being programs. Our aim is to equip classified and certificated staff with strategies to effectively implement these programs, ensuring all students benefit from a supportive and engaging learning environment. 1. Consulting Fees for Districtwide Training: Allocation of funds to cover consulting fees for districtwide professional development. This includes training for administrators, academic coaches, teachers, and instructional aides to enhance their ability to meet the academic and behavioral needs of low socio-economic students, Foster Youth, and English Learners.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.Supplies and Curriculum for Professional Development: Funds will be used to purchase necessary supplies and supplemental Social-Emotional Learning (SEL) curriculum for all school sites, supporting the effective implementation of professional development initiatives. 3. Restorative Attendance and Behavior Support Practices: The MTSS team will receive professional development on restorative practices for attendance and behavior support. This framework outlines specific supports and interventions to address attendance issues and behavioral challenges, particularly for low socio-economic students, Foster Youth, and English Learners. The MTSS team includes Social Workers, Family Advocates, Vice Principals, Special Education staff, site attendance advocates, and Family Resource Center staff. 4. Positive Behavior Signage: Funds will be used to purchase positive behavior signage to improve school climate and increase student attendance, creating a more welcoming and encouraging environment for all students. To provide targeted professional development that enhances the capacity of our staff to support student well-being, behavioral improvement, and academic success through the MTSS framework.		
4.3	English Language Development Training and Programs	Implement appropriate researched based programs and provide training for integrated and designated English Language Development (ELD) instruction for all grade levels. ELD program identification and training for all teachers to enhance instruction and increase reclassification rates. Additional support, resources, and focused monitoring for students identified as (or at-risk for becoming) a Long-Term English Learner (LTEL).	$120,000.00	Yes
4.4	Academic Coaches	Employ Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 3 Academic District Coaches		
4.5	District Buyback Day	Allocate funds for Academic Buy Back Days, providing professional development for both certificated and classified staff. This initiative focuses on equipping staff with strategies to meet the needs of low socio-economic students, Foster Youth, and English Learners. Funds for: 1. Stipends 2. Speaker 3. Trainers 4. Supplies and materials	$122,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$10,563,582	$1,340,642

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
38.834%	6.649%	$1,826,108.23	45.483%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Multi Tier Systems of Support (MTSS) Development **Need:** The Dashboard data shows that only a small percentage of students are meeting or exceeding standards. Across the district, all students have a red indicator for math performance. English Language Learners are in the red for both ELA and math, and the	Implementing the MTSS model with targeted programs will enable teachers and support staff to provide effective interventions and enrichment, especially in math. This LEA-wide approach will also support English Language Learners, Low Income, and Foster Youth by using these tailored programs.	Percent of "all" students meeting or exceeding standards and percent of "ELL students" meeting or exceeding standards CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments-iReady (goal 1 Metric 8,11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic and Socio-Economically Disadvantaged (SED) student groups are also in the red for math. Feedback from educational partners highlights the need for robust and improved programs through a Multi-Tiered System of Supports (MTSS) model to enhance learning outcomes for all students. **Scope:** LEA-wide		
1.2	**Action:** MTSS Staff - Behavior **Need:** The California Healthy Kids Survey for 6th and 7th graders highlights several critical areas needing improvement to enhance school climate and student well-being. Student Engagement: Many students find school boring and unengaging. There's a need to introduce varied and dynamic teaching methods to increase student interest and participation. Safety and Bullying: Both grades report significant concerns regarding safety at school, bullying, and cyberbullying. There is a need for improved safety measures, effective antibullying programs, and clearer policies to protect students and staff. Meaningful Participation: Opportunities for meaningful student involvement are lacking, suggesting a need for more chances for students to participate actively and have a say in their school experience. Support Systems: Students and staff feel dissatisfied with existing support systems. Enhancements are needed in	Implementing and maintaining a Multi-Tiered System of Support (MTSS) for behavioral interventions across the Local Educational Agency ensures that unduplicated pupils, including English learners, Special Education, low-income students, and foster youth, receive targeted, data-driven support. This comprehensive approach integrates partial funding for school social workers, psychologists, behavior specialists, and behavior intervention aides to address the diverse behavioral and academic needs of these students. By participating in Positive Behavioral Interventions and Supports (PBIS) systems, these professionals provide individual and group counseling, behavioral assessments, and direct support, enhancing the school environment through proactive interventions and family engagement. This LEA-wide implementation creates a consistent, supportive framework that promotes positive behaviors, improves academic outcomes, and ensures equitable access to essential services for all students.	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) Suspension rate (Goal 1, Metric 3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	counseling, social-emotional learning, and overall support services to better address academic motivation, mental health, and substance use issues. Relationships and Expectations: Strengthening relationships between students and caring adults is essential, as is setting high expectations to motivate students and support their development. Additionally, the chronic absenteeism rate for our unduplicated student groups in our district continues to be a concern. Absenteeism rate for our district is at 13.06% with ELs at 11.15%, Students with Disabilities rate is at 21.09%, our homeless rate is at 27.18%, and Foster Youth rate is at 17.65%, Socio-Economically Disadvantaged Students is at 13.55%, while Hispanic/Latino Students rate is at 12.77%. Suspension rates have increased to 3.99% overall, affecting most student populations. Specifically, the rates are 3.36% for English Learners (EL), 4.42% for Students with Disabilities, 5.17% for Homeless Students, and 4.31% for Socio-Economically Disadvantaged (SED) Students. However, the suspension rate for Foster Youth has slightly decreased to 5.56%. **Scope:** LEA-wide		
1.3	**Action:** Truancy Advocates **Need:** With an overall attendance rate of 95.3%, the district aims to increase attendance further, as	To address the chronic absenteeism rates and improve overall attendance, the district employs Attendance Truancy Advocates as part of a comprehensive Multi-Tiered System of Support (MTSS), provided on an LEA-wide basis. These advocates oversee efforts to enhance student	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicated by our educational partners' feedback. However, chronic absenteeism remains a significant challenge for unduplicated student groups, with a district-wide rate of 13.06%. Most specific groups face even higher absenteeism rates: English Learners (11.15%), Students with Disabilities (21.09%), Homeless Students (27.18%), Foster Youth (17.65%), Socio-Economically Disadvantaged Students (13.55%), and Hispanic/Latino Students (12.77%). **Scope:** LEA-wide	attendance, conduct regular data analysis to identify and address attendance issues early, and implement targeted interventions for students with chronic absenteeism. They focus particularly on vulnerable groups, including foster youth, homeless students, and low socio-economic students, to overcome specific barriers to attendance. Through the development and implementation of comprehensive attendance improvement plans and the use of best practices like data-driven goal setting and collaboration with Family Advocates and Site Administrators, these advocates play a crucial role in reducing absenteeism.	
1.4	**Action:** Instructional Assistance **Need:** Through input from educational partners and local academic data starting with 1st grade, a critical need has been identified for instructional aides in TK and Kindergarten to support our unduplicated student groups. Partners have emphasized the necessity for early academic intervention to develop foundational skills in reading, writing, and mathematics, ensuring students are well-prepared for future academic challenges. They also highlighted the importance of teaching proper behavior expectations early and the need for effective supports to facilitate the timely reclassification of English Learners. By addressing these needs, instructional aides will play a vital role in providing targeted academic assistance and fostering positive	The provision of instructional aides (IAs) in grades TK-Kindergarten to support English Language Arts (ELA) and Mathematics is essential for addressing the foundational academic needs of unduplicated pupils, including English Learners. IAs will focus on developing critical early skills such as reading comprehension, writing, problem-solving, and numeracy, ensuring alignment with classroom instruction through close collaboration with certificated teachers. For English Learners, IAs will provide dedicated support to enhance English language acquisition through guided reading and vocabulary development. Additionally, IAs will contribute to a positive school climate by monitoring common areas for one hour daily using Local Control and Accountability Plan (LCAP) funds, promoting safety, conflict resolution, and inclusive practices. This schoolwide approach ensures that all young students receive the foundational support they need for academic	Percent of students meeting or exceeding standard (Goal 1 Metric 7) Percent of ELL making progress (Goal 1 Metric 8) Percent of ELL being reclassified (Goal 1 Metric 9) Percent of Students making progress (Goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	behavior, thereby enhancing early learning outcomes and supporting student reclassification efforts. **Scope:** Schoolwide	success, particularly benefiting those who are most vulnerable.	
1.5	**Action:** Health and Wellness Staff **Need:** Based on the School Wellness survey administered to third through eighth graders, illness and emotional stress are major reasons for absenteeism among our unduplicated student groups, which data shows disparities. Educational partners have highlighted the need for increased health and wellness support, specifically through Licensed Vocational Nurses (LVNs) and nurses. Providing immediate and appropriate care for minor ailments and addressing emotional health on campus is crucial for improving attendance and overall student well-being. Health and wellness staff can ensure that students receive timely care and support, reducing absences and promoting a healthier school environment, which is vital for enhancing academic engagement and success. **Scope:** LEA-wide	Hiring health and wellness staff, including Licensed Vocational Nurses (LVNs) and nurses, is essential for increasing monitoring and support for foster youth, homeless students, low socio-economic students, and students with disabilities. This dedicated team will establish partnerships with community health services to provide comprehensive resources and develop a streamlined referral process to reduce wait times for families. They will enhance accessibility to health services through on-site care and telehealth options, accommodating various needs. Additionally, health and wellness staff will improve crisis response capabilities, addressing immediate mental health concerns and increasing awareness and accessibility of crisis response services. This LEA-wide implementation aims to meet the critical need for mental health and social-emotional support, ensuring all students receive the necessary assistance for their well-being and educational success.	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Enrichment/Intervention Support **Need:** To address significant academic gaps and feedback from educational partners, there is a pressing need to provide enrichment and intervention support for all students, particularly low socio-economic students, Foster Youth, and English Learners, at all school sites. This includes offering extended learning opportunities such as Extended Day/TDIA, Teacher Directed Instructional Assistance, Math/Reading Labs, Winter Academy, and Saturday School. The 2023 dashboard results show a substantial Distance from Standard (DFS) across all students in ELA (-66) and Math (-104), with English Learners (-99 ELA, -125 Math), Hispanic students (-66 ELA, -104 Math), and Socio-Economically Disadvantaged (SED) students (-70 ELA, -107 Math) experiencing pronounced deficits. Specific schools like Lamont Elementary and Mt. View Middle exhibit even larger gaps, particularly for English Learners and Students with Disabilities. Enrichment programs such as GATE are also essential to support advanced learners. Providing additional instructional time and targeted support outside regular school hours is crucial for improving academic performance and addressing the diverse needs of our student population. **Scope:**	Providing enrichment and intervention support for ELA and Math,through programs such as Extended Day/TDIA, Teacher Directed Instructional Assistance, Math/Reading Labs, Winter Academy, and Saturday School, addresses the academic needs of unduplicated pupils like low socio-economic students, Foster Youth, and English Learners on an LEA-wide basis. These programs offer additional instructional time beyond regular school hours, ensuring that students receive targeted support to bridge significant academic gaps highlighted by the 2023 dashboard results without missing daily instruction. By utilizing certificated and classified staff to deliver these interventions, we ensure that students have access to quality teaching and personalized assistance. This comprehensive approach enhances learning outcomes, supports academic achievement, and promotes equitable access to educational resources across all school sites, benefiting all students, especially those most in need.	CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments- iReady (goal 1 Metric 8,11) Percent of students meeting or exceeding standard (Goal 1 Metric 7) Percent of ELL making progress (Goal 1 Metric 8) Percent of ELL being reclassified (Goal 1 Metric 9) Percent of Students making progress (Goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** Classroom Size Reduction Teachers **Need:** The Dashboard data reveals that only a small percentage of students are meeting or exceeding standards. District-wide, all students have a red indicator for math performance. English Learners are in the red for both ELA and math, and Hispanic and Socio-Economically Disadvantaged (SED) students also have red indicators for math. Feedback from educational partners emphasizes the need for smaller class sizes to better address the needs of all students and effectively implement a Multi-Tiered System of Supports (MTSS) model, aimed at improving learning outcomes for every student. **Scope:** Schoolwide	Employing additional staff to maintain smaller class sizes of 26:1 in grades 4-6 and 20:1 in grades K-3 is crucial for providing the individualized support and attention that younger students, especially low socio-economic students, Foster Youth, and English Learners, need to thrive academically. This action allows for more personalized instruction and closer teacher-student interactions, which are essential for developing foundational skills in the early years. By fostering a supportive and responsive learning environment, this approach facilitates academic growth and better prepares students for the challenges of middle school. Implementing smaller class sizes on a schoolwide basis ensures that all students receive the necessary attention and targeted interventions to enhance their learning outcomes, thereby promoting equitable access to quality education at the identified schools and grade level spans.	CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments- iReady (Goal 1 Metric 8,11) Percent of students meeting or exceeding standard (Goal 1 Metric 7) Percent of ELL making progress (Goal 1 Metric 8) Percent of ELL being reclassified (Goal 1 Metric 9) Percent of Students making progress (Goal 1 Metric 12)
1.8	**Action:** Dual Immersion Teacher **Need:** Educational partners have identified the need to continue the Dual Language program at the Middle School, aligning with our learner profile that emphasizes multilingualism as a key component of holistic student learning. Maintaining this program is crucial for fostering bilingualism, which research shows enhances	Mt. View Middle School will employ dedicated Dual Immersion teachers for 7th and 8th grades. This action ensures continuity in bilingual education, allowing students to progress in their language proficiency while advancing academically in a dual-language setting. Employing these teachers supports unduplicated pupils, including English Learners, by providing consistent, high-quality bilingual instruction that enhances their cognitive development, cultural competency, and academic achievement. Offered schoolwide, this approach	CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments- iReady (goal 1 Metric 11) Percent of students meeting or exceeding standard (Goal 1 Metric 7) Percent of ELL making progress (Goal 1 Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student achievement and accelerates English proficiency, particularly for English Learners. Performance on the 2023 CAASPP and ELPAC shows a need for this program to support unduplicated pupils by providing them with valuable linguistic skills that boost academic performance and prepare them for a diverse and interconnected world. **Scope:** Schoolwide	benefits the DLI students by promoting multilingualism and meeting diverse learning needs, thereby fostering an inclusive and equitable educational environment.	Percent of ELL being reclassified (Goal 1 Metric 9) Percent of Students making progress (Goal 1 Metric 12)
1.9	**Action:** Physical Education Teachers **Need:** Hiring physical education teachers in elementary schools and adding one for the middle school is critical for improving the academic growth and health needs of students, thereby enhancing attendance rates. The current chronic absenteeism rate is 13.0%, as measured by CALPADS, underscoring the need for effective interventions. Comprehensive physical education programs promote physical and mental well-being, which are linked to improved student attendance and engagement. According to the 2023 dashboard results, the Distance from Standard (DFS) for all students is -66 in ELA, -104 in Math, and -12 in Science. English Learners show a DFS of -99 in ELA and -125 in Math, while Hispanic students and Socio-Economically Disadvantaged (SED) students have a DFS of -66 in ELA and -104 in Math,	By focusing on comprehensive physical education programs, this action aims to improve both the physical and mental well-being of students, which are closely linked to better attendance and engagement in school. Physical activity has been shown to boost cognitive function, concentration, and overall mood, all of which contribute to a more conducive learning environment. By incorporating regular physical education, we can foster better health and focus among these students, providing a foundation for improved academic performance. The implementation of physical education standards is essential in addressing these academic challenges by ensuring that students are healthy, focused, and present in school. This action is provided on an LEA-wide basis because the benefits of physical education extend beyond individual classrooms or specific student groups. Ensuring that all students have access to high-quality physical education programs promotes a healthier school environment overall, which is crucial for the success of all students. The comprehensive nature of this approach allows us	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) Percent of "all" students meeting or exceeding standards and percent of "ELL students" meeting or exceeding standards CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments-iReady (goal 1 Metric 8,11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and -70 in ELA and -107 in Math, respectively. Additionally, current KiDS dashboard data reveals low proficiency rates in ELA (19%-28%) and Math (37%-47%) across grades 3-6. Educational partners recognized need for this action as fully implementing physical education standards addresses these academic challenges by fostering better health and focus, leading to improved attendance, which is essential for closing achievement gaps and supporting overall student success. **Scope:** LEA-wide	to address systemic issues related to student health, attendance, and academic performance.	
1.10	**Action:** Music/Band Teachers **Need:** Hiring music teachers at Alicante, Myrtle Avenue, and Mt. View Middle Schools to serve students in grades 4-8 addresses accessibility needs (e.g., Chronic Absenteeism, CA Dashboard; Attendance, KIDS) of unduplicated pupils, including low socio-economic students, foster youth, and English Learners. Educational partners have expressed a strong desire for all schools to have a music/band program, recognizing its importance in improving school climate, attendance, and academic achievement. Music programs enhance student engagement, foster creativity, and contribute to a well-rounded education. By offering a	Employing three band teachers—one each for Mt. View Middle School, Myrtle Avenue School, and Alicante School—addresses the needs of unduplicated pupils, including low socio-economic students, foster youth, and English Learners, by offering equitable access to music education. This School-wide initiative supports their academic and social-emotional development by fostering creativity, discipline, and engagement. Music programs have been shown to enhance cognitive skills, improve school attendance, and contribute to a positive school climate. Given that instructional minutes for TK-3rd grade differ from those in grades 4-8, band/music teachers in the upper grades will have more time to fully develop and sustain a comprehensive music program, ensuring that every student has the opportunity to participate in and benefit from music education.	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) School Climate (Goal 3, Metric 6) Broad Course of Study (Goal 1, Metric 6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	broad course of study that includes music, these programs help to boost academic success and create a positive and inclusive learning environment, particularly benefiting students who may lack access to such opportunities outside of school. **Scope:** Schoolwide		
1.11	**Action:** STEM Teacher at Mt. View **Need:** Educational partners have identified a critical need to hire a STEM teacher for 7th and 8th graders at the middle school level. This role will provide additional support in Science, Technology, Engineering, and Mathematics, essential for preparing students for high school and beyond. As students transition to more advanced coursework, a dedicated STEM teacher will enhance their foundational knowledge and skills, thereby increasing academic readiness and achievement. This need was seen with disparities in 2023 CAST scores between All students (11.38%) and students who are low-income (9.55%, English learners (2.17%), and Long-term English learners (0.00%). Additionally, offering enticing STEM electives can significantly boost student engagement and attendance by making the curriculum more dynamic and relevant to real-world applications. This initiative aims to foster a strong interest in STEM fields, thereby improving overall educational outcomes and	Employing a STEM teacher at Mt. View Middle School addresses the academic and engagement needs of unduplicated pupils, including low socio-economic students, foster youth, and English learners, by providing extended learning time and targeted instruction. This position focuses on closing learning gaps and preparing students for 21st-century skills through engaging, hands-on STEM activities. By offering a robust STEM elective, this initiative enhances academic readiness for high school, fosters interest in high-demand fields, and improves overall student engagement. Offered on a schoolwide basis, this approach ensures that all students, regardless of background, have equitable access to high-quality STEM education, which is crucial for their academic and career success.	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) School Climate (Goal 3, Metric 6) Broad Course of Study (Goal 1, Metric 6) CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments-iReady (goal 1 Metric 8,11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	encouraging sustained academic involvement among middle school students. **Scope:** Schoolwide		
1.12	**Action:** Enrichment/Intervention Math Teacher **Need:** At Mt. View Middle School, the necessity for a dedicated math intervention teacher is underscored by the significant performance gaps in mathematics, as evidenced by dashboard data. Only 7% of students are meeting or exceeding standards, with the school's average Distance from Standard (DFS) in mathematics being -140 points. The need is more acute among specific subgroups: English Language Learners (ELLs) exhibit a DFS of -186, socioeconomically disadvantaged (SED) students have a DFS of -143, Hispanic students also face a DFS of -140, and students with disabilities (SWDs) show the most substantial gap with a DFS of -201. These figures highlight the critical need for targeted mathematical support to address these learning deficits and improve overall academic achievement. **Scope:** Schoolwide	Employing a Math Intervention/Enrichment Teacher at Mountain View Middle School will directly address the urgent needs of unduplicated pupils, including low socio-economic students, Foster Youth, and English Learners, by providing targeted, individualized support. Small group instruction and one-on-one support are essential. This role will enable the implementation of tailored intervention strategies to meet specific learning needs and improve math proficiency. By offering a combination of remediation for struggling students and enrichment for advanced learners, the teacher will ensure that all students have access to appropriate challenges and support, fostering academic success across the school. Providing this resource on a schoolwide basis ensures equitable access to quality math instruction, helping to close achievement gaps and elevate the overall academic performance of the entire student body.	CAASPP Math (Goal 1 Metric 7) Local Assessments-iReady (goal 1 Metric 12)
1.14	**Action:** Vice Principals at School Sites	Provided on a School-wide basis, Vice Principals will:	Student attendance rate (Goal 1, Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Attendance data for 2023-2024, with a rate of 95.3% at LESD, along with suspension rates and feedback from educational partners, highlight the necessity for unduplicated pupils to access additional one-on-one support from Vice Principals. This support is essential for students needing extra assistance to thrive at school, particularly low socioeconomic students, Foster Youth, and English Learners. **Scope:** Schoolwide	1. Expand Services for Struggling Students by providing targeted interventions for low socioeconomic students, Foster Youth, and English Learners dealing with truancy, behavioral challenges, and academic difficulties. 2. Enhance Parent Communication by Improving engagement and coordination with parents to better address the needs of these students and ensure a cohesive approach to their support. 3. Deliver Professional Development by offering training for parents and staff on effective strategies and practices to support low socioeconomic students, Foster Youth, and English Learners, helping to bridge gaps and enhance their educational experience.	Chronic absenteeism (Goal 1, Metric 2) Suspension rate (goal 1, Metric 3) Broad Course of Study (Goal 1, Metric 6) Participation in programs and services (Goal 1, Metric 10) Exceptional needs students enrolled in programs in accordance to their IEP (Goal 1, Metric 11) Students making progress (Goal 1, Metric 12) School Climate (Goal 3, Metric 6) Parent Involvement and attendance at meetings (Goal 3 metrics 1 &2)
1.15	**Action:** Gifted and Talented Education (GATE) and Honors Program **Need:** Educational partner input highlights a critical need to revamp how the LEA currently addresses the needs of high-achieving students, ensuring they receive the necessary challenges and opportunities for growth through individualized instruction. The 2023 CAASPP results reveal that only 24% of all students met or exceeded standards in ELA, 13% in Math, and 12% in Science. Among	The implementation of a Gifted and Talented Education (GATE) program that supplements the base curriculum available to all students is crucial for addressing the academic needs of unduplicated pupils. This program offers advanced instruction and enrichment activities specifically designed for high-achieving students, ensuring they are continually challenged and engaged. By providing LEA-wide tailored, advanced learning opportunities distinct from the remediation efforts for lower-performing students, the GATE program promotes the academic growth of high achievers, preventing stagnation and encouraging further intellectual development. This approach not only	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments-iReady (goal 1 Metric 12) Broad Course of Study (Goal 1, Metric 6) School Climate (Goal 3, Metric 6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners (ELLs), these percentages drop further to 11% in ELA, 7% in Math, and 2% in Science. The 2023 dashboard data reflects significant academic gaps, with the District's overall Distance from Standard (DFS) at -66 in ELA and -104 in Math. ELLs have a DFS of -99 in ELA and -125 in Math, Hispanic students show a DFS of -66 in ELA and -104 in Math, and socioeconomically disadvantaged (SED) students demonstrate a DFS of -70 in ELA and -107 in Math. **Scope:** LEA-wide	addresses the educational disparities by offering differentiated support but also ensures equity across the LEA by catering to the diverse needs of all students. By enhancing learning for advanced students while simultaneously supporting those requiring additional help to meet grade-level standards, the GATE program fosters an inclusive environment where all students have the opportunity to reach their full potential.	
1.16	**Action:** School Counselor **Need:** Mountain View Middle School is in need enhanced counseling services to support its at-risk students, as indicated by educational partner input and current data. For the 2023-2024 school year, the suspension rate stands at 14.29% for all students, with higher rates for English Learners (17.51%), students with disabilities (16.33%), homeless students (22.73%), and socioeconomically disadvantaged students (15.58%). Additionally, chronic absenteeism rates are notable, with 17.69% for all students, 19.63% for English Learners, 30.61% for students with disabilities, 28.57% for homeless students, 50% for Foster Youth, 18.61% for	Employing a certificated staff (counselor) at Mountain View Middle School will directly address the needs of unduplicated pupils by providing essential academic guidance and social-emotional support. This action is critical to ensure that at-risk students, including low-income students, English Language Learners, and Foster Youth, can reach their academic potential and prepare for college and career pathways. By offering personalized counseling services, the counselor will help these students overcome academic challenges, manage behavioral issues, and improve attendance, which is currently a concern as reflected in the 2023-2024 suspension and chronic absenteeism data. Providing this support on a schoolwide basis ensures that all students, regardless of their background, have equitable access to the resources necessary for their academic and personal growth. This comprehensive approach	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments-iReady (goal 1 Metric 12) School Climate (Goal 3, Metric 6) Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) Suspension rate (goal 1, Metric 3) Students making progress (Goal 1, Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged students, and 17.42% for Hispanic/Latino students. Educational partners have highlighted the need for comprehensive counseling and social-emotional support to help low-income students, English Language Learners, and Foster Youth overcome challenges, achieve their academic potential, and prepare for college and career opportunities. Enhanced counseling services are essential to address the barriers faced by unduplicated pupils, promoting their well-being and academic success. **Scope:** Schoolwide	fosters a supportive learning environment where every student can thrive, addressing their unique needs and promoting overall school success.	
1.17	**Action:** AVID **Need:** To address the significant academic disparities revealed by the 2023 dashboard and CAASPP results, there is a critical need for the district-wide implementation of the Advancement Via Individual Determination (AVID) program, as supported by educational partner input. The district's Distance from Standard (DFS) data shows considerable gaps, with all students scoring -66 in ELA and -104 in Math, and even larger deficits for English Learners (-99 in ELA, -125 in Math), Hispanic students (-66 in ELA, -104 in Math), and socioeconomically disadvantaged (SED) students (-70 in ELA, -107 in Math). CAASPP results further emphasize these challenges, with only 11% of	Implementing AVID Elementary at Lamont, Alicante, and Myrtle Avenue Schools, and AVID Secondary at Mt. View Middle School, specifically addresses the needs of unduplicated pupils, including low socio-economic students, foster youth, and English learners. This program aligns with Common Core State Standards, providing inquiry-based strategies and tools that benefit all teachers and students. AVID's mission to prepare students for college and career readiness is particularly impactful for first-generation college students, promoting academic achievement by enhancing organizational and study skills. It supports increased academic performance through structured guidance, helping students develop critical skills such as empathy, problem-solving, resilience, effective communication, and community responsiveness. By providing AVID on an LEA-wide basis, the district ensures that all	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments-iReady (goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners meeting or exceeding standards in ELA, 7% in Math, and 2% in Science, while overall percentages for all students are 24% in ELA, 13% in Math, and 12% in Science. Educational partners have identified the implementation of AVID as essential for increasing academic achievement, helping students develop critical thinking, organization, and study skills necessary for academic success and college readiness. By adopting AVID across all schools, the district ensures that unduplicated pupils receive consistent, high-quality support, equipping them with the tools needed to close achievement gaps and succeed academically. **Scope:** LEA-wide	schools foster a consistent, equitable, and inclusive learning environment. This approach complements the district's personalized and competency-based learning model, equipping all students with the skills needed for academic success and future opportunities, while addressing the educational disparities faced by unduplicated pupils.	
1.18	**Action:** Summer School Program For incoming Kindergarteners **Need:** The implementation of a summer school program is critical for addressing the academic needs of unduplicated pupils in the district, as highlighted by the 2023 data. District-wide, the Distance from Standard (DFS) is -66 in ELA and -104 in Math, with English Learners showing even larger gaps at -99 in ELA and -125 in Math. Hispanic students and socioeconomically disadvantaged (SED) students also face significant challenges, both with a DFS of -66 in ELA and -104 in Math, and -70 in ELA and -107 in Math, respectively.	The summer school program addresses the critical academic and social-emotional needs of unduplicated pupils across the district, including low socio-economic students, Foster Youth, and English Learners. It focuses on closing significant achievement gaps by providing additional instructional time in ELA, Math, and Science, the program enhances academic skills and mitigates learning loss. Integrated digital resources offer personalized academic intervention, fostering a more engaging and supportive learning environment. This approach also supports students' social-emotional well-being by building confidence and reducing academic stress. Implementing this program on an LEA-wide basis ensures that all unduplicated pupils have equitable access to essential academic and emotional	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments- iReady (goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, the 2023 CAASPP results indicate that only 11% of English Learners met or exceeded standards in ELA, 7% in Math, and 2% in Science, with similarly low performance for all students (24% in ELA, 13% in Math, and 12% in Science). These statistics reveal substantial gaps in academic achievement that summer school aims to address. Our educational partners recognized that by providing targeted instruction and support during the summer, the program helps unduplicated pupils catch up and improve their proficiency, particularly in critical areas such as ELA, Math, and Science. This additional instructional time is vital for enhancing students' academic skills, reducing learning loss, and preparing them for the upcoming school year, thereby supporting their overall educational success. **Scope:** LEA-wide	support, preparing them for the upcoming school year with a stronger foundation and promoting their overall educational success.	
1.19	**Action:** Athletic Program **Need:** Educational partner input highlights a significant need for continued support in athletics and intramural sports at Alicante, Myrtle Avenue, and Mt. View Schools to meet the unique needs of unduplicated pupils. This initiative aims to provide a safe, structured environment where students, particularly those from low socio-economic backgrounds, Foster Youth, and English Learners, can stay	Implementing athletics and intramural sports at Alicante, Myrtle Avenue, and Mt. View Schools directly addresses the needs of unduplicated pupils by providing a structured, safe environment where they can engage in positive activities. This initiative is particularly important for low socio-economic students, Foster Youth, and English Learners, as it fosters a supportive and engaging school environment that promotes social integration and school connectedness. By keeping students occupied with athletic activities, the program helps to improve attendance, reduce chronic absenteeism, and create a sense of	School Climate (Goal 3, Metric 6) Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) Suspension rate (goal 1, Metric 3) Students making progress (Goal 1, Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	connected to the school community. By enhancing engagement through athletic programs, we aim to improve attendance rates and reduce chronic absenteeism, which stands at 13.0% for the 2023-2024 school year as measured by CALPADS. The athletics program not only offers physical activities that contribute to students' well-being but also provides opportunities for students to demonstrate their academic and athletic abilities, fostering a supportive and inclusive school culture. **Scope:** Schoolwide	belonging. Coaches will offer mentorship and guidance, while new equipment will ensure that all students have access to quality athletic experiences. Providing these programs on a schoolwide basis ensures that all students benefit from increased physical activity, enhanced social skills, and a stronger connection to their school community, contributing to their overall well-being and academic success.	
1.21	**Action:** Student Academic Activities **Need:** Educational partner input and dashboard data highlight a pressing need to support unduplicated pupils, particularly low socio-economic students, through academic activities and competitions. The 2023 CAASPP data reveals that only 24% of all students meet standards in ELA, 13% in Math, and 12% in Science with percentages for unduplicated pupils being less. This underscores the academic challenges faced by many of our students. Many of the students who do well in academic competitions, despite their potential, are unable to participate in out-of-town state-level competitions due to financial constraints. By providing funding and resources for these academic competitions,	Allocating funds for teacher stipends to assist and prepare students for academic competitions, as well as covering entry fees, supplies, and travel expenses, addresses the critical needs of unduplicated pupils across the LEA. These funds ensure that low socio-economic students, Foster Youth, and English Learners, who might otherwise be unable to participate due to financial constraints, have equitable access to compete at state-level events. By supporting these students in academic competitions, the initiative helps them develop critical skills, gain valuable experiences, and achieve recognition for their talents. Providing this support on an LEA-wide basis ensures that all students, regardless of economic background, can benefit from opportunities to excel beyond the classroom, fostering academic achievement and personal growth throughout the district.	CAASPP ELA and Math for SWD (Goal 1 Metric 7) Local Assessments for SWD- iReady (goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	we can offer unduplicated pupils the opportunity to showcase their talents and achieve higher levels of academic success, ensuring that economic barriers do not hinder their ability to compete and excel. **Scope:** LEA-wide		
1.22	**Action:** Education Fieldtrips for all grade levels **Need:** Educational partner input has identified a critical need for funding educational field trips for low socio-economic students, Foster Youth, and English Learners, providing them with enriching experiences outside the traditional classroom environment. According to feedback, these field trips offer invaluable opportunities for these students to engage firsthand with art, science, and environmental education, areas that are often inaccessible to them due to financial constraints. Such experiences enhance their understanding of subjects in a dynamic and interactive manner, fostering a deeper connection to the curriculum and promoting engagement and curiosity. **Scope:** LEA-wide	Educational field trips play a crucial role in addressing the needs of unduplicated pupils by offering enriching learning experiences that extend beyond the traditional classroom as highlighted by previously stated 2023 Dashboard data (ELA, Math, School Climate, Absenteeism). For low socio-economic students, Foster Youth, and English Learners, these trips provide valuable exposure to art, science, and environmental education, which they might otherwise miss due to economic constraints. By integrating these field trips into the curriculum on an LEA-wide basis, we ensure that all students have equitable access to immersive, hands-on learning opportunities that complement and enhance classroom instruction. These experiences help bridge educational gaps by engaging students in diverse contexts, fostering critical thinking, and promoting a deeper understanding of the subjects they study. The action supports the academic and personal development of unduplicated pupils, enriching their educational journey and contributing to a more inclusive and equitable learning environment for all.	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments - iReady (goal 1 Metric 12) School Climate (Goal 3, Metric 6) Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2)
1.23	**Action:** Library Staff and Supplies	Employing additional library support staff at Lamont, Alicante, Myrtle, and Mt. View Middle	CAASPP ELA and Math (Goal 1 Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Educational partner input has highlighted a need to provide funding for library staff and supplies to help close the achievement gap among unduplicated pupils. The 2023 data indicates significant academic deficits, with the district's Distance from Standard (DFS) scores at -66 in ELA and -104 in Math for all students. English Learners have even larger gaps, with a DFS of -99 in ELA and -125 in Math, while Hispanic students and socioeconomically disadvantaged (SED) students also face considerable challenges (DFS of -66 in ELA and -104 in Math, and -70 in ELA and -107 in Math, respectively). Additionally, only 11% of English Learners met or exceeded standards in ELA, 7% in Math, and 2% in Science, with similarly low performance across all students (24% in ELA, 13% in Math, and 12% in Science). To address these needs, funding library staff and resources will enhance access to educational materials, support literacy development, and provide a vital academic resource for low socio-economic students, Foster Youth, and English Learners. **Scope:** LEA-wide	School directly addresses the needs of unduplicated pupils, including low socio-economic students, Foster Youth, and English Learners, by providing critical academic support. These staff members will assist students with school projects, research, and extracurricular academic activities, offering personalized help that many students may lack access to at home. By enhancing library resources with additional support staff, updated books, improved facilities, and necessary supplies, the initiative fosters an inclusive and supportive learning environment. This comprehensive support system enables unduplicated pupils to improve their research skills, access a wider range of educational materials, and receive the guidance needed to complete academic tasks effectively. Providing these resources on an LEA-wide basis ensures that all students benefit from equitable access to enriched learning opportunities, helping to close achievement gaps and promote academic success across the district.	Local Assessments - iReady (goal 1 Metric 12)
1.24	**Action:** Micro-School Support **Need:** Educational partner input and recent performance data underscore the need for	The district will support the implementation of the Micro-School model by allocating resources for staffing, materials, supplies, and training. This action primarily targets English learners, low-income students, and Foster Youth. The goal is to provide these unduplicated pupils with a	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments - iReady (goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	micro-school support to address the specific academic challenges faced by unduplicated pupils, including low socio-economic students, Foster Youth, and English Learners. The 2023 dashboard data shows that the district's overall Distance from Standard (DFS) is -66 in ELA and -104 in Math, with even more pronounced deficits for English Learners (-99 in ELA, -125 in Math), Hispanic students (-66 in ELA, -104 in Math), and socioeconomically disadvantaged (SED) students (-70 in ELA, -107 in Math). Furthermore, the 2023 CAASPP results reveal that only 11% of English Learners met or exceeded standards in ELA, 7% in Math, and 2% in Science, with similarly low percentages across all students (24% in ELA, 13% in Math, and 12% in Science). These significant gaps highlight the urgent need for a more personalized and flexible educational approach provided by micro-schools. **Scope:** LEA-wide	personalized, authentic, and competency-based educational experience. This model aligns with the district's commitment to fostering empathetic collaboration, innovative problem-solving, resilience, effective communication, and community responsiveness. By adopting the Micro-School model on an LEA-wide basis, the district ensures that all students, especially those from underserved backgrounds, benefit from equitable and inclusive learning environments, addressing significant academic gaps and promoting overall student success.	
1.25	**Action:** 6th Grade Outdoor Learning **Need:** Based on input from educational partners and the 2023 CAASPP data, there's a critical need to bolster support for 6th Grade Outdoor Learning and implement differentiated instructional strategies to better serve unduplicated pupils, including English Learners, Hispanic students, and	Funding 6th grade students for outdoor learning experiences like Camp KEEP directly addresses the educational needs of low socio-economic students, foster youth, and English Learners. These experiences provide hands-on, environmental education outside the classroom, offering dynamic learning opportunities that are especially beneficial for these groups. By engaging in activities that promote curiosity and critical thinking in real-world settings, these students can overcome some of the challenges they face in	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments - iReady (goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged (SED) students. The CAASPP results indicate significant gaps in proficiency, with overall student scores averaging -66 points DFS in ELA and -104 in Math. English Learners are particularly affected, with scores -99 points DFS in ELA and -125 in Math, and only 11% meeting or exceeding the ELA standard, 7% in Math, and 2% in Science. Hispanic and SED students also exhibit notable deficits. **Scope:** Schoolwide	traditional educational environments. Offering this support on a schoolwide basis ensures that all 6th grade students, regardless of their background, have equitable access to enriching experiences that enhance their academic and social-emotional development, fostering a more inclusive and effective educational environment for the entire student body.	
2.1	**Action:** 21st Century Classrooms **Need:** Input from educational partners has underscored the importance of modernizing learning environments to enhance engagement and effectiveness. According to 2023 CAASPP data, all students on average scored -66 below standard in ELA and -104 in Math. English Learners are particularly affected, with scores -99 below standard in ELA and -125 in Math, and only 11% meeting or exceeding the standard in ELA, 7% in Math, and 2% in Science. Hispanic and SED students also show significant gaps, with scores of -66 in ELA and -104 in Math for Hispanic students, and -70 in ELA and -107 in Math for SED students. Upgrading classrooms to 21st-century standards involves integrating advanced technology, flexible seating, and collaborative tools that cater to diverse	Modernizing and replacing outdated classrooms to align with the 21st Century Learner Model is essential for addressing the educational needs of low-socioeconomic students, Foster Youth, English Learners, and low-income students. This action aims to provide these students with enhanced learning experiences that are crucial for their college and career readiness. Given our community's rural location, students, particularly those from disadvantaged backgrounds, often have limited access to opportunities in science, technology, engineering, arts, and mathematics (STEAM). By upgrading classrooms with modern technology, flexible seating, and collaborative tools, we can create dynamic and engaging learning environments that support diverse learning styles and needs. This initiative is provided on an LEA-wide basis to ensure that all students, regardless of their socio-economic status, can benefit from improved educational facilities, thereby promoting equity and preparing	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Williams FIT Report (Goal 2, Metric 2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learning styles. These enhancements can provide unduplicated pupils with enriched learning experiences, facilitating personalized and interactive instruction that supports their academic growth, closes achievement gaps, and equips them with essential skills for future success. **Scope:** LEA-wide	them for future academic and professional success.	
2.2	**Action:** Technology Devices and Infrastructure to support the Learner Profile **Need:** Input from educational partners has identified the need for robust technology integration to support unduplicated pupils, including English Learners, Hispanic students, and Socioeconomically Disadvantaged (SED) students, in becoming resilient learners and effective communicators' ability to be innovative problem-solvers and empathetic collaborators. CAASPP data reveals that all students score, on average, -66 below the standard in ELA and -104 in Math, with English Learners particularly affected, scoring -99 in ELA and -125 in Math, and only 11% meeting or exceeding the standard in ELA, 7% in Math, and 2% in Science. **Scope:** LEA-wide	The district is enhancing technology integration to support all students, especially those who are low-socioeconomic, Foster Youth, English Learners, and low-income students, by providing each student with a 2:1 device setup—one for school use and one for home use—and equipping TK-3 students with 1:1 iPads for classroom use. This action is designed to help students become resilient learners, responsive community members, innovative problem-solvers, effective communicators, and empathetic collaborators. The district will also ensure a robust digital infrastructure and resources to optimize classroom instruction and staff productivity. By implementing this technology initiative on an LEA-wide basis, the district aims to offer equitable access to advanced learning tools, thereby enhancing educational experiences and preparing all students, particularly those from disadvantaged backgrounds, for future academic and career success.	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Technology Support Staff **Need:** Input from educational partners underscores the need for comprehensive technology support to ensure equitable access and continuous academic growth, especially for low socio-economic students, Foster Youth, and English Learners. The LEA will provide technology support staff to help these students develop essential computer skills, addressing barriers posed by limited technology access at home. CAASPP data indicates significant achievement gaps: district-wide, all students have a Distance From Standard (DFS) of -66 in ELA and -104 in Math, while English Learners have a DFS of -99 in ELA and -125 in Math, with only 11% meeting or exceeding standards in ELA, 7% in Math, and 2% in Science. Technology support staff will ensure that both students and staff have access to functional technology, enhancing the learning experience and addressing the specific needs of unduplicated pupils. By facilitating access to and proficiency with modern technology, this initiative aims to close achievement gaps, promote digital literacy, and equip all students with the skills necessary for academic success and future opportunities. **Scope:** LEA-wide	To ensure equitable access to technology and foster continuous academic growth, the LEA will provide comprehensive technology support tailored to the needs of low socio-economic students, Foster Youth, and English Learners. This includes equipping these students with essential computer skills to overcome barriers stemming from the lack of technology at home. Technology support staff will facilitate access to functional technology, enhancing the learning experience for both students and staff. By implementing this action on an LEA-wide basis, the district ensures that all students receive the necessary support to develop digital literacy, close achievement gaps, and promote academic success, regardless of their socio-economic status. This holistic approach addresses the specific needs of unduplicated pupils, ensuring that every student has the tools and skills required for a modern educational environment and future opportunities.	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Gol 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments- iReady (goal 1 Metric 12)
2.4	**Action:** Teacher Workstation	Providing each teacher with a mobile workstation will enhance instruction delivery in the Lamont	CAASPP Math and ELA (Goal 1 Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Input from educational partners has identified the need to improve instructional delivery, through a dynamic and effective learning environment and promote continuous academic growth for all students, especially those from low socio-economic backgrounds, Foster Youth, and English Learners. This enhancement supports the Lamont Elementary School District's Learner Model by enabling teachers to better integrate technology into their instruction. CAASPP data reveals substantial gaps, with the district's all-student average Distance From Standard (DFS) at -66 in ELA and -104 in Math. English Learners have a DFS of -99 in ELA and -125 in Math, while Hispanic students have a DFS of -66 in ELA and -104 in Math, and Socioeconomically Disadvantaged (SED) students have a DFS of -70 in ELA and -107 in Math. Only 11% of English Learners meet or exceed the standard in ELA, 7% in Math, and 2% in Science. Equipping teachers with mobile workstations will enhance their ability to deliver personalized and effective instruction, addressing the specific needs of unduplicated pupils by improving engagement and supporting targeted academic interventions across the LEA. **Scope:** LEA-wide	Elementary School District, supporting the district's Learner Model and addressing the needs of unduplicated pupils, including those from low socio-economic backgrounds, Foster Youth, and English Learners. Teachers will use these mobile workstations to move around the classroom, closely monitor student learning, and provide real-time feedback, fostering closer interactions and more personalized instruction. This mobility allows teachers to implement innovative teaching methods, adapt strategies to meet diverse needs, and enhance communication through digital tools. By engaging effectively with students, teachers can offer immediate assessment and feedback, promoting academic growth. This action is provided on an LEA-wide basis to ensure that all students benefit from improved instructional delivery, regardless of their socio-economic status, thereby supporting equitable educational outcomes across the district.	CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12)
2.5	**Action:** Modular Buildings -Classroom size reduction	Leasing modular buildings to reduce class sizes in General Education will enable the LESD to better	CAASPP Math and ELA (Goal 1 Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Input from educational partners has highlighted the need for modular buildings at Alicante School to reduce class sizes in General Education, particularly to support low socio-economic students, Foster Youth, and English Learners. Smaller class sizes will enable teachers to build stronger relationships with students, provide more individualized instructional support, and promote continuous academic growth. According to CAASPP data, all students have an average Distance From Standard (DFS) of -66 in ELA and -104 in Math, with English Learners at a DFS of -99 in ELA and -125 in Math, and Hispanic and Socioeconomically Disadvantaged (SED) students also facing significant gaps. This initiative will offer more personalized attention and tailored instruction to unduplicated pupils, addressing their specific needs and fostering a more supportive learning environment. By implementing this on an LEA-wide basis, the district ensures equitable access to improved educational opportunities for all students, enhancing academic outcomes across diverse populations. **Scope:** Schoolwide	support low socio-economic students, Foster Youth, and English Learners by providing more opportunities for teachers to build meaningful relationships with students and offer individualized instructional support. Teachers will be able to interact more closely with students, tailoring their teaching to meet the specific needs of unduplicated pupils and offering focused attention that large classes often prohibit. This action, implemented on an LEA-wide basis, ensures that all students, particularly those from disadvantaged backgrounds, benefit from smaller class sizes and more personalized instruction, which can enhance their academic growth and overall learning experience. By creating a more supportive and engaging environment, this initiative aims to close achievement gaps and promote equitable educational outcomes for all students.	CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments- iReady (Goal 1 Metric 12) Williams FIT Tool (Goal 2, Metric 2)
3.1	**Action:** Parent Professional Development/ Conferences/ Workshops **Need:**	To address the educational challenges faced by unduplicated pupils, the action plan emphasizes providing comprehensive support to parents through professional development workshops, conferences, and community resource	Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2023 dashboard results highlight significant academic challenges in the district, especially for unduplicated pupils. The district's Distance from Standard (DFS) shows an overall performance of -66 in ELA and -104 in Math. English Learners (ELs) are particularly impacted, with a DFS of -99 in ELA and -125 in Math, indicating a substantial need for targeted support. Hispanic students align with the district average, showing a DFS of -66 in ELA and -104 in Math. Socioeconomically disadvantaged (SED) students face slightly greater difficulties, with a DFS of -70 in ELA and -107 in Math. Furthermore, the 2023 CAASPP results reveal that only 11% of ELs met or exceeded the standard in ELA, 7% in Math, and a mere 2% in Science. In comparison, 24% of all students met or exceeded standards in ELA, 13% in Math, and 12% in Science. This data underscores the urgent need for effective interventions to improve educational outcomes for these vulnerable groups. **Scope:** LEA-wide	coordination. This initiative, delivered district-wide, is particularly crucial for parents of low socioeconomic students, Foster Youth, and English Learners, aiming to bridge educational gaps and improve student outcomes. Through programs such as Project Inspire, Parent University, and various parent-focused classes and trainings, parents will be empowered to assist their children with ELA, math, and homework, even if they are not proficient in the language. These programs will also enhance parenting and life skills, deepen understanding of equity and diversity, and promote effective home-school partnerships. Additionally, education on restorative practices, trauma-sensitive schools, learning and behavior, and the U.S. school system will be provided. This multifaceted approach, informed by feedback from educational partners, is designed to increase parental engagement and equip them with the tools needed to support their children's academic and personal development, thereby addressing the critical needs identified among unduplicated pupils.	and back to school. (Goal 3, Metric 2) CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments- iReady (Goal 1 Metric 12)
3.2	**Action:** Parent Engagement Staff **Need:** The 2023 dashboard results reveal significant academic disparities among unduplicated pupils within the district. All students in the district exhibit a Distance from Standard (DFS) of -66 in ELA and -104 in Math. English	Parent Engagement staff, supervised by the Community Schools Grants,will directly support the parents of low socioeconomic students, Foster Youth, and English Learners across the district. These staff members are responsible for organizing and facilitating educational classes and workshops aimed at building parental capacity to assist their children with academic tasks at home. They will engage parents through various training	Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) CAASPP Math and ELA (Goal 1 Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners (ELs) are particularly struggling, with a DFS of -99 in ELA and -125 in Math. Hispanic students have a DFS of -66 in ELA and -104 in Math, mirroring the overall district performance. Socioeconomically disadvantaged (SED) students also face notable challenges, with a DFS of -70 in ELA and -107 in Math. The 2023 CAASPP results further highlight these gaps, with only 11% of ELs meeting or exceeding standards in ELA, 7% in Math, and a mere 2% in Science, compared to 24% of all students in ELA, 13% in Math, and 12% in Science. Parental engagement remains strong, with 75% of parents of unduplicated students attending parent conferences and back-to-school nights, indicating an interest in supporting their children's education. **Scope:** LEA-wide	sessions focused on enhancing skills in supporting their children's ELA and math learning, navigating homework challenges, and understanding educational resources. This effort specifically targets unduplicated pupils by providing their parents with the tools and knowledge needed to foster an effective home learning environment, thereby addressing the unique challenges faced by these families. By delivering these services on an LEA-wide basis, the program ensures that all eligible families receive consistent and equitable support, reinforcing the school-home connection and contributing to the academic success and overall development of unduplicated pupils.	CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12)
3.3	**Action:** Cene Con Sus Hijos Dinner **Need:** The 2023 dashboard results reveal significant academic disparities among unduplicated pupils within the district. All students in the district exhibit a Distance from Standard (DFS) of -66 in ELA and -104 in Math. English Learners (ELs) are particularly struggling, with a DFS of -99 in ELA and -125 in Math. Hispanic students have a DFS of -66 in ELA and -104 in Math, mirroring the overall district performance. Socioeconomically	The District "Cena Con Sus Hijos" dinner specifically targets the needs of parents of low socioeconomic students, Foster Youth, and English Learners, offering them a unique opportunity to strengthen family bonds and improve home communication. The district will organize this dinner, bringing together parents and their children in a supportive environment to emphasize the significance of family interaction and effective communication at home. During the dinner, parents will receive guidance on creating meaningful suppertime experiences free from electronic distractions, including practical strategies and suggested questions to engage with	Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disadvantaged (SED) students also face notable challenges, with a DFS of -70 in ELA and -107 in Math. The 2023 CAASPP results further highlight these gaps, with only 11% of ELs meeting or exceeding standards in ELA, 7% in Math, and a mere 2% in Science, compared to 24% of all students in ELA, 13% in Math, and 12% in Science. Parental engagement remains strong, with 75% of parents of unduplicated students attending parent conferences and back-to-school nights, indicating an interest in supporting their children's education. **Scope:** LEA-wide	their children. The event will also provide essential supplies such as food, and any necessary rental equipment. Additionally, speakers will offer skills and strategies for effective parenting, enhancing the parents' ability to support their children's academic and personal development. This initiative is delivered on an LEA-wide basis to ensure all eligible families benefit from these resources, thereby addressing the specific needs of unduplicated pupils by fostering a supportive and communicative home environment that contributes to their overall success.	Local Assessments- iReady (Goal 1 Metric 12)
3.4	**Action:** Kindergarten Preparation **Need:** Educational partner input identified the need for a 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. By having this assistance and these resources, we expect to close the attendance gap (source: KIDS) for our unduplicated pupils and lead to positive, long-lasting educational outcomes for our students.	Implementing an orientation, registration, and preparation sessions for Transitional Kindergarten (TK) and Kindergarten addresses the critical needs of parents of low socioeconomic students, Foster Youth, and English Learners by equipping them with the necessary tools and resources prior to their children's entry into school. The LEA will coordinate these sessions, where educators and support staff will guide parents through the registration process, familiarize them with school expectations, and prepare them for their child's transition into TK and Kindergarten. During these sessions, parents will receive assistance from the Family Resource Center, which will connect them with community resources and support tailored to their unique needs. By providing this initiative on a schoolwide basis, all families can benefit from early engagement, regardless of background, ensuring a seamless transition into the school	Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) Attendance of TK/K Students (Goal 1, Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	system. This preparation fosters a supportive environment where parents are informed and empowered, directly addressing the needs of unduplicated pupils by enhancing readiness and creating a strong start to their educational experience.	
3.5	**Action:** Mt.View Middle School Orientation **Need:** Educational partner input has highlighted the need for a Mountain View orientation to familiarize parents and students with the school's facilities, grading practices, and staff. The LEA aims to prepare parents of low socioeconomic students, Foster Youth, and English Learners who are transitioning into middle school by introducing them to key school personnel and outlining behavior expectations. This orientation is designed to address these parents' need for understanding school operations and expectations, facilitating a smoother transition for their children. Additionally, Dashboard data underscores the necessity for academic improvement among 7th and 8th graders, further emphasizing the importance of early engagement and familiarization for these families to support their children's success. **Scope:** Schoolwide	Beginning-of-the-school-year orientation at Mt. View Middle School is a targeted action to support parents of low socioeconomic students, Foster Youth, and English Learners by familiarizing them with the school's facilities, grading practices, and staff. School staff will facilitate the orientation, ensuring parents and students receive direct guidance and support. Transportation will be provided to ensure that all eligible parents and students can attend, regardless of potential logistical barriers. This initiative addresses the needs of unduplicated pupils by equipping their parents with knowledge and tools to support their children's transition into middle school, fostering a stronger home-school connection. By implementing this orientation on a schoolwide basis, the program ensures comprehensive support and engagement, enhancing readiness and academic success for all students entering Mt. View Middle School.	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) Chronic Absenteeism Rate (Goal 1, Metric 2) Suspension Rate
3.6	**Action:** Parent Involvement Supplies	Providing funds to all four school sites to recognize and support parents attending meetings or school-	CAASPP Math and ELA (Goal 1 Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Educational partner input revealed the necessity of providing supplies to recognize and encourage families of unduplicated pupils who attend parent meetings or school-related functions. With 75% of parents of unduplicated students attending parent conferences and back-to-school nights, there is a clear interest in supporting their children's education. To foster this engagement and acknowledge their commitment, offering supplies such as educational materials, books, or practical resources serves as an incentive and recognition. This approach not only appreciates the parents' efforts but also further empowers them to contribute effectively to their children's educational journey, addressing the need to strengthen parental involvement among unduplicated pupils. The 2023 CA Dashboard illustrates a need for this action as our unduplicated students perform lower on CAASPP (ELA/Math) as well as on local benchmarks. **Scope:** LEA-wide	related functions is a strategic action aimed at parents of low socioeconomic students, Foster Youth, and English Learners. This initiative will enable school staff to distribute educational materials, such as Chromebooks, E-readers, and chapter books, which parents can use to assist their children with homework at home. Additionally, parents will receive training on effectively utilizing these resources, ensuring they are equipped to support their child's academic progress. By recognizing and incentivizing parental engagement through practical tools and training, the LEA addresses the need for enhanced parental involvement and support among unduplicated pupils. This action is implemented on an LEA-wide basis to provide equitable access and opportunities for all eligible families across the district, thereby fostering a supportive home learning environment that contributes to the academic success of unduplicated pupils.	CAASPP ELL progress (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) Chronic Absenteeism Rate (Goal 1, Metric 2) Suspension Rate
3.7	**Action:** District Translator **Need:** With the majority of families served being Spanish speakers, educational partner input has identified the critical need for a district translator to ensure all information provided to	Employing a District Communication/Parent Translator & Interpreter is a strategic action aimed at addressing the communication needs of parents of low socioeconomic students, Foster Youth, and English Learners. This role involves providing translation and interpretation services at key touchpoints such as board meetings, Individualized Education Program (IEP) meetings,	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	families is available in their native language. Effective communication in a language understood by parents, particularly for low socioeconomic students, Foster Youth, and English Learners, is essential. Providing translated materials and communications will enable these parents to fully understand school expectations, events, and resources. This understanding is crucial for facilitating academic support at home, thereby contributing to increased parental engagement and ultimately enhancing academic achievement among unduplicated pupils. **Scope:** LEA-wide	parent conferences, parent meetings, and across social media platforms. By ensuring that parents receive information in their native language, the translator enables clear understanding and effective participation in their children's education. This service is provided on an LEA-wide basis to ensure consistent support across the district, fostering equitable access to information and resources. The translator's work facilitates better communication between schools and families, enhancing parental involvement and support, which are crucial for addressing the educational disparities faced by unduplicated pupils and improving their academic outcomes.	Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) Chronic Absenteeism Rate (Goal 1, Metric 2) Suspension Rate
3.8	**Action:** District and School site Websites **Need:** Communication is vital for improving student performance and attendance at district and school functions, particularly for unduplicated pupils. The 2023 dashboard results reveal substantial academic disparities among these students, with all district students showing a Distance from Standard (DFS) of -66 in ELA and -104 in Math. English Learners (ELs) face even greater challenges, with a DFS of -99 in ELA and -125 in Math. Hispanic students reflect the overall district performance, with a DFS of -66 in ELA and -104 in Math. Similarly, socioeconomically disadvantaged (SED) students are struggling, showing a DFS of -70 in ELA and -107 in Math. The 2023 CAASPP	Maintaining a functioning, updated website as a resource for parents of low socioeconomic students, Foster Youth, and English Learners is crucial for addressing their needs. The LEA is responsible for ensuring that the website provides comprehensive and current information on school policies, events, resources, and support services. This digital platform serves as a central hub where parents can easily access critical information in their preferred language, facilitating their engagement and involvement in their children's education. By offering resources such as academic calendars, homework assistance guides, contact details for support staff, and updates on school activities, the website empowers parents to stay informed and actively participate in the educational process. This initiative is implemented on an LEA-wide basis to provide equitable access to all families across the	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) Chronic Absenteeism Rate (Goal 1, Metric 2) Suspension Rate (Goal 3, Metric 4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	results highlight these gaps further, with only 11% of ELs meeting or exceeding standards in ELA, 7% in Math, and just 2% in Science, compared to 24% of all students in ELA, 13% in Math, and 12% in Science. However, parental engagement remains a strong point, with 75% of parents of unduplicated students attending parent conferences and back-to-school nights, demonstrating a keen interest in supporting their children's education. This engagement underscores the need for effective communication strategies to connect parents with the resources and information necessary to help bridge these academic gaps. **Scope:** LEA-wide	district, recognizing the diverse needs of unduplicated pupils and enhancing their academic support network through reliable and accessible online communication.	
3.9	**Action:** School Safety/Campus Supervisor **Need:** At Mountain View School, unduplicated pupils—including low socioeconomic students, Foster Youth, and English Learners—face significant academic and behavioral challenges. The school has an overall attendance rate of 94.2%, but a chronic absenteeism rate of 17.69% suggests underlying issues impacting student presence. Additionally, suspension rates are concerning, with 14.29% for all students, 17.51% for English Learners, 16.33% for Students with Disabilities, 22.73% for homeless students, and 15.58% for socioeconomically	Employing Campus Supervisors at Mt. View Middle School is a targeted action to enhance the safety and security of the school environment, with a particular focus on supporting low socioeconomic students, Foster Youth, and English Learners. These supervisors will monitor the campus, provide supervision during school hours and events, and build positive relationships with students, helping to prevent and address issues such as bullying, conflicts, and absenteeism. Research indicates that students perform better academically and have higher attendance rates when they feel safe and secure at school. By fostering a supportive and vigilant presence, Campus Supervisors will contribute to creating a welcoming atmosphere that encourages all students to attend regularly and engage	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments- iReady (Goal 1 Metric 12) Suspension Rate (Goal 3, Metric 4) Chronic Absenteeism Rate (Goal 1, Metric 2) Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disadvantaged students. These disciplinary trends, coupled with data from the California Healthy Kids Survey indicating that only 63% of students feel safe at school, highlight the need for comprehensive support strategies. **Scope:** Schoolwide	positively in their education. This initiative is implemented on a schoolwide basis to ensure that all students benefit from a safe learning environment, addressing the specific needs of unduplicated pupils and supporting their overall academic and social development.	
3.10	**Action:** School Safety supplies and licenses **Need:** The Local Education Agency (LEA) recognizes the critical need to enhance security measures across all school sites to address the safety concerns of our students, especially unduplicated pupils. The most recent California Healthy Kids Survey reveals that only 63% of students reported feeling safe at school, indicating a significant portion who do not share this sense of security. Insights from the student connectedness survey highlight varying levels of insecurity among different grades: 3% of third and fourth graders, 6.83% of fifth graders, 3.32% of sixth graders, 6.36% of seventh graders, and 4.31% of eighth graders reported not feeling safe either at school or during their commute. Feedback from educational partners has revealed that some students do not attend school regularly because they do not feel safe, highlighting the critical need for enhanced security measures. Given the increasing concerns about school violence nationally, educational partners have urged the district to take a proactive approach	To enhance security and ensure student safety across all school sites, the Local Education Agency (LEA) will take specific actions that directly address the needs of unduplicated pupils. The district's security team, in collaboration with IT personnel and school administrators, will renew the license fees for existing visitor check-in systems to maintain robust visitor management. Additionally, they will acquire and install updated surveillance cameras at all locations, enhancing real-time monitoring and incident response capabilities. Classroom emergency kits and supplies will be procured and distributed by the LEA's facilities and operations team to prepare for potential emergencies. These measures are implemented LEA-wide because the safety concerns highlighted by surveys and educational partner feedback affect students district-wide, not just in isolated areas. By providing consistent security upgrades and preparedness resources, the LEA ensures that all students, including unduplicated pupils who may face greater vulnerabilities, benefit from a uniformly safe and secure learning environment.	Percent of students feeling safe while at school (Goal 3, Metric 6 and 8) Chronic Absenteeism Rate (Goal 1, Metric 2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in securing our campuses throughout the day. In response, the LEA will renew licenses for existing visitor check-in systems and upgrade surveillance cameras, ensuring real-time monitoring and control. Additionally, the LEA will distribute emergency kits and supplies in classrooms to prepare for unforeseen events, thereby fostering a safer and more secure learning environment for all students. **Scope:** LEA-wide		
4.1	**Action:** Professional Development - Learner Profile, Literacy, ELD, Writing, Math, STEAM **Need:** To address the identified needs of unduplicated pupils, the Local Education Agency (LEA) will implement comprehensive professional development (PD) for both classified and certificated staff. This PD will cover crucial areas including Learner Profiles, Literacy, English Language Development (ELD), Writing, Math, and STEAM. Educational partners have emphasized the need for such training to equip all staff with the necessary skills to effectively carry out their assignments and meet diverse student needs. The 2023 dashboard results highlight significant academic gaps, with the Distance from Standard (DFS) for all students in the district at -66 in English Language Arts (ELA) and -104 in Math, and even greater deficits for English Learners (ELs) at -99 in ELA and -125	To support the implementation of Common Core State Standards and enhance learning for low socioeconomic students, Foster Youth, and English Learners, the Local Education Agency (LEA) will provide professional development (PD) for both classified and certificated staff, tailored to their specific roles. This PD will cover critical areas such as Learner Profiles, Literacy, English Language Development (ELD), Writing, Math, and STEAM. Specifically, the training will support the implementation of Designated ELD for teachers, administrators, and instructional classified staff, focusing on the ELA/ELD framework, ELD standards, and effective instructional strategies for language acquisition. Additionally, the LEA will continue its collaboration with the California Science Center Foundation to enhance understanding and implementation of the Next Generation Science Standards (NGSS). Further, the LEA will collaborate with California Ed. Partners to deliver PD aimed at increasing effective mathematical practices through targeted initiatives. By implementing this action LEA-wide,	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Fully qualified teachers (Goal 4, Metric 1) Standards Based Lesson Plans (Goal 4, Metric 2) Percent of students meeting or exceeding standard (Goal 4, Metric 3) Access to broad course of study (Goal 4, Metric 4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in Math. At Mt. View Middle School, ELs have a DFS of -116 in ELA and -186 in Math, with CAASPP results showing only 11% of ELs meeting or exceeding standards in ELA, 7% in Math, and 2% in Science. Furthermore, an audit for 2023-24 indicated that 89% of teachers were fully credentialed, yet additional training is needed to enhance effectiveness. By providing LEA-wide PD for all staff, including those in both instructional and support roles, the district ensures a cohesive approach to enhancing educational outcomes. This initiative supports the academic progress of unduplicated pupils and strengthens the overall capability of staff to deliver high-quality education and services district-wide. **Scope:** LEA-wide	the district ensures that all staff are equipped with the knowledge and skills necessary to support unduplicated pupils, fostering equitable educational opportunities and improving academic outcomes district-wide.	
4.2	**Action:** MTSS Professional Development **Need:** To meet the identified needs of unduplicated pupils, the Local Education Agency (LEA) will provide comprehensive Multi-Tiered System of Supports (MTSS) professional development (PD) for both classified and certificated staff. This PD will focus on behavioral improvement programs, school connectedness initiatives, and other student well-being programs, as requested by educational partners. Our goal is to equip all staff with effective strategies for implementing these programs, ensuring a supportive and engaging learning environment	To support the holistic development of students, including those from low socio-economic backgrounds, Foster Youth, and English Learners, the Local Education Agency (LEA) will implement a comprehensive professional development plan focused on Multi-Tiered Systems of Support (MTSS). This plan includes training for both classified and certificated staff on behavioral improvement programs, school connectedness initiatives, and other student well-being programs. The aim is to equip staff with the strategies necessary to effectively implement these programs, thereby fostering a supportive and engaging learning environment for all students. Specifically, funds will cover consulting fees for districtwide training, enabling administrators,	CAASPP Math and ELA (Goal 1 Metric 7) Attendance Rate (Goal 1, Metric 1) Chronic absenteeism rate (Goal 1 metric 2) Suspension rate (Goal 1 Metric 3 Suspension rate) Broad course of study (Goal 2 metric 3) Percent of students feeling safe while at school (Goal 3 metric 7) Percent of students feeling safe while at school or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for all students. The necessity of this initiative is underscored by the 2023 dashboard results, which show a significant Distance from Standard (DFS) for all students in the district: -66 in English Language Arts (ELA), -104 in Math, with English Learners (ELs) scoring -99 in ELA and -125 in Math. Additionally, 2023 CAASPP results reveal that only 11% of EL students met or exceeded standards in ELA, 7% in Math, and 2% in Science. Attendance data for 2023-2024 indicates a 95.3% rate, yet chronic absenteeism stands at 13.0%, and the suspension rate is 3.99% for all students. Moreover, safety perceptions are a concern, with only 63% of students feeling safe at school according to the California Healthy Kids Survey. By implementing MTSS PD LEA-wide, we aim to address these challenges, fostering improved academic performance, attendance, and school climate for unduplicated pupils across the district. **Scope:** LEA-wide	academic coaches, teachers, and instructional aides to enhance their capacity to meet the diverse academic and behavioral needs of unduplicated pupils. Supplies and curriculum will be provided to support Social-Emotional Learning (SEL) across all school sites. Additionally, the MTSS team, comprising Social Workers, Family Advocates, Vice Principals, Special Education staff, site attendance advocates, and Family Resource Center staff, will receive professional development on restorative practices to address attendance and behavioral challenges. Positive behavior signage will be installed to improve school climate and increase student attendance, creating a more welcoming environment. Implementing these actions LEA-wide ensures that all students, especially unduplicated pupils, benefit from a consistent, equitable, and holistic approach to their development and well-being.	while commuting (Goal 3 metric 8)
4.4	**Action:** Academic Coaches **Need:** To meet the academic needs of unduplicated pupils, including English Learners (ELs), students from low socioeconomic backgrounds, and Foster Youth, there is a critical need for academic coaches to deliver targeted professional development (PD) for both certificated and classified staff. The 2023	To address the diverse academic needs of unduplicated pupils, the Local Education Agency (LEA) will employ Teachers on Special Assignment (TOSAs) to provide coaching support, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration. These TOSAs will work closely with teachers, instructional aides, and other classified and certificated staff as appropriate to their roles, ensuring comprehensive support for implementing	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments- iReady (Goal 1 Metric 12) Fully qualified teachers (Goal 4, Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	dashboard results indicate substantial academic gaps, with the Distance from Standard (DFS) for all students in the district being -66 in English Language Arts (ELA) and -104 in Math. ELs are particularly affected, with a DFS of -99 in ELA and -125 in Math, and only 11% of them met or exceeded standards in ELA, 7% in Math, and 2% in Science according to the 2023 CAASPP results. **Scope:** LEA-wide	effective instructional practices. They will focus on strategies to meet the needs of students requiring additional assistance, including low socio-economic students, Foster Youth, and English Learners (ELs). The TOSAs will ensure the continuity of programs by providing follow-up professional development and sustained coaching, reinforcing the integration of new instructional methods and practices into daily teaching. District academic coaches will support this effort by offering ongoing professional development to both certificated and classified staff. By implementing this action LEA-wide, the district ensures that all students, especially unduplicated pupils, benefit from enhanced instructional support and improved educational outcomes.	Standards Based Lesson Plans (Goal 4, Metric 2) Percent of students meeting or exceeding standard (Goal 4, Metric 3) Broad Course of Study (Goal 4, Metric4)
4.5	**Action:** District Buyback Day **Need:** To address the academic disparities faced by unduplicated pupils and foster a motivated and effective teaching environment, the Local Education Agency (LEA) will implement Buyback Day Professional Development for all staff, both certificated and classified. This initiative will include inspiring PD days at the beginning of the school year and mid-year, as indicated by school-based educational partners, to motivate staff as they return from breaks. The 2023 dashboard results reveal substantial performance gaps, with all students in the district having a Distance from Standard (DFS) of -66 in ELA and -104 in Math, while English Learners (ELs) have even greater deficits with a DFS of -99 in ELA and -	To meet the needs of unduplicated pupils, the Local Education Agency (LEA) will allocate funds for Academic Buy Back Days, offering professional development (PD) for both certificated and classified staff. This initiative aims to equip staff with effective strategies to support low socio-economic students, Foster Youth, and English Learners (ELs). During these Buy Back Days, educational consultants and district academic coaches will collaborate to provide targeted PD sessions, focusing on differentiated instruction, behavioral support, and language acquisition techniques tailored to the unique challenges faced by these student groups. This LEA-wide approach ensures that all staff members, regardless of their role or school location, receive consistent training, enhancing their ability to address the academic and social-emotional needs of unduplicated pupils. By doing so, the LEA fosters a cohesive, supportive learning environment that promotes	CAASPP Math and ELA (Goal 1 Metric 7) Attendance Rate (Goal 1, Metric 1) Chronic absenteeism rate (Goal 1 metric 2) Suspension rate (Goal 1 Metric 3 Suspension rate) Broad course of study (Goal 2 metric 3 & Goal 4, Metric 4) Percent of students feeling safe while at school (Goal 3 metric 7) Percent of students feeling safe while at school or while commuting (Goal 3 metric 8) CAASPP Math and ELA (Goal 1 Metric 7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	125 in Math. Additionally, only 11% of ELs met or exceeded standards in ELA, 7% in Math, and 2% in Science according to the 2023 CAASPP results. Buyback Days will offer targeted professional development to address these gaps, focusing on differentiated instruction, data-driven strategies, and effective classroom management. This approach ensures that all staff are better prepared to meet the needs of unduplicated pupils, creating a more equitable and engaging learning environment district-wide. **Scope:** LEA-wide	equity and improves educational outcomes across the district.	CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Percent of students meeting or exceeding standard (Goal 4, Metric 3)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.11	**Action:** ELD Support Staff **Need:** To address the needs of unduplicated pupils, particularly English Learners (ELs), the Local Education Agency (LEA) will enhance communication by providing dedicated English Language Development (ELD) support staff to ensure regular updates to parents about their	The action of providing English Language Development (ELD) staff to support English Learner (EL) parents by clarifying the reclassification process and assisting with tracking data addresses the needs of unduplicated pupils by enhancing parental engagement and understanding of their children's educational progress. ELD specialists will work directly with EL parents, offering regular workshops, individual consultations, and progress reports to demystify	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Percent of parents in attendance at conferences

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	children's progress. Educational partners have highlighted the need for continuous communication from the ELD department regarding the academic performance and reclassification rates of English Learners. According to the 2023 dashboard results, English Learners (ELs) scored significantly below the standard, with a Distance from Standard (DFS) of -99 in English Language Arts (ELA) and -125 in Math, compared to the overall district DFS of -66 in ELA and -104 in Math. Additionally, the 2023 CAASPP results indicate that only 11% of ELs met or exceeded the standard in ELA, 7% in Math, and a mere 2% in Science, while the overall percentages for all students were 24% in ELA, 13% in Math, and 12% in Science. Notably, 51.57% of ELs made progress towards English language proficiency, and 11.01% were reclassified, as reported on the 2023 Dashboard and 2022-23 KiDS data. **Scope:** Limited to Unduplicated Student Group(s)	the reclassification criteria and ensure parents are informed about their children's language proficiency milestones. This action is implemented on an LEA-wide basis because the challenges of understanding the reclassification process and effectively monitoring EL progress are prevalent across all school sites within the district. By providing ELD staff district-wide, the LEA ensures that all EL families, regardless of their specific school, have equitable access to support and resources. This approach facilitates consistent and informed parental involvement, which is critical for improving the academic outcomes and overall success of EL students.	and back to school. (Goal 3, Metric 2)
4.3	**Action:** English Language Development Training and Programs **Need:** The 2023 dashboard results reveal that English Learners, including Long-term English Learners have a significant Distance from Standard (DFS) of -99 in English Language Arts (ELA) and -125 in Math, compared to the district-wide DFS of -66 in ELA and -104 in	The LEA will implement evidence-based programs and provide comprehensive training for integrated and designated English Language Development (ELD) instruction across all grade levels. This initiative involves identifying and adopting effective ELD programs and training all teachers on their implementation to enhance ELL instruction and boost reclassification rates. Specifically, the ELD specialists will collaborate with teachers to integrate these research-based strategies into their daily instruction, ensuring that ELLs receive	CAASPP Math and ELA (Goal 1 Metric 7) Broad course of study (Goal 2 metric 3 & Goal 4, Metric 4) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments- iReady (Goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Math. Additionally, the 2023 CAASPP results show that only 11% of ELLs met or exceeded the standard in ELA, 7% in Math, and 2% in Science, significantly lagging behind the overall student performance where 24% met or exceeded the standard in ELA, 13% in Math, and 12% in Science. Although 51.57% of ELLs made progress towards English language proficiency as reported on the 2023 Dashboard, and 11.01% were reclassified in the 2022-23 academic year, these figures indicate a substantial need for improvement. Therefore, professional development is essential to equip educators with effective strategies for teaching ELLs and enhancing their language acquisition. Additionally, providing high-quality instructional materials tailored to ELLs will support these efforts, helping to close the achievement gaps and promote better educational outcomes for these students district-wide. **Scope:** Limited to Unduplicated Student Group(s)	tailored support that addresses their language acquisition needs. This training will be delivered to all teachers and Instructional aide district-wide, enabling a consistent and unified approach to ELD across the LEA. This LEA-wide approach guarantees that every ELL, regardless of their school, benefits from effective ELD practices, ultimately increasing reclassification rates and fostering equitable educational outcomes for unduplicated pupils throughout the district.	Fully qualified teachers (Goal 4, Metric 1) Standards Based Lesson Plans (Goal 4, Metric 2) Percent of students meeting or exceeding standard (Goal 4, Metric 3)

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

Not applicable. The Lamont Elementary School District does not have any limited actions associated with a planned percentage of improved services.

Additional Concentration Grant Funding

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

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.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$27,202,191	10,563,582	38.834%	6.649%	45.483%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,400,900.00	$0.00	$0.00	$0.00	$13,400,900.00	$8,226,495.00	$5,174,405.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Multi Tier Systems of Support (MTSS) Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$15,000.00	$250,000.00	$265,000.00				$265,000.00	
1	1.2	MTSS Staff - Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$450,000.00	$0.00	$450,000.00				$450,000.00	
1	1.3	Truancy Advocates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$150,000.00	$0.00	$150,000.00				$150,000.00	
1	1.4	Instructional Assistance	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Transitional Kindergarten and Kindergarten	Ongoing	$450,000.00	$0.00	$450,000.00				$450,000.00	
1	1.5	Health and Wellness Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$262,878.00	$157,122.00	$420,000.00				$420,000.00	
1	1.6	Enrichment/Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
1	1.7	Classroom Size Reduction Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Alicante, Lamont,	Ongoing	$2,720,000.00	$0.00	$2,720,000.00				$2,720,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	Myrtle K-6									
1	1.8	Dual Immersion Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle SchoolMountain View 7th and 8th grade7th and 8th	Ongoing	$185,000.00	$0.00	$185,000.00				$185,000.00	
1	1.9	Physical Education Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$556,197.50	$18,802.50	$575,000.00				$575,000.00	
1	1.10	Music/Band Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Myrtle Ave and Mt.View Middle 4-8 Grade	Ongoing	$340,367.60	$34,632.40	$375,000.00				$375,000.00	
1	1.11	STEM Teacher at Mt. View	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle School 7th-8th Grade	Ongoing	$157,000.00	$3,000.00	$160,000.00				$160,000.00	
1	1.12	Enrichment/Intervention Math Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mt. View Middle School 7th-8th	Ongoing	$115,000.00	$0.00	$115,000.00				$115,000.00	
1	1.13	Before and After School Teacher/s for Mt.View Middle School	All	No			Specific Schools: Mt. View Middle	Retired Action	$0.00	$0.00	$0.00				$0.00	
1	1.14	Vice Principals at School Sites	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Alicante, Lamont,	Ongoing	$388,000.00	$0.00	$388,000.00				$388,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	Myrtle Tk-6									
1	**1.15**	Gifted and Talented Education (GATE) and Honors Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$20,000.00	$30,000.00				$30,000.00	
1	**1.16**	School Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mt. View Middle SchoolMountain View Middle School 7-8	Ongoing	$140,000.00	$0.00	$140,000.00				$140,000.00	
1	**1.17**	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$19,995.00	$130,005.00	$150,000.00				$150,000.00	
1	**1.18**	Summer School Program For incoming Kindergarteners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$20,000.00	$5,000.00	$25,000.00				$25,000.00	
1	**1.19**	Athletic Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Mountain View, Myrtle 4-8	Ongoing	$61,646.00	$68,354.00	$130,000.00				$130,000.00	
1	**1.20**	Special Education Needs	Students with Disabilities	No			All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	**1.21**	Student Academic Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,960.00	$11,040.00	$20,000.00				$20,000.00	
1	**1.22**	Education Fieldtrips for all grade levels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$200,000.00	$200,000.00				$200,000.00	
1	**1.23**	Library Staff and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$294,560.00	$105,440.00	$400,000.00				$400,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	**1.24**	Micro-School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,000.00	$75,000.00	$125,000.00				$125,000.00	
1	**1.25**	6th Grade Outdoor Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante Elementary School and Myrtle Avenue School 6th	Ongoing	$24,502.50	$140,497.50	$165,000.00				$165,000.00	
2	**2.1**	21st Century Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$25,000.00	$1,775,000.00	$1,800,000.00				$1,800,000.00	
2	**2.2**	Technology Devices and Infrastructure to support the Learner Profile	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$980,000.00	$980,000.00				$980,000.00	
2	**2.3**	Technology Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$550,027.50	$14,972.50	$565,000.00				$565,000.00	
2	**2.4**	Teacher Workstation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$100,000.00	$110,000.00				$110,000.00	
2	**2.5**	Modular Buildings - Classroom size reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante School	Ongoing	$0.00	$20,400.00	$20,400.00				$20,400.00	
3	**3.1**	Parent Professional Development/ Conferences/ Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	**3.2**	Parent Engagement Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$80,000.00	$0.00	$80,000.00				$80,000.00	
3	**3.3**	Cene Con Sus Hijos Dinner	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,309.90	$34,190.10	$40,500.00				$40,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Kindergarten Preparation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Elementary TK-Kindergarten	Ongoing	$20,099.50	$9,900.50	$30,000.00				$30,000.00	
3	3.5	Mt.View Middle School Orientation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School 7	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.6	Parent Involvement Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.7	District Translator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$90,000.00	$0.00	$90,000.00				$90,000.00	
3	3.8	District and School site Websites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.9	School Safety/Campus Supervisor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle SchoolMountain View MIddle School 7-8	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
3	3.10	School Safety supplies and licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$100,000.00	$400,000.00	$500,000.00				$500,000.00	
3	3.11	ELD Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$122,502.50	$2,497.50	$125,000.00				$125,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
4	**4.1**	Professional Development - Learner Profile, Literacy, ELD, Writing, Math, STEAM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$78,000.00	$222,000.00	$300,000.00				$300,000.00	
4	**4.2**	MTSS Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
4	**4.3**	English Language Development Training and Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$40,000.00	$80,000.00	$120,000.00				$120,000.00	
4	**4.4**	Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$500,000.00	$0.00	$500,000.00				$500,000.00	
4	**4.5**	District Buyback Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$55,449.00	$66,551.00	$122,000.00				$122,000.00	

2025-26 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
$27,202,191	10,563,582	38.834%	6.649%	45.483%	$13,350,900.00	0.000%	49.080 %	**Total:**	$13,350,900.00
								LEA-wide Total:	$8,122,500.00
								Limited Total:	$245,000.00
								Schoolwide Total:	$4,983,400.00

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**	Multi Tier Systems of Support (MTSS) Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,000.00	
1	**1.2**	MTSS Staff - Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,000.00	
1	**1.3**	Truancy Advocates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	**1.4**	Instructional Assistance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Transitional Kindergarten and Kindergarten	$450,000.00	
1	**1.5**	Health and Wellness Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$420,000.00	
1	**1.6**	Enrichment/Intervention Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$30,000.00	

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			
1	1.7	Classroom Size Reduction Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Lamont, Myrtle K-6	$2,720,000.00	
1	1.8	Dual Immersion Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle School 7th and 8th grade	$185,000.00	
1	1.9	Physical Education Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$575,000.00	
1	1.10	Music/Band Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Myrtle Ave and Mt.View Middle 4-8 Grade	$375,000.00	
1	1.11	STEM Teacher at Mt. View	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle School 7th-8th Grade	$160,000.00	
1	1.12	Enrichment/Intervention Math Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt. View Middle School 7th-8th	$115,000.00	
1	1.14	Vice Principals at School Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Lamont, Myrtle Tk-6	$388,000.00	
1	1.15	Gifted and Talented Education (GATE) and Honors Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.16	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt. View Middle School 7-8	$140,000.00	
1	1.17	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	

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	1.18	Summer School Program For incoming Kindergarteners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.19	Athletic Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Mountain View, Myrtle 4-8	$130,000.00	
1	1.21	Student Academic Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.22	Education Fieldtrips for all grade levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
1	1.23	Library Staff and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,000.00	
1	1.24	Micro-School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
1	1.25	6th Grade Outdoor Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante Elementary School and Myrtle Avenue School 6th	$165,000.00	
2	2.1	21st Century Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,800,000.00	
2	2.2	Technology Devices and Infrastructure to support the Learner Profile	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$980,000.00	
2	2.3	Technology Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$565,000.00	
2	2.4	Teacher Workstation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
2	2.5	Modular Buildings - Classroom size reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante School	$20,400.00	

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 (%)
3	3.1	Parent Professional Development/ Conferences/ Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.2	Parent Engagement Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
3	3.3	Cene Con Sus Hijos Dinner	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,500.00	
3	3.4	Kindergarten Preparation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Elementary TK-Kindergarten	$30,000.00	
3	3.5	Mt.View Middle School Orientation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School 7	$5,000.00	
3	3.6	Parent Involvement Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.7	District Translator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
3	3.8	District and School site Websites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
3	3.9	School Safety/Campus Supervisor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle School 7-8	$100,000.00	
3	3.10	School Safety supplies and licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
3	3.11	ELD Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$125,000.00	
4	4.1	Professional Development - Learner Profile, Literacy,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	

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 (%)
		ELD, Writing, Math, STEAM						
4	**4.2**	MTSS Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
4	**4.3**	English Language Development Training and Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$120,000.00	
4	**4.4**	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
4	**4.5**	District Buyback Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,574,906.81	$13,482,100.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Multi Tier Systems of Support (MTSS) Development	Yes	$425,000	$550,000
1	**1.2**	MTSS Staff - Behavior	Yes	$200,000	$165,000
1	**1.3**	Truancy Advocates	Yes	$90,000	$145,000
1	**1.4**	Instructional Assistance	Yes	$445,000	$395,000
1	**1.5**	Health and Wellness Staff	Yes	$420,000	$420,000
1	**1.6**	Enrichment/Intervention Support	Yes	$30,000	35,000
1	**1.7**	Classroom Size Reduction Teachers	Yes	$2,720,000	$2,695,000
1	**1.8**	Dual Immersion Teacher	Yes	$185,000.00	$156,000
1	**1.9**	Physical Education Teachers	Yes	$575,000.00	$585,000
1	**1.10**	Music/Band Teachers	Yes	$374,000	$340,000
1	**1.11**	STEM Teacher at Mt. View	Yes	$75,000	$160,000

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	**1.12**	Enrichment/Intervention Math Teacher	Yes	$115,000	$115,000
1	**1.13**	Before and After School Teacher/s for Mt.View Middle School	Yes	$10,000	$0
1	**1.14**	Vice Principals at School Sites	Yes	$388,000	$372,000
1	**1.15**	Gifted and Talented Education (GATE) and Honors Program	Yes	$30,000	$0
1	**1.16**	School Counselor	Yes	$120,000	$138,000
1	**1.17**	AVID	Yes	$150,000	$80,000
1	**1.18**	Summer School Program	Yes	$65,000	$0
1	**1.19**	Athletic Program	Yes	$130,000	$110,000
1	**1.20**	Special Education Needs	No	$50,000	$48,000
1	**1.21**	Student Academic Activities	Yes	$20,000	$4,000
1	**1.22**	Education Fieldtrips for all grade levels	Yes	$200,000	$120,000
1	**1.23**	Library Staff and Supplies	Yes	$400,000	$340,000
1	**1.24**	Micro-School Support	Yes	$125,000	$0

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	1.25	6th Grade Outdoor Learning	Yes	$165,000	$35,000
2	2.1	21st Century Classrooms	Yes	3,120,006.81	$2,450,000
2	2.2	Technology Devices and Infrastructure to support the Learner Profile	Yes	$1,994,000	$1,540,000
2	2.3	Technology Support Staff	Yes	$565,000	$445,000
2	2.4	Teacher Workstation	Yes	$110,000	$0
2	2.5	Modular Buildings -Classroom size reduction	Yes	$20,400	$20,400
3	3.1	Parent Professional Development/ Conferences/ Workshops	Yes	$50,000	$33,500
3	3.2	Parent Engagement Staff	Yes	$43,000	$95,000
3	3.3	Cene Con Sus Hijos Dinner	Yes	$40,500	$20,000
3	3.4	Kindergarten Preparation	Yes	$15,000	$30,000
3	3.5	Mt.View Middle School Orientation	Yes	$5,000	$4,200
3	3.6	Parent Involvement Supplies	Yes	$4,000	$4,000
3	3.7	District Translator	Yes	$94,000	$92,000
3	3.8	District and School site Websites	Yes	$40,000	$30,000

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	**3.9**	School Safety/Campus Supervisor	Yes	$100,000	$100,000
3	**3.10**	School Safety supplies and licenses	Yes	$500,000	$410,000
3	**3.11**	ELD Support Staff	Yes	$75,000	$95,000
4	**4.1**	Professional Development - Learner Profile, Literacy, ELD, Writing, Math, STEAM	Yes	$450,000	$380,000
4	**4.2**	MTSS Professional Development	Yes	$100,000	$55,000
4	**4.3**	English Language Development Training and Programs	Yes	$120,000	$5,000
4	**4.4**	Academic Coaches	Yes	$500,000	$520,000
4	**4.5**	District Buyback Day	Yes	$122,000	$145,000
4	**4.6**				

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$10,942,133	$15,524,906.81	$13,283,200.00	$2,241,706.81	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Multi Tier Systems of Support (MTSS) Development	Yes	$425,000.00	$524,000		
1	**1.2**	MTSS Staff - Behavior	Yes	$200,000.00	$148,000		
1	**1.3**	Truancy Advocates	Yes	$90,000.00	$156,000		
1	**1.4**	Instructional Assistance	Yes	$445,000.00	$433,000		
1	**1.5**	Health and Wellness Staff	Yes	$420,000.00	$420,000		
1	**1.6**	Enrichment/Intervention Support	Yes	$30,000.00	$35,000		
1	**1.7**	Classroom Size Reduction Teachers	Yes	$2,720,000.00	$2,618,000		
1	**1.8**	Dual Immersion Teacher	Yes	$185,000.00	$170,000		
1	**1.9**	Physical Education Teachers	Yes	$575,000.00	$564,000		
1	**1.10**	Music/Band Teachers	Yes	$374,000.00	$322,000		
1	**1.11**	STEM Teacher at Mt. View	Yes	$75,000.00	$160,000		
1	**1.12**	Enrichment/Intervention Math Teacher	Yes	$115,000.00	$109,000		
1	**1.13**	Before and After School Teacher/s for Mt.View Middle School	Yes	$10,000.00	$0		

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	**1.14**	Vice Principals at School Sites	Yes	$388,000.00	$388,000		
1	**1.15**	Gifted and Talented Education (GATE) and Honors Program	Yes	$30,000.00	$0		
1	**1.16**	School Counselor	Yes	$120,000.00	$138,000		
1	**1.17**	AVID	Yes	$150,000.00	$65,000		
1	**1.18**	Summer School Program	Yes	$65,000.00	$0		
1	**1.19**	Athletic Program	Yes	$130,000.00	$98,000		
1	**1.21**	Student Academic Activities	Yes	$20,000.00	$6,800		
1	**1.22**	Education Fieldtrips for all grade levels	Yes	$200,000.00	$182,000		
1	**1.23**	Library Staff and Supplies	Yes	$400,000.00	$325,000		
1	**1.24**	Micro-School Support	Yes	$125,000.00	$0		
1	**1.25**	6th Grade Outdoor Learning	Yes	$165,000.00	$150,000		
2	**2.1**	21st Century Classrooms	Yes	$3,120,006.81	$2,580,000		
2	**2.2**	Technology Devices and Infrastructure to support the Learner Profile	Yes	$1,994,000	$1,445,000		
2	**2.3**	Technology Support Staff	Yes	$565,000.00	$480,000		
2	**2.4**	Teacher Workstation	Yes	$110,000.00	$0		
2	**2.5**	Modular Buildings -Classroom size reduction	Yes	$20,400.00	$20,400		
3	**3.1**	Parent Professional Development/ Conferences/ Workshops	Yes	$50,000.00	$28,000		
3	**3.2**	Parent Engagement Staff	Yes	$43,000.00	$90,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Cene Con Sus Hijos Dinner	Yes	$40,500.00	$10,000		
3	3.4	Kindergarten Preparation	Yes	$15,000.00	$26,500		
3	3.5	Mt.View Middle School Orientation	Yes	$5,000.00	$3,500		
3	3.6	Parent Involvement Supplies	Yes	$4,000.00	$4,000		
3	3.7	District Translator	Yes	$94,000.00	$90,000		
3	3.8	District and School site Websites	Yes	$40,000.00	$34,000		
3	3.9	School Safety/Campus Supervisor	Yes	$100,000.00	$88,000		
3	3.10	School Safety supplies and licenses	Yes	$500,000.00	$310,000		
3	3.11	ELD Support Staff	Yes	$75,000.00	$90,000		
4	4.1	Professional Development - Learner Profile, Literacy, ELD, Writing, Math, STEAM	Yes	$450,000.00	$305,000		
4	4.2	MTSS Professional Development	Yes	$100,000.00	$42,000		
4	4.3	English Language Development Training and Programs	Yes	$120,000.00	$10,000		
4	4.4	Academic Coaches	Yes	$500,000.00	$500,000		
4	4.5	District Buyback Day	Yes	$122,000.00	$115,000		

2024-25 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)
$27,462,602	$10,942,133	15.174%	55.018%	$13,283,200.00	0.000%	48.368%	$1,826,108.23	6.649%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth**:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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